



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

Yes

Comments: After watching the intro video and spending hours reviewing this material, I am still a bit confused about the overall concept of this curriculum. It seems most activities begin with the atlas, accompanied by listening comprehension directions (circle this, label that..). The inclusion of only 6 copies of globes/maps/etc implies that students will do this in groups, leaving some students with the one marker and others idly watching. My biggest fear is that teachers will use this as their primary text for students, which is a disservice to the amazing content that can be learned in the 5th grade. The supplemental lessons are mostly amazing, but require lots of time, copies, or management. This curriculum is great for the 'anti-textbook' teachers, but could be harmful if used incorrectly by uninformed teachers.

Material for Review

Course: Social Studies Grade 5 (5021070)

Title: Our Country's History Exploring Where and Why Complete Hands-on Program - Florida Grade 5 Class , Edition: 1

Copyright: 2016

Author: Nystrom Education

Grade Level: K - 5

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

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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:

according to the standards alignment (<http://www.nystromeducation.com/pdf/NYS-review/5.pdf>) the content aligns to our state social studies standards as well as the LAFS and MAFS

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:

with a few exceptions (as noted in the Standards section of this review)

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:

very much so. Lessons plans include multiple options for each week's lessons.

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:

The student atlas provides basic information, and the supplemental lessons provide the rest of the details of each topic

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:

Some vocabulary words may need explanation from the teacher, but the graphics and activities are at an appropriate level of rigor

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:

Some vocabulary words may need explanation from the teacher, but the graphics and activities are at an appropriate level of rigor for regular and gifted students. Ex ed and ELL will struggle greatly with this content on their own.

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 is always a debatable topic. It depends whether a teacher incorporates social studies into their reading block or not. 15 minutes a day will not suffice.

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:

lessons contain document-based questioning strategies which include using primary/secondary sources to obtain information.

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:

DBQ-style lessons rely on analyzing and interpreting the primary/secondary sources. Without these, there is no content.

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:

From what I have viewed, yes.

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:

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:
response activities align with current social studies methodology

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:
From what I have viewed, yes.

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:
response activities align with current social studies methodology

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:
From what I have viewed, yes.

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 reading level is quite high for many fifth graders. This content must rely on teacher or peer support for slower learners.

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:

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:
Many language arts standards are practiced throughout these lessons

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:

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:

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:

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:

The lessons require a lot of planning and activity time. Students participate in hands-on activities, rather than simply reading a textbook, so there is a lot of front-load planning and organizing required. All or most materials are provided with the curriculum.

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:

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:

As mentioned in the Teacher's Guide: "The organization and content of The Nystrom Atlas of Our Country's History and the Our Country's History program reflect the chronology and the standards recommended for teaching United States history in grades 5 through 12 by the National Center for History in the Schools. The content of the atlas and program also reflect the dominant curriculum content patterns at the intermediate grades."

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:

Eye-catching color graphics in student atlas. However, the DBQ lesson sections are monotonous and disengaging. Videos are decently made, but I had a difficult time understanding what was said at times.

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:

Each week there are one or two activities. Actual pacing is determined by teacher and district requirements. Some interdisciplinary instruction is needed to cover all of the lessons.

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:

closed-captioning was included in the videos I viewed, and the UDL questionnaire covers most other support included in this curriculum.

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:

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:

Hands-on activities are the core of this curriculum. All students will be engaged in every lesson.

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:

Student atlas contains lots of captions and tidbits of information to help spark discussion. Primary source lessons (DBQs) enhance theme by using historic documents to elicit discussion and debate.

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:

Teacher guide contains answer keys and possible student responses to teacher-asked questions.

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:

rigorous questions can be found in each lesson. Curriculum often suggests for students to delve further, by conducting their own research.

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:

I could not find a single supplemental section devoted to adapting lessons for gifted/ELL/ESE or learning styles. Lessons are scripted and do not stray of the intended path.

