



INSTRUCTIONAL MATERIALS ADMINISTRATOR

Welcome Cathy Seeds!

Home

Change Password

Log-out

Recommendation

Yes

Comments: The text and accompanying materials, tools, graphic organizers, etc. are very well done. My comments about the verbosity of the text is noted elsewhere in the review. It might be helpful to rename the Table of Contents so that the chapter title (5-"Political Change") is not the same as 4.3, also "Political Change")

Material for Review

Course: M/J Civics & Career Planning (2106016)

Title: Discovery Education Social Studies Techbook - Civics and Government & Career Planning , Edition: 1

Copyright: 2016

Author: Daniel Byerly and Kevin Jenkins

Grade Level: 6 - 8

Content

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

To answer each item, select the appropriate rating.

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

To answer each item, select the appropriate rating from the following scale:

- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- Justification and Comments are strongly encouraged for each rating. Please use the Justification/Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating. Your comments maybe used by publishers to help them improve their products
- Additional information regarding the Content, Presentation, and Learning requirements are located in the Social Studies K-12 Specifications for the 2016-17 Florida State Adoption of Instructional Materials.

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

A. Alignment with curriculum 1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The content aligns with the state's standards and benchmarks; however, the content could do a better job of aligning to the state's end of course assessment benchmark clarifications especially because the focus is 7th grade civics which is tested statewide.

2. A. The content is written to the correct skill level of the standards and benchmarks in the course.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The skill level is appropriate;

3. A. The materials are adaptable and useful for classroom instruction.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Some of the material appears to be presented at a higher level than the typical student would find accessible.

B. Level of Treatment 4. B. The materials provide sufficient details for students to understand the significance of topics and events.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This resources presents a high level of detail.

5. B. The level (complexity or difficulty) of the treatment of content matches the standards.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Yes; the options for the reading level fulfill a classroom need.

6. B. The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Yes; the options for the reading level fulfill a classroom need.

7. B. The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This aspect of the product is reasonably well done although the text appears to be a bit verbose in places which may add unnecessary time to various sections of each lesson.

C. Expertise for Content Development 8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Some of the sessions appear to ask students for too much during the assigned time frame.

9. C. The primary and secondary sources contribute to the quality of the content in the materials.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

These are excellent; good variety of sources.

D. Accuracy of Content 10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I have no concerns here;

11. D. The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I have no concerns here;

12. D. The content of the material is representative of the discipline? (Material should include prevailing theories, concepts, standards, and models used with the subject area).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are some chapters that appear to provide just a bit too much information than is necessary. For example, some of the video material, which well detailed, may not represent the focus of the text (while interesting).

13. D. The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Yes; note that this question should use the word "factually" (the word is an adjective in this context).

E. Currency of Content 14. E. The content is up-to-date according to current research and standards of practice.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I have no concerns here;

15. E. The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Perhaps this is a matter of preference, but some of the benchmarks are taught together, from different reporting categories and standards, which may not be helpful for Florida students.

16. E. The content is presented in an appropriate and relevant context for the intended learners.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Perhaps this is a matter of preference, but some of the benchmarks are taught together, from different reporting categories and standards, which may not be helpful for Florida students.

F. Authenticity of Content 17. F. The content includes connections to life in a context that is meaningful to students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Yes; strong here.

18. F. The material includes interdisciplinary connections which are intended to make the content meaningful to students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Yes; the literacy connections are particularly strong, as are the connections to geography.

G. Multicultural Representation 19. G. The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

No concerns here; well done.

H. Humanity and Compassion 20. H. The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

No concerns here; well done.

21. In general, is the content of the benchmarks and standards for this course covered in the material.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Yes, in general, although there are some concerns that are articulated in other responses.

Presentation

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

To answer each item, select the appropriate rating.

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

To answer each item, select the appropriate rating from the following scale:

5 - VERY GOOD ALIGNMENT

4 - GOOD ALIGNMENT

- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- Justification and Comments are strongly encouraged for each rating. Please use the Justification/Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating. Your comments maybe used by publishers to help them improve their products
- Additional information regarding the Content, Presentation, and Learning requirements are located in the Social Studies K-12 Specifications for the 2016-17 Florida State Adoption of Instructional Materials.

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

A. Comprehensiveness of Student and Teacher Resources 1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

I like the various tools that help the teachers create assessments, such as the writing prompt tool.

