



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

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Comments: The content of Beyond Borders: Ancient History, Florida Edition, Edition: 1 is strong and it offers a visually pleasing layout. The content is written in a student-friendly language which helps students understand and process world history. However, it consistently scored lower than the Recommended Score on the rubrics for presentation, learning, and standards. In the Presentation area of review, the materials scored lower than the recommended score due to weakness in accessibility. In Learning, there are concerns of meeting the needs and motivating of all students. In the Standards area of review, multiple (20+) standards had only adequate opportunities to demonstrate mastery, and activities for these same standards were designed at the application or acquisition performance levels. Multiple standards that are included in the course were not addressed in the standards alignment document provided by Gibbs Smith Education. Six of these aforementioned standards were in fair alignment and one was in very poor alignment.

Material for Review

Course: M/J World History (2109010)

Title: Beyond Borders: Ancient History, Florida Edition , Edition: 1

Copyright: 2017

Author: Beavers, Biermann, Dingman, Masyada, Sikdar, Sparks, Spatafore, Teegarden, Widener, Williams

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.

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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.

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- 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 curriculum1. 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 frequently is in good or very good alignment with the states' 111 standards and benchmarks for subjects, grade level, and learning outcomes.

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 content is routinely written to the correct skill level of the standards and benchmarks in M/J World History.

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:

The materials are frequently useful and consistently provide real-world applications with activities designed for assimilation and the adaptation performance levels on the Rigor and Relevance Framework. The materials frequently provide suggestions and tips to adapt assessments and activities for classroom instruction, but the actual materials have limited adaptability due to its digitized texts (student edition and teacher guide).

B. Level of Treatment4. 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:

The materials provide through information and sufficient details for students to understand the significance of topics and events. Overall, the materials provide an abundance of opportunities for students to make connections between the significance of the topics and events to real-world situations.

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:

The treatment of content meet the complexity of the benchmarks and standards associated with this course. Overall, the activities and tasks match the level of complexity of the benchmarks and standards. The materials also provide frequent opportunities to enrich learning at higher cognitive levels.

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:

The materials treatment of content is appropriate for middle grades students abilities. The text is student friendly makes the content easily understandable for middle grade students.

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:

Frequently the level of the treatment of content is paced appropriately for teaching.

C. Expertise for Content Development8. 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:

Consistently the primary and secondary sources cited in the materials reflect expert information for the subject.

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:

Consistently the primary and secondary sources contribute to the quality of the content in the materials. The primary and secondary sources were consistently appropriate for the content and the scaffolded analysis can support students make connections to real-world applications while assessing multiple social studies benchmarks and reading history standard simultaneously.

D. Accuracy of Content10. 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:

The content is consistently presented accurately.

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:

The content is consistently presented objectively.

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:

The content is consistently representative of the discipline.

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:

The content is consistently factual accurate.

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:

The content is currently up-to-date according to current research and standards of practice. As this is a digitized text, if the current research or standards of practice change it will be difficult (if at all possible) to make content changes to the materials.

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:

Frequently, the content is presented in an appropriate and relevant to the curriculum and social studies benchmarks.

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:

The content is presented in an appropriate and relevant context for middle grade students enrolled in M/J World History.

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:

Frequently, the content includes connections to life in a context that is meaningful to students.

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:

The materials frequently include interdisciplinary connections such as desertification, erosion, and literature links.

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:

Consistently, the portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased.

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:

Consistently, the materials portray people and animals with compassion, sympathy, and consideration of their needs and values. The materials exclude hard-core pornography and inhuman treatment.

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:

The submission is in Good Alignment in 12 of the 20 items of review for content (48 points). The submission is in Very Good alignment in 8 of the 20 items of review (40 points) which increases the overall content to Very Good Alignment (total of 80 points need to earn Good Alignment and 88 points earned). In general, the content of the benchmarks and standards for this course are covered in the materials.

Presentation

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A. Comprehensiveness of Student and Teacher Resources1. 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:

Routinely the student resources address the targeted learning outcomes. Overall, the resources are comprehensive and require the teacher minimal additional teaching materials for the course.

B. Alignment of Instructional Components2. 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:

The majority of the components of the major tool align with the curriculum and each other.

C. Organization of Instructional Materials3. 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:

The materials are consistent and logical (chronological) organization which is appropriate for M/J World History. The Student Edition and Teacher guide both reflect logical organization of each other.