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:

All lessons are hands-on and provide rigorous mental and physical practice

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:

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:

lessons utilize modern social studies methodology, including document-based questioning, writing, and hands-on activities

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:

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:

each lesson provides an activity sheet and/or quick assessment

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:

lessons are often project-based and provide a variety of methods to assess learning.

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:

I could not find a single supplemental section devoted to adapting lessons for gifted/ELL/ESE or learning styles. Lessons are scripted and do not stray of the intended path.

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:

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.5.A.1.1:** Use primary and secondary sources to understand history.

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

Justification:
primary/secondary sources are included and analyzed in each lesson

2. **SS.5.A.1.2:** Utilize timelines to identify and discuss American History time periods.

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

Justification:
timelines are included, and relevant to the topic being addressed

3. **SS.5.A.2.1:** Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).

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

Justification:
curriculum includes charts and opportunities for students to compare/contrast the cultural aspects of several civilizations

4. **SS.5.A.2.2:** Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).

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

Justification:
covered well in multiple lessons

5. **SS.5.A.2.3:** Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.

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

Justification:
covered well in Unit 1

6. **SS.5.A.3.1:** Describe technological developments that shaped European exploration.

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

Justification:
covered well in DBQ, powerpoint, and other projects

7. **SS.5.A.3.2:** Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.

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

Justification:
covered well in Unit 1 and in several lessons

8. **SS.5.A.3.3:** Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.

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

Justification:
covered well in multiple lessons

9. **SS.5.A.4.1:** Identify the economic, political and socio-cultural motivation for colonial settlement.

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

Justification:
covered well in Units 1 and 2

10. **SS.5.A.4.2:** Compare characteristics of New England, Middle, and Southern colonies.

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

Justification:
covered well in Units 1, 2, and 3

11. **SS.5.A.4.3:** Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.

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

Justification:
covered in Unit 1

12. **SS.5.A.4.4:** Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.

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

Justification:
covered well in Units 1 and 2

13. **SS.5.A.4.5:** Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.

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

Justification:
Activities prompt students to describe and label Triangle Trade, but I don't see any prompting to 'EXPLAIN the importance' of it.

14. **SS.5.A.4.6:** Describe the introduction, impact, and role of slavery in the colonies.

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

Justification:
covered well in Unit 2

15. **SS.5.A.5.1:** Identify and explain significant events leading up to the American Revolution.

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

Justification:
covered well in Unit 3

16. **SS.5.A.5.10:** Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.

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

Justification:
covered in supplemental lessons, but very dry and uninteresting.

17. **SS.5.A.5.2:** Identify significant individuals and groups who played a role in the American Revolution.

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

Justification:
contains basic info about major individuals (Washington, Revere, Franklin, etc), but could easily contain extra info about them, and role that other groups, such as slaves, French, Hessians, etc played.

18. **SS.5.A.5.3:** Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.

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

Justification:
includes a lesson for each of the example documents from the standard. Does not contain info from other, unmentioned documents.

19. **SS.5.A.5.4:** Examine and explain the changing roles and impact of significant women during the American Revolution.

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

Justification:
covered with supplemental lessons

20. **SS.5.A.5.5:** Examine and compare major battles and military campaigns of the American Revolution.

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

Justification:
many atlas and supplemental lessons cover this standard

21. **SS.5.A.5.6:** Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.

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

Justification:
covered with supplemental lessons

22. **SS.5.A.5.7:** Explain economic, military, and political factors which led to the end of the Revolutionary War.

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

Justification:
covered in Unit 3 and with supplemental lessons

23. **SS.5.A.5.8:** Evaluate the personal and political hardships resulting from the American Revolution.

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

Justification:
This standard's benchmark is incorrectly written on your Standards Alignment Page. The standard, however is still covered in Unit 3 and with supplemental lessons

24. **SS.5.A.5.9:** Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).

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

Justification:

While the Teacher's Guide and Student Atlas both covered Westward Expansion, the Northwest Ordinance wasn't mentioned once. Only the supplemental DBQ lessons contained info on it.

25. **SS.5.A.6.1:** Describe the causes and effects of the Louisiana Purchase.