B. Alignment of Instructional Components 2. B. All components of the major tool align with the curriculum and each other.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Yes, well done here;

C. Organization of Instructional Materials 3. C. The materials are consistent and logical organization of the content for the subject area.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Yes, the materials are well organized. The same is true within each chapter such that what comes first in any chapter makes sense to come first, what comes second in the chapter makes sense to come after the first part, etc.

D. Readability of Instructional Materials 4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Some of the material appears to be rather verbose; still, having the two reading levels of the content is helpful.

E. Pacing of Content 5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

There are sections that appear to ask too much of the student in a single class session.

Accessibility 6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Offering the material in two reading levels in English, as well as in Spanish, makes the material accessible to students of various levels.

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Well done; see other comments.

Learning

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete. To answer each item, select the appropriate rating.

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

To answer each item, select the appropriate rating from the following scale:

- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- Justification and Comments are strongly encouraged for each rating. Please use the Justification/Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating. Your comments maybe used by publishers to help them improve their products
- Additional information regarding the Content, Presentation, and Learning requirements are located in the Social Studies K-12 Specifications for the 2016-17 Florida State Adoption of Instructional Materials.

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

A. Motivational Strategies 1. A. Instructional materials include features to maintain learner motivation.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The instructional material stimulates student thinking in different ways, which is positive, although there are some videos and some text that seems to be overly verbose.

B. Teaching a Few "Big Ideas" 2. B. Instructional materials thoroughly teach a few important ideas, concepts, or themes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Good job here; an introductory chapter that focuses on these big ideas (with perhaps a focus on recent events) would accomplish this objective.

C. Explicit Instruction 3. C. The materials contain clear statements of information and outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Yes, strong here;

D. Guidance and Support 4. D. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Yes, there is a wide array of ways to access the content which is very strong.

5. D. Guidance and support must be adaptable to developmental differences and various learning styles.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Yes, the different reading levels, as well as the inclusion of visual, auditory and writing opportunities are all strong.

E. Active Participation of Students 6. E. The materials engage the physical and mental activity of students during the learning process.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Yes, there is a good combination of video and different types of text resources.

7. E. Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Strong here;

F. Targeted Instructional Strategies 8. F. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Yes, the various graphic organizers are helpful in this regards.

9. F. The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Yes; the content is well focused.

G. Targeted Assessment Strategies 10. G. The materials correlate assessment strategies to the desired learning outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The options provided for developing assessments are especially strong.

11. G. the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The variety of assessment strategies is very helpful to promote student learning.

Universal Design for Learning 12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Yes; as I indicated in my previous comments, the variety of materials reaches students of various abilities (although the text can be verbose in spots).

13. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The text does provide needed alignment to satisfy learning requirements. I may disagree with some of the organization but this is a matter of preference only.

Standards

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

To answer each item, select the appropriate rating.

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

To answer each item, select the appropriate rating from the following scale:

- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- Justification and Comments are strongly encouraged for each rating. Please use the Justification/Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating. Your comments maybe used by publishers to help them improve their products
- Additional information regarding the Content, Presentation, and Learning requirements are located in the Social Studies K-12 Specifications for the 2016-17 Florida State Adoption of Instructional Materials.

When looking at standards alignment reviewers should consider not only the robustness of the standard coverage but also the content complexity (depth of knowledge level) if appropriate. More information on content complexity as it relates to Florida standards can be found at: http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS_ccdefinitions_140711.pdf For example, if the standard is marked as a level 3 (strategic reasoning and complex thinking) then the materials coverage should reflect this. If the materials coverage is only sufficient to allow for recall (level 1) then this should be reflected in the points assigned.

1. **SS.7.C.1.1:** Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

2. **SS.7.C.1.2:** Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

3. **SS.7.C.1.3:** Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

4. **SS.7.C.1.4:** Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

5. **SS.7.C.1.5:** Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

6. **SS.7.C.1.6:** Interpret the intentions of the Preamble of the Constitution.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

7. **SS.7.C.1.7:** Describe how the Constitution limits the powers of government through separation of powers and checks and balances.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

8. **SS.7.C.1.8:** Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

9. **SS.7.C.1.9:** Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

10. **SS.7.C.2.1:** Define the term "citizen," and identify legal means of becoming a United States citizen.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

11. **SS.7.C.2.10:** Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

12. **SS.7.C.2.11:** Analyze media and political communications (bias, symbolism, propaganda).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

13. **SS.7.C.2.12:** Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

14. **SS.7.C.2.13:** Examine multiple perspectives on public and current issues.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