D. Readability of Instructional Materials4. 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:

The visuals and layout of the instructional materials are engaging. When reading the visuals and narrative consistently aid students understanding at the appropriate level for middle school. Students listening to the narrative on the computer would not be as engaged as ReadSpeaker does not model fluency and mispronounces words such as find, effect, and Paleolithic. This could be a disadvantage for special education and English language learning students.

E. Pacing of Content5. 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:

The pacing of content is chunked to allow students time to process and understand it. Chapter 9 lessons 2 and 3 are not necessary for M/J World History, but could be utilized to support more opportunities for students to master some geography and economic benchmarks.

Accessibility6. 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:

The digitized textbook offers limited navigation and assistive support that aid students to access and interact with the material. The material contains the following study tools and assistive support highlighters, note taking tools, zooming on all pages to view text and images, ReadSpeaker, and supports refreshable Braille displays. Highlighters and note taking tools are easy to use and offer various colors to support study skills. Note taking tool could better support students if the entire note appeared in the note column rather than the beginning few words of the note. This would help students make connections between notes. Although the material supports zoom in on all pages the zoom in functionality may not make the font large enough for all readers. When zoomed in all the way on a laptop font appears to be 12-14 point font for main text. The interface is difficult to use on a smartphone. The material offers text-to-speech tool, ReadSpeaker, with real-time highlighting. Although the real-time highlighting aids students reading along ReadSpeaker is limited in its assistive support as it does not model fluency and mispronounces words such as find, effect, and Paleolithic.

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:

The submission is in Good Alignment in 5 of the 6 items of review for presentation (20 points). The submission is in Poor Alignment in accessibility (3 points) which drops the overall presentation to Fair Alignment (total of 24 points need to earn Good Alignment and 23 points earned).

Learning

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A. Motivational Strategies1. A. Instructional materials include features to maintain learner motivation.

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

Justification:

The textbook is digitized and allows students to annotate the text with highlighters and notes. Page layouts of the text are visually pleasing to students with colorful images and there are potential opportunities for student centered discussion based on textbook provided scaffolded questions which can peak student interest and motivation. The digitized book could better maintain learner motivation by providing interactive digital tools such as interactive graphic organizers, embedded links to videos, interactive checks for understanding and "what do you think?" questions, or primary sources that can be annotated on the student edition.

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:

Essential questions for chapters help students see the relationship among big ideas in the chapter and its corresponding lessons.

C. Explicit Instruction3. C. The materials contain clear statements of information and outcomes.

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

Justification:

Key ideas for each lesson state the intended learning outcomes. These learning outcomes relate to the benchmarks addressed in the lesson.

D. Guidance and Support4. 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:
 The materials provide regular guidance and support to successfully make real-world connections. The materials provide consistently scaffolded questions and a natural progression of activities that build to the appropriate DOK of the benchmarks.

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:
 The materials offers adequate opportunities to adapt and differentiate instruction by offering ELL tips, assigning students different assessment questions, and providing students with various activities.

E. Active Participation of Students6. 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:
 The materials provides numerous opportunities for cognitive engagement and limited opportunities for physical engagement during the learning process.

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:
 The materials include organized activities that are frequently logical extensions of content, goals, and objectives that enrich students learning of the standards and benchmarks for this course.

F. Targeted Instructional Strategies8. 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:
 Instructional materials included strategies research based strategies in various formats throughout the material.

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:
 Consistently, the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

G. Targeted Assessment Strategies10. 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:
 Routinely, the materials correlate assessment strategies to the desired learning outcomes.

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:
 Ample formative assessment opportunities exist to help distinguished level of proficiency students have attained on target outcomes.

Universal Design for Learning12. 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:
 The submission incorporates adequate strategies, materials and activities to support the learning of all students. Tips to support all learners are included in the teacher guide.

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 submission is in Good Alignment in 7 of the 12 items of review for learning (28 points). The submission is in Fair Alignment in 4 of the 12 items of review for learning (12 points) and in Very Good Alignment in 1 of the 12 (5 points earned). The overall learning was in Fair Alignment (total of 48 points need to earn Good Alignment and 45 points earned).

Standards

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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.6.C.1.1:** Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.

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

Justification:

Regular connections to real-world applications are made and the activities associated with this benchmark are routinely designed for the assimilation performance level.