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

Justification:

covered in Unit 4

26. **SS.5.A.6.2:** Identify roles and contributions of significant people during the period of westward expansion.

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

Justification:

covered well in Units 3, 4, and 5

27. **SS.5.A.6.3:** Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.

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

Justification:

covered well in Units 3, 4, and 6

28. **SS.5.A.6.4:** Explain the importance of the explorations west of the Mississippi River.

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

Justification:

covered in Unit 4 and supplemental DBQ lessons

29. **SS.5.A.6.5:** Identify the causes and effects of the War of 1812.

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

Justification:

covered in supplemental lessons

30. **SS.5.A.6.6:** Explain how westward expansion affected Native Americans.

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

Justification:

covered well in Units 3 and 4

31. **SS.5.A.6.7:** Discuss the concept of Manifest Destiny.

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

Justification:

The term Manifest Destiny is not mentioned in the Student Atlas, and only vaguely described. Supplemental lessons do a better job at explaining the concept.

32. **SS.5.A.6.8:** Describe the causes and effects of the Missouri Compromise.

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

Justification:

covered well

33. **SS.5.A.6.9:** Describe the hardships of settlers along the overland trails to the west.

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

Justification:

covered well in Atlas, Teacher's Guide, and supplemental lessons

34. **SS.5.C.1.1:** Explain how and why the United States government was created.

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

Justification:

covered in Atlas, Teacher's Guide, and supplemental lessons

35. **SS.5.C.1.2:** Define a constitution, and discuss its purposes.

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

Justification:

covered in supplemental lessons

36. **SS.5.C.1.3:** Explain the definition and origin of rights.

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

Justification:

covered well in supplemental lessons and with a cute song.

37. **SS.5.C.1.4:** Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.

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

Justification:

Neither the Teacher's Guide nor the Student Atlas cover these two topics (grievances and weaknesses), and the supplemental lessons cover it in broad strokes.

38. **SS.5.C.1.5:** Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.

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

Justification:

covered very well in the Bill of Rights rap!

39. **SS.5.C.1.6:** Compare Federalist and Anti-Federalist views of government.

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

Justification:

covered well in Unit 3

40. **SS.5.C.2.1:** Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution.

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

Justification:

covered well in Unit 3

41. **SS.5.C.2.2:** Compare forms of political participation in the colonial period to today.

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

Justification:

The only two examples given were during the Revolution and during the Civil Rights. Would have liked to see more examples, especially for modern-day causes (Black Lives Matter, LGBT, etc)

42. **SS.5.C.2.3:** Analyze how the Constitution has expanded voting rights from our nation's early history to today.

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

Justification:

covered well in Unit 6 and with supplemental lessons

43. **SS.5.C.2.4:** Evaluate the importance of civic responsibilities in American democracy.

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

Justification:

covered well in Unit 3

44. **SS.5.C.2.5:** Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.

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

Justification:

covered well in Units 3 and 6

45. **SS.5.C.3.1:** Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.

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

Justification:

covered in supplemental lessons

46. **SS.5.C.3.2:** Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.

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

Justification:

covered in supplemental lessons

47. **SS.5.C.3.3:** Give examples of powers granted to the federal government and those reserved for the states.

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

Justification:

covered in supplemental lessons

48. **SS.5.C.3.4:** Describe the amendment process as defined in Article V of the Constitution and give examples.

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

Justification:

the 'lessons' for this standard are a few songs and a video with adult vocabulary. The actual process is not described in the Teacher Guide.

49. **SS.5.C.3.5:** Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.

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

Justification:

covered with music and a few supplemental lessons

50. **SS.5.C.3.6:** Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.

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

Justification:

not covered well (or at all) in Atlas or Teacher's Guide, but the judicial branch is covered with supplemental lessons

51. **SS.5.E.1.1:** Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.

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

Justification:

covered well in units 1, 2, and 4

52. **SS.5.E.1.2:** Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.

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

Justification:

covered in Unit 2

53. **SS.5.E.1.3:** Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.

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

Justification:

covered well in Unit 4 and with many supplemental lessons

54. **SS.5.E.2.1:** Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.

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

Justification:

covered in Unit 2

55. **SS.5.G.1.1:** Interpret current and historical information using a variety of geographic tools.

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

Justification:

Student Atlas does this very well on every page

56. **SS.5.G.1.2:** Use latitude and longitude to locate places.

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

Justification:

student atlas and teacher's guide cover this well

57. **SS.5.G.1.3:** Identify major United States physical features on a map of North America.

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

Justification:

student atlas does this on each page

58. **SS.5.G.1.4:** Construct maps, charts, and graphs to display geographic information.

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

Justification:

teacher's guide covers this in many lessons in each unit. This is apparently the primary component of the teacher guide

59. **SS.5.G.1.5:** Identify and locate the original thirteen colonies on a map of North America.

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

Justification:

covered well in units 2 and 3

60. **SS.5.G.1.6:** Locate and identify states, capitals, and United States Territories on a map.

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

Justification:
covered well throughout the year in teacher guide

61. **SS.5.G.2.1:** Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.

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

Justification:
covered well in Unit 4

62. **SS.5.G.3.1:** Describe the impact that past natural events have had on human and physical environments in the United States through 1850.

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

Justification:
covered in supplemental lessons and a couple example lesson in teacher guide

63. **SS.5.G.4.1:** Use geographic knowledge and skills when discussing current events.

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

Justification:
covered in unit 6 and in a fun zombie supplemental lesson

64. **SS.5.G.4.2:** Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.

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

Justification:
covered in multiple units

65. **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:
many hands-on lessons allow for group work which involves communication

66. **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:
many hands-on lessons allow for group work which involves communication

67. **HE.5.C.2.4:** Give examples of 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:
minimally covered with a reading passage

68. **LAFS.5.RI.1.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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

Justification:
LAFS standards are sprinkled throughout the teacher guide and supplemental lessons. It is up to the teacher to determine to what extent LAFS standards will be taught, practiced, or assessed with this social studies curriculum.

69. **LAFS.5.RI.1.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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

Justification:
LAFS standards are sprinkled throughout the teacher guide and supplemental lessons. It is up to the teacher to determine to what extent LAFS standards will be taught, practiced, or assessed with this social studies curriculum.

70. **LAFS.5.RI.1.3:** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

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

Justification:
LAFS standards are sprinkled throughout the teacher guide and supplemental lessons. It is up to the teacher to determine to what extent LAFS standards will be taught, practiced, or assessed with this social studies curriculum.

71. **LAFS.5.RI.2.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

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

Justification:

LAFS standards are sprinkled throughout the teacher guide and supplemental lessons. It is up to the teacher to determine to what extent LAFS standards will be taught, practiced, or assessed with this social studies curriculum.

72. **LAFS.5.RI.2.5:** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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

Justification:

LAFS standards are sprinkled throughout the teacher guide and supplemental lessons. It is up to the teacher to determine to what extent LAFS standards will be taught, practiced, or assessed with this social studies curriculum.

73. **LAFS.5.RI.2.6:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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

Justification:

LAFS standards are sprinkled throughout the teacher guide and supplemental lessons. It is up to the teacher to determine to what extent LAFS standards will be taught, practiced, or assessed with this social studies curriculum.

74. **LAFS.5.RI.3.7:** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

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

Justification:

LAFS standards are sprinkled throughout the teacher guide and supplemental lessons. It is up to the teacher to determine to what extent LAFS standards will be taught, practiced, or assessed with this social studies curriculum.

75. **LAFS.5.RI.3.8:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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

Justification:

LAFS standards are sprinkled throughout the teacher guide and supplemental lessons. It is up to the teacher to determine to what extent LAFS standards will be taught, practiced, or assessed with this social studies curriculum.

76. **LAFS.5.RI.3.9:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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

Justification:

LAFS standards are sprinkled throughout the teacher guide and supplemental lessons. It is up to the teacher to determine to what extent LAFS standards will be taught, practiced, or assessed with this social studies curriculum