15. **SS.7.C.2.14:** Conduct a service project to further the public good.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

16. **SS.7.C.2.2:** Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

17. **SS.7.C.2.3:** Experience the responsibilities of citizens at the local, state, or federal levels.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

18. **SS.7.C.2.4:** Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

19. **SS.7.C.2.5:** Distinguish how the Constitution safeguards and limits individual rights.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

20. **SS.7.C.2.6:** Simulate the trial process and the role of juries in the administration of justice.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

21. **SS.7.C.2.7:** Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are

labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

22. **SS.7.C.2.8:** Identify America's current political parties, and illustrate their ideas about government.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

23. **SS.7.C.2.9:** Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

24. **SS.7.C.3.1:** Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

25. **SS.7.C.3.10:** Identify sources and types (civil, criminal, constitutional, military) of law.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

26. **SS.7.C.3.11:** Diagram the levels, functions, and powers of courts at the state and federal levels.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

27. **SS.7.C.3.12:** Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

28. **SS.7.C.3.13:** Compare the constitutions of the United States and Florida.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

29. **SS.7.C.3.14:** Differentiate between local, state, and federal governments' obligations and services.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

30. **SS.7.C.3.2:** Compare parliamentary, federal, confederal, and unitary systems of government.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

31. **SS.7.C.3.3:** Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

32. **SS.7.C.3.4:** Identify the relationship and division of powers between the federal government and state governments.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

33. **SS.7.C.3.5:** Explain the Constitutional amendment process.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

34. **SS.7.C.3.6:** Evaluate Constitutional rights and their impact on individuals and society.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

35. **SS.7.C.3.7:** Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

36. **SS.7.C.3.8:** Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

37. **SS.7.C.3.9:** Illustrate the law making process at the local, state, and federal levels.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

38. **SS.7.C.4.1:** Differentiate concepts related to United States domestic and foreign policy.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

39. **SS.7.C.4.2:** Recognize government and citizen participation in international organizations.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

40. **SS.7.C.4.3:** Describe examples of how the United States has dealt with international conflicts.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Well done here; I may not agree with how the benchmarks are assigned necessarily (e.g., the roles and powers of the president are labeled as 4.1 and not 3.8 or 3.3), but all of the content is covered through the text.

41. **SS.7.E.1.1:** Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The economics chapter covers these benchmarks well;

42. **SS.7.E.1.2:** Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The economics chapter covers these benchmarks well;

43. **SS.7.E.1.3:** Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The economics chapter covers these benchmarks well;

44. **SS.7.E.1.4:** Discuss the function of financial institutions in the development of a market economy.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The economics chapter covers these benchmarks well;

45. **SS.7.E.1.5:** Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The economics chapter covers these benchmarks well;

46. **SS.7.E.1.6:** Compare the national budget process to the personal budget process.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The economics chapter covers these benchmarks well;

47. **SS.7.E.2.1:** Explain how federal, state, and local taxes support the economy as a function of the United States government.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The economics chapter covers these benchmarks well;

48. **SS.7.E.2.2:** Describe the banking system in the United States and its impact on the money supply.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The economics chapter covers these benchmarks well;

49. **SS.7.E.2.3:** Identify and describe United States laws and regulations adopted to promote economic competition.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The economics chapter covers these benchmarks well;

50. **SS.7.E.2.4:** Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The economics chapter covers these benchmarks well;

51. **SS.7.E.2.5:** Explain how economic institutions impact the national economy.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The economics chapter covers these benchmarks well;

52. **SS.7.E.3.1:** Explain how international trade requires a system for exchanging currency between and among nations.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The economics chapter covers these benchmarks well;

53. **SS.7.E.3.2:** Assess how the changing value of currency affects trade of goods and services between nations.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The economics chapter covers these benchmarks well;

54. **SS.7.E.3.3:** Compare and contrast a single resource economy with a diversified economy.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The economics chapter covers these benchmarks well;

55. **SS.7.E.3.4:** Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The economics chapter covers these benchmarks well;

56. **SS.7.G.1.1:** Locate the fifty states and their capital cities in addition to the nation's capital on a map.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The textbook weaves this benchmark in well to the civics content.

57. **SS.7.G.1.2:** Locate on a world map the territories and protectorates of the United States of America.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The textbook weaves this benchmark in well to the civics content.

58. **SS.7.G.1.3:** Interpret maps to identify geopolitical divisions and boundaries of places in North America.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The textbook weaves this benchmark in well to the civics content.