2. **SS.6.C.1.2:** Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. Regular connections to real-world applications are made between the Roman Republic and the development of democratic principles in "what do you think?" questions as well as in the teacher guide (Roman Republic and Democratic Principles).

3. **SS.6.C.2.1:** Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.

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

Justification:

Frequent opportunities arise throughout the student edition to meet this benchmark during chapter 4 lesson 2 and chapter 5 lesson 1.

4. **SS.6.E.1.1:** Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.

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

Justification:

Although the text frequently explains the factors that increased economic growth in multiple civilization, there are few adequate opportunities for students to demonstrate mastery of this benchmark.

5. **SS.6.E.1.2:** Describe and identify traditional and command economies as they appear in different civilizations.

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

Justification:

Regular connections to real-world applications are made and the activities associated with this benchmark are designed for the assimilation performance level. Opportunities for adaptation are also provided for activities to meet this benchmark.

6. **SS.6.E.1.3:** Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand,

barter, trade, productive resources (land, labor, capital, entrepreneurship).

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

Justification:

Although the text frequently explains economic concepts as they relate to early civilization, there are only occasional opportunities for students to solve problems and demonstrate mastery of this benchmark.

7. **SS.6.E.2.1:** Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. Regular connections to real-world applications are made through activities frequently designed for assimilation performance.

8. **SS.6.E.3.1:** Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. Regular connections to real-world applications are made to meet this standard in various formats.

9. **SS.6.E.3.2:** Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.

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

Justification:

Although the text frequently explains the products traded among civilizations and gives examples of barriers to trade, there are few adequate opportunities for students to demonstrate mastery of this benchmark.

10. **SS.6.E.3.3:** Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. Regular connections to real-world applications are made and the activities associated with this benchmark are designed for the assimilation performance level.

11. **SS.6.E.3.4:** Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.

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

Justification:

Opportunities are provided to explain the application of various types of maps in the student edition. Adequate opportunities are provided for students to apply knowledge and demonstrate mastery.

12. **SS.6.G.1.1:** Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. Regular opportunities to apply knowledge and use latitude and longitude to solve problems that deepen understanding are present in the student edition and teacher guide.

13. **SS.6.G.1.2:** Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.

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

Justification:

Opportunities are provided to explain the application of various types of maps in the student edition. Adequate opportunities are provided for students to apply knowledge and demonstrate mastery.

14. **SS.6.G.1.3:** Identify natural wonders of the ancient world.

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

Justification:

Opportunities are provided for exploration and connections to real-world application and assimilation are made available in the Teacher Guide. Adequate opportunities are provided for students to apply knowledge and demonstrate mastery.

15. **SS.6.G.1.4:** Utilize tools geographers use to study the world.

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

Justification:

Numerous opportunities arise throughout the materials to meet this benchmark. Consistent opportunities to apply knowledge and use tools geographers use to solve problems are present in the student edition and teacher guide.

16. **SS.6.G.1.5:** Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of

the world.

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

Justification:

Numerous opportunities arise throughout the materials to meet this benchmark. There are an abundance of opportunities to apply knowledge and use the skills to solve problems that deepen understandings of this benchmark are present in student edition and teacher guide.

17. **SS.6.G.1.6:** Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. Regular opportunities to apply knowledge and use the skills to solve problems that deepen understandings of this benchmark are present in student edition.

18. **SS.6.G.1.7:** Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. Regular opportunities to apply knowledge and use the skills to deepen understandings of this benchmark are present in student edition.

19. **SS.6.G.2.1:** Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.

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

Justification:

Consistent connections to real-world applications are made and activities are often designed at the assimilation and adaptation level. Ample options exist so that the distinguished level of proficiency is attainable.

20. **SS.6.G.2.2:** Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. Regular opportunities to apply knowledge and use the skills to deepen understandings of this benchmark are present in student edition.

21. **SS.6.G.2.3:** Analyze the relationship of physical geography to the development of ancient river valley civilizations.

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

Justification:

Numerous opportunities arise throughout the materials to meet this benchmark. There are an abundance of opportunities to apply knowledge and use the skills to deepen understandings of this benchmark are present in student edition and teacher guide.

22. **SS.6.G.2.4:** Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.

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

Justification:

Numerous opportunities arise throughout the materials to meet this benchmark. There are an abundance of opportunities to apply knowledge and use the skills to deepen understandings of this benchmark are present in student edition and teacher guide.

23. **SS.6.G.2.5:** Interpret how geographic boundaries invite or limit interaction with other regions and cultures.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. Regular opportunities to apply knowledge and use the skills to deepen understandings of this benchmark are present in student edition.

24. **SS.6.G.2.6:** Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.

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

Justification:

Numerous opportunities arise throughout the materials to meet this benchmark. There are an abundance of opportunities to apply knowledge and use the skills to deepen understandings of this benchmark are present in student edition and teacher guide.

25. **SS.6.G.2.7:** Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.

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

Justification:

The material offers limited opportunities to Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.

26. **SS.6.G.3.1:** Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. There are regular opportunities to apply knowledge and use the skills to deepen understandings of this benchmark are present in student edition and teacher guide.

27. **SS.6.G.3.2:** Analyze the impact of human populations on the ancient world's ecosystems.

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

Justification:

Although the text explains the impacts of human populations on ecosystems, there are only occasional opportunities for students to demonstrate mastery of this benchmark. This is particularly true in regards to the ancient world.

28. **SS.6.G.4.1:** Explain how family and ethnic relationships influenced ancient cultures.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. There are regular opportunities to apply knowledge and use skills to deepen understandings of this benchmark.

29. **SS.6.G.4.2:** Use maps to trace significant migrations, and analyze their results.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. There are regular opportunities to apply knowledge and use map skills to deepen understandings of migrations and analyze their results.

30. **SS.6.G.4.3:** Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. There are regular opportunities to apply knowledge and use skills to deepen understandings of this benchmark.

31. **SS.6.G.4.4:** Map and analyze the impact of the spread of various belief systems in the ancient world.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. There are regular opportunities to apply knowledge and use map skills to deepen understandings of the impact of the spread of various belief systems around the ancient world.

32. **SS.6.G.5.1:** Identify the methods used to compensate for the scarcity of resources in the ancient world.

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

Justification:

Opportunities are provided to explain the application of various types of maps in the student edition. Adequate opportunities are provided for students to apply knowledge and demonstrate mastery.

33. **S.6.G.5.2:** Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. There are regular opportunities to apply knowledge and use geography terms and tools to deepen understandings of the development of transportation linkages in the ancient world. Questions to help assess students' level of proficiency are present in both the student edition and teacher guide. The teacher guide also provides opportunities for the application of real-world connections at the assimilation level of performance.

34. **SS.6.G.5.3:** Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. There are regular opportunities to apply knowledge and use the skills to deepen understandings of this benchmark are present in student edition and teacher guide.

35. **SS.6.G.6.1:** Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.

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

Justification:

Opportunities are presented throughout the material in various formats to meet and assess this benchmark. There are regular opportunities to apply knowledge and use skills that deepen understandings of this benchmark.

36. **SS.6.G.6.2:** Compare maps of the world in ancient times with current political maps.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. There are regular opportunities to apply knowledge and use map skills to deepen understandings about how maps from the ancient world and current political maps relate.

37. **SS.6.W.1.1:** Use timelines to identify chronological order of historical events.

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

Justification:

Use timelines to identify chronological order of historical events are presented thoroughly the textbook. Consistent connections to real-world applications are made, activities are often designed for students to analyze timelines or synthesise information to create timelines (Assimilation performance). There are regular opportunities to apply knowledge and use skills to solve problems that deepen understandings of timelines to identify chronological order of historical events.

38. **SS.6.W.1.2:** Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.

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

Justification:

Although words such as decade, century, era and millennium era used in the book there are limited opportunities that require students to demonstrate mastery of the following terms: decade, century, epoch, era, or millennium are present.

39. **SS.6.W.1.3:** Interpret primary and secondary sources.

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

Justification:

The materials provide an abundance of opportunities for students to analyze and cite evidence from primary and secondary sources. Texts and videos are utilized to meet this standard.

40. **SS.6.W.1.4:** Describe the methods of historical inquiry and how history relates to the other social sciences.

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

Justification:

Regular connections to real-world applications are made and the activities associated with this benchmark are routinely designed for the assimilation performance level.

41. **SS.6.W.1.5:** Describe the roles of historians and recognize varying historical interpretations (historiography).

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

Justification:

Regular connections to real-world applications are made and the activities associated with this benchmark are routinely designed for the assimilation performance level.

42. **SS.6.W.1.6:** Describe how history transmits culture and heritage and provides models of human character.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. There are regular opportunities to apply knowledge and use the skills to deepen understandings of this benchmark are present in student edition and teacher guide.

43. **SS.6.W.2.1:** Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.

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

Justification:

The materials offer adequate opportunities to meet SS.6.W.2.1.

44. **SS.6.W.2.10:** Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.

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

Justification:

Adequate opportunities are presented in the materials to meet this benchmark. There are occasional opportunities to apply knowledge.

45. **SS.6.W.2.2:** Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. Regular connections to real-world applications are made and activities are regularly designed at the assimilation and adaptation performance levels.

46. **SS.6.W.2.3:** Identify the characteristics of civilization.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. There are adequate opportunities for students to apply their knowledge, but the activities are frequently designed at the assimilation and adaptation performance level.

47. **SS.6.W.2.4:** Compare the economic, political, social, and religious institutions of ancient river civilizations.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. Regular connections to real-world applications are made and activities are regularly designed at the assimilation and adaptation performance levels. Ample options (check for understanding questions, comparison chart and discussion questions) in exist so that the distinguished level of proficiency is attained.

48. **SS.6.W.2.5:** Summarize important achievements of Egyptian civilization.

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

Justification:

Frequent opportunities arise in the materials to meet this benchmark. Regular connections to real-world applications are made and activities are regularly designed at the assimilation and adaptation performance levels.

49. **SS.6.W.2.6:** Determine the contributions of key figures from ancient Egypt.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. Regular connections to real-world applications are made and activities are regularly designed at the assimilation and adaptation performance levels.

50. **SS.6.W.2.7:** Summarize the important achievements of Mesopotamian civilization.

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

Justification:

Concepts and skills addressed by the criteria are presented frequently and in various formats throughout the material. Connections between the achievements of Mesopotamia (Hammurabi's Code) are made and used as a comparison in other sections of the text.

51. **SS.6.W.2.8:** Determine the impact of key figures from ancient Mesopotamian civilizations.

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

Justification:

Concepts and skills addressed by the criteria are presented frequently and in various formats throughout the material. Connections between the impacts of key figures from Mesopotamia are made and used as a comparison in other sections of the text. Regular connections to real-world applications are made, activities are frequently designed at the appropriate performance level in the Rigor and Relevance Framework for the above benchmark. Activities are routinely designed for DOK performance and options for DOK levels exist. There are regular opportunities to apply knowledge and use skills to solve problems that deepen understandings of concepts targeted. Ample options exist so that the distinguished level of proficiency is attainable.

52. **SS.6.W.2.9:** Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.

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

Justification:

Opportunities are provided for exploration and connections to real-world application and assimilation are made routinely though relating laws of the israelites to current laws and giving students the opportunity to select and ten laws they find relevant for school. There are potential opportunities for assimilation. Adequate opportunities are provided for students to apply knowledge and demonstrate mastery through questions provided in the student edition and teacher guide.

53. **SS.6.W.3.1:** Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).

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

Justification:

Concepts and skills addressed by the criteria are presented frequently and in various formats throughout the material. Activities are routinely designed for DOK performance and ample options exist. These options (graphic organizer, flap book, and art activity) and questions help scaffold to meet the benchmark. There are regular opportunities to apply knowledge and use skills to solve problems that deepen understandings of concepts targeted. Ample options exist so that the distinguished level of proficiency is attainable.

54. **SS.6.W.3.10:** Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. Regular connections to real-world applications are made between the Roman Republic and the development of democratic principles in "what do you think?" questions as well as in the teacher guide (Roman Republic and Democratic Principles).

55. **SS.6.W.3.11:** Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. Regular connections to real-world applications are made and activities are regularly designed at the assimilation and adaptation performance levels.

56. **SS.6.W.3.12:** Explain the causes for the growth and longevity of the Roman Empire.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. Regular connections to real-world applications are made and activities are regularly designed at the assimilation and adaptation performance levels.

57. **SS.6.W.3.13:** Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. Regular connections to real-world applications are made and activities are regularly designed at the assimilation and adaptation performance levels.

58. **SS.6.W.3.14:** Describe the key achievements and contributions of Roman civilization.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. Regular connections to real-world applications are made and activities are regularly designed at the assimilation and adaptation performance levels.

59. **SS.6.W.3.15:** Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. Regular connections to real-world applications are made and activities are regularly designed at the assimilation and adaptation performance levels.

60. **SS.6.W.3.16:** Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. Regular connections to real-world applications are made and activities are regularly designed at the assimilation and adaptation performance levels.

61. **SS.6.W.3.17:** Explain the spread and influence of the Latin language on Western Civilization.

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

Justification:

Although the text thoroughly explains the spread and influence of the Latin language on Western Civilization, there are limited opportunities for students to demonstrate mastery of this benchmark. Although the standards alignment document provided by Gibbs Smith Education notes alignment for SS.6.W.3.17 in chapter 5 lesson 1 "The Rise of Christianity" this benchmark is not evident or is briefly mentioned in the activity.

62. **SS.6.W.3.18:** Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.

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

Justification:

The text describes the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia. There are adequate opportunities for students to demonstrate mastery of this benchmark. Although the standards alignment document provided by Gibbs Smith Education notes alignment for SS.6.W.3.18 in chapter 5 lesson 1 "The Rise of Christianity" this benchmark is not evident in the aforementioned activity. The activity in the teacher guide "The Rise and Fall of the Kush and Axum Kingdoms" meets the benchmark through discussion, timeline creation, and student presentation. This activity is located in Chapter 6, Lesson 1 of the standards alignment document provided by Gibbs Smith Education teacher guide rather than the Chapter 2 Lesson 3 of the teacher guide as recorded.

63. **SS.6.W.3.2:** Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. Regular connections to real-world applications are made and activities are regularly designed at the assimilation and adaptation performance levels.

64. **SS.6.W.3.3:** Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. Regular connections to real-world applications are made and activities are regularly designed at the assimilation and adaptation performance levels.

65. **SS.6.W.3.4:** Explain the causes and effects of the Persian and Peloponnesian Wars.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. Regular connections to real-world applications are made and activities are regularly designed at the assimilation and adaptation performance levels.

66. **SS.6.W.3.5:** Summarize the important achievements and contributions of ancient Greek civilization.

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

Justification:

Concepts and skills addressed by the criteria are presented thoroughly and in numerous formats throughout the material. Consistent connections to real-world applications are made and numerous activities are consistently designed at the assimilation and adaptation performance levels.

67. **SS.6.W.3.6:** Determine the impact of key figures from ancient Greece.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. Regular connections to real-world applications are made and activities are regularly designed at the assimilation. There are also opportunities for work in adaptation.

68. **SS.6.W.3.7:** Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.

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

Justification:

Concepts and skills addressed by the criteria are presented thoroughly and in numerous formats throughout the material. Consistent connections to real-world applications are made and numerous activities are consistently designed at the assimilation and adaptation performance levels.

69. **SS.6.W.3.8:** Determine the impact of significant figures associated with ancient Rome.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. Regular connections to real-world applications are made and activities are regularly designed at the assimilation and adaptation performance levels.

70. **SS.6.W.3.9:** Explain the impact of the Punic Wars on the development of the Roman Empire.

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

Justification:

The text explains the impact of the Punic Wars on the development of the Roman Empire. There are adequate opportunities, through check for understanding questions and the "Rome wasn't Built in a Day" activity, for students to demonstrate mastery of this benchmark.

71. **SS.6.W.4.1:** Discuss the significance of Aryan and other tribal migrations on Indian civilization.

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

Justification:

Frequent opportunities are present in the materials to meet this benchmark. There are regular connections to real-world applications and activities are regularly designed at the assimilation performance level.

72. **SS.6.W.4.10:** Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. Regular connections to real-world applications are made and activities are regularly designed at the assimilation and adaptation performance levels.

73. **SS.6.W.4.11:** Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.

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

Justification:

Frequent opportunities are present in the materials to meet this benchmark. There are regular connections to real-world applications and activities are regularly designed at the assimilation performance level. The materials routinely make connections between the Mongols and other civilizations to help apply and deepen knowledge.

74. **SS.6.W.4.12:** Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.

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

Justification:

Frequent opportunities are present in the materials to meet this benchmark. There are regular connections to real-world applications and activities are regularly designed at the assimilation performance level.

75. **SS.6.W.4.2:** Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient

India.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. Regular connections to real-world applications are made and activities are regularly designed at the assimilation and adaptation performance levels.

76. **SS.6.W.4.3:** Recognize the political and cultural achievements of the Mauryan and Gupta empires.

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

Justification:

Frequent opportunities are present in the materials to meet this benchmark. There are regular connections to real-world applications and activities are regularly designed at the assimilation performance level.

77. **SS.6.W.4.4:** Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.

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

Justification:

Frequent opportunities are present in the materials to meet this benchmark. There are regular connections to real-world applications and activities are regularly designed at the assimilation performance level.

78. **SS.6.W.4.5:** Summarize the important achievements and contributions of ancient Indian civilization.

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

Justification:

Frequent opportunities are present in the materials to meet this benchmark. There are regular connections to real-world applications and activities are regularly designed at the assimilation performance level.

79. **SS.6.W.4.6:** Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.

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

Justification:

Frequent opportunities arise throughout the materials to meet this benchmark. Regular connections to real-world applications are made and activities are regularly designed at the assimilation and adaptation performance levels.

80. **SS.6.W.4.7:** Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.

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

Justification:

Concepts and skills addressed by the criteria are presented thoroughly and in numerous formats throughout the material. Consistent connections to real-world applications are made and numerous activities are consistently designed at the assimilation and adaptation performance levels.

81. **SS.6.W.4.8:** Describe the contributions of classical and post classical China.

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

Justification:

Concepts and skills addressed by the criteria are presented thoroughly and in numerous formats throughout the material. Consistent connections to real-world applications are made and numerous activities are consistently designed at the assimilation and adaptation performance levels.

82. **SS.6.W.4.9:** Identify key figures from classical and post classical China.

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

Justification:

Concepts and skills addressed by the criteria are presented thoroughly and in numerous formats throughout the material. Consistent connections to real-world applications are made and numerous activities are consistently designed at the assimilation and adaptation performance levels.

83. **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:

Regular activities and suggestions to adapt activities to provide English language learners opportunities to communicate for social and instructional purposes.

84. **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:

Regular opportunities and suggestions to adapt activities are presented to scaffold and support English language learners.

85. **HE.6.C.2.4:** Investigate school and public health policies that influence health promotion and disease prevention.

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

Justification:

HE.6.C.2.4 is not evident. This standard is also not addressed in the standards alignment document provided by Gibbs Smith Education

86. **LAFS.6.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. .

- a. Come to discussions prepared, having read or studied required material; 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, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

Justification:

Numerous opportunities are provided for various types of collaborative discussions. The materials provide scaffolded questions and strategies to help students build ideas and clearly express their thoughts. Consistent opportunities are provided for students to apply knowledge and demonstrate mastery are presented in both the student edition and teacher guide. Just a few examples of this are in chapter 3 lesson 3 "Ancient Society Standoff," chapter 5 lesson 1 "Evaluate Topics," and chapter 5 lesson 3 "Confucius and Sun Tzu."

87. **LAFS.6.SL.1.2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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

Justification:

Although regular opportunities to interpret information in diverse media and formats in presented in the materials only adequate opportunities are provided to demonstrate mastery.

88. **LAFS.6.SL.1.3:** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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

Justification:

Although this writing standard is also not addressed in the standards alignment document provided by Gibbs Smith Education it is met regularly through oral presentations and debates. The materials provided scaffolded activities to help students demonstrate mastery of this standard. One example of this is in the Teacher Guide chapter 3 lesson 3 "Ancient Society Standoff."

89. **LAFS.6.SL.2.4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Justification:

Although this writing standard is also not addressed in the standards alignment document provided by Gibbs Smith Education it is met regularly through oral presentations, powerpoint presentations, and debates.

90. **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:

Although this reading history standard is also not addressed in the standards alignment document provided by Gibbs Smith Education it is in very good alignment. The materials provide an abundance of opportunities for students to analyze and cite evidence from primary and secondary sources. Texts and videos are utilized to meet this standard.

91. **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:

Although this reading history standard is also not addressed in the standards alignment document provided by Gibbs Smith Education it is in very good alignment. The materials provide an abundance of opportunities for students to analyze and cite evidence from primary and secondary sources. Texts and videos are utilized to meet this standard.

92. **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:

Although this reading history standard is also not addressed in the standards alignment document provided by Gibbs Smith Education it is in good alignment. The materials provide frequent opportunities to meet this standard when appropriate to the course.

93. **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:

This reading history standard is also not addressed in the standards alignment document provided by Gibbs Smith Education adequate opportunities are embedded through document analysis.

94. **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:

The materials offers opportunities to meet LAFS.68.RH.2.5. This reading history standard is not addressed in the standards alignment document provided by Gibbs Smith Education.

95. **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:

Although this reading history standard is also not addressed in the standards alignment document provided by Gibbs Smith Education it is in good alignment. The materials provide frequent opportunities to meet this standard. "Go to the Source" and "Literature Link" are utilized throughout the materials to meet this standard.

96. **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:

Although this reading history standard is also not addressed in the standards alignment document provided by Gibbs Smith Education it is met consistently throughout the materials. Numerous options exist through formative and summative assessment opportunities and activities associated with this standard are often designed for assimilation and adaptation. Numerous formats of visuals are utilized throughout the materials.

97. **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:

Although this reading history standard is also not addressed in the standards alignment document provided by Gibbs Smith Education it is in good alignment. The materials provide frequent opportunities for students to distinguish facts, opinions, bias, and reasoned judgment. "Go to the Source" and "Literature Link" are utilized throughout the materials to meet this standard.

98. **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:

This reading history standard is also not addressed in the standards alignment document provided by Gibbs Smith Education. Although the materials include both primary and secondary sources only occasional opportunities are explicitly assessed and present for students to demonstrate mastery.

99. **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:

The materials present regular opportunities for students to practice write arguments focused on discipline-specific content which meets all portions of the standard to the appropriate depth of knowledge.

100. **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:

The materials present regular opportunities for students to write informative/explanatory texts which meets all portions of the standard to the appropriate depth of knowledge.

101. **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:

Although this reading history standard is also not addressed in the standards alignment document provided by Gibbs Smith Education it is met consistently throughout the materials. Numerous opportunities are presented in the materials for students to meet this standard and activities are often designed for assimilation. The materials also present opportunities for adaptation performance.

102. **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:

Although this writing standard is also not addressed in the standards alignment document provided by Gibbs Smith Education it is met consistently throughout the materials. The materials provide step by step instructions and questions to support and guide students through the writing process. The materials also include planning sheets to help students develop and strengthen their writing and meet this standard.

103. **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:

The materials present adequate opportunities for students to produce and publish writing (mostly Prezi and PowerPoint) and meet all portions of the standard to the appropriate depth of knowledge.

104. **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:

Although this reading history standard is also not addressed in the standards alignment document provided by Gibbs Smith Education it is in very good alignment. The materials provide consistent opportunities to conduct short research projects that allow for exploration. Students are encouraged to utilize various resources which are listed in the text. These resources are comprised of both online and print resources.

105. **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:

Although this reading history standard is also not addressed in the standards alignment document provided by Gibbs Smith Education it is in fair alignment. The materials provide frequent opportunities for students to gather relevant information from print and digital sources. Additional support through scaffolded questions or activities could be provided to better assist students with paraphrasing, quoting, and avoiding plagiarism.

106. **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:

Although this writing standard is also not addressed in the standards alignment document provided by Gibbs Smith Education it is met consistently throughout the materials. Numerous opportunities are presented in the materials for students to meet this standard and activities are often designed for assimilation. The materials also present opportunities for adaptation performance.

107. **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:

Although this reading history standard is also not addressed in the standards alignment document provided by Gibbs Smith Education it is in good alignment. The materials provide numerous opportunities to meet this standard. The materials consistently connect writing activities with real-world applications.

108. **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:

Although this standard is not addressed in the standards alignment document provided by Gibbs Smith Education it is met regularly

throughout the materials. The materials provided students with frequent opportunities to make sense of problems and persevere in solving them. Activities that meet this standard make regular real-world connections and are frequently designed for adaptation performance.

109. **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:

Although this standard is not addressed in the standards alignment document provided by Gibbs Smith Education it is met regularly throughout the materials. The materials provided students with frequent opportunities to construct viable arguments and critique the reasoning of others. This is evident in both short and extended discussion and writing activities. The materials also include graphic organizers to help students formulate their arguments and critique the arguments of others.

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

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

Justification:

Although this standard is not addressed in the standards alignment document provided by Gibbs Smith Education it is met regularly throughout the materials. The materials provided students with frequent opportunities through analyzing maps.

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

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

Justification:

Although this standard is not addressed in the standards alignment document provided by Gibbs Smith Education it is met regularly throughout the materials. The materials provided students with frequent opportunities through analyzing maps.

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