59. **SS.7.G.2.1:** Locate major cultural landmarks that are emblematic of the United States.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The textbook weaves this benchmark in well to the civics content.

60. **SS.7.G.2.2:** Locate major physical landmarks that are emblematic of the United States.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The textbook weaves this benchmark in well to the civics content.

61. **SS.7.G.2.3:** Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The textbook weaves this benchmark in well to the civics content.

62. **SS.7.G.2.4:** Describe current major cultural regions of North America.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The textbook weaves this benchmark in well to the civics content.

63. **SS.7.G.3.1:** Use maps to describe the location, abundance, and variety of natural resources in North America.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The textbook weaves this benchmark in well to the civics content.

64. **SS.7.G.4.1:** Use geographic terms and tools to explain cultural diffusion throughout North America.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The textbook weaves this benchmark in well to the civics content.

65. **SS.7.G.4.2:** Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The textbook weaves this benchmark in well to the civics content.

66. **SS.7.G.5.1:** Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in

the local community.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The textbook weaves this benchmark in well to the civics content.

67. **SS.7.G.6.1:** Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The textbook weaves this benchmark in well to the civics content.

68. **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The translation of the text to Spanish achieves this objective.

69. **ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The translation of the text to Spanish achieves this objective.

70. **HE.7.P.8.2:** Articulate a position on a health-related issue and support it with accurate health information.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Interesting approach and good to focus on teens with the case study.

71. **LAFS.68.RH.1.1:** Cite specific textual evidence to support analysis of primary and secondary sources.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The graphic organizers do an excellent job of helping students learn this skill.

72. **LAFS.68.RH.1.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Strong here;

73. **LAFS.68.RH.1.3:** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Well done here;

74. **LAFS.68.RH.2.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Well done here;

75. **LAFS.68.RH.2.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Well done here;

76. **LAFS.68.RH.2.6:** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Well done here;

77. **LAFS.68.RH.3.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print

and digital texts.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Strong here; it is important for students to learn these skills.

78. **LAFS.68.RH.3.8:** Distinguish among fact, opinion, and reasoned judgment in a text.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Strong here;

79. **LAFS.68.RH.3.9:** Analyze the relationship between a primary and secondary source on the same topic.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Strong here;

80. **LAFS.68.WHST.1.1:** Write arguments focused on discipline-specific content.

a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Communication of content literacy is important;

81. **LAFS.68.WHST.1.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style and objective tone.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This skill is important and well-represented in the text.

82. **LAFS.68.WHST.2.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Well done here;

83. **LAFS.68.WHST.2.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Well done here;

84. **LAFS.68.WHST.2.6:** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Well done here;

85. **LAFS.68.WHST.3.7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
Well done here;

86. **LAFS.68.WHST.3.8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
Well done here;

87. **LAFS.68.WHST.3.9:** Draw evidence from informational texts to support analysis reflection, and research.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
Well done here;

88. **LAFS.68.WHST.4.10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
The materials provided as well as the teacher-supported interactives for teachers to develop their own assessments is helpful here.

89. **LAFS.7.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
Strong here;

90. **LAFS.7.SL.1.2:** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
Strong here;

91. **LAFS.7.SL.1.3:** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
Strong here;

92. **LAFS.7.SL.2.4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
Strong here;

93. **MAFS.K12.MP.1.1:** Make sense of problems and persevere in solving them.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
Strong here;

94. **MAFS.K12.MP.3.1:** Construct viable arguments and critique the reasoning of others.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
Strong here;

95. **MAFS.K12.MP.5.1:** Use appropriate tools strategically.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Good tools for teachers to teach these skills here;

96. **MAFS.K12.MP.6.1:** Attend to precision.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Well done here;

If you have questions contact Office of Instructional Materials, imstaff@fldoe.org or 850-245-0425

[DOE Home](#) | [Commissioner](#) | [Board of Education](#) | [Contact Us](#) | [DOE Paperless](#) | [Open Government](#) | [Site Index](#)

For questions & comments regarding education issues: Commissioner@fldoe.org

| For questions & comments regarding this Web site: [E-mail Webmaster](#)

[Accessibility](#) | [Copyright Florida Department of Education ©2005](#) | [Privacy Statement](#) | [Public Records](#)

Free Downloads: [Acrobat Reader](#) | [Excel Viewer 2003](#) | [Word Viewer 97/2000](#) | [PowerPoint Viewer 2003](#)

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public-records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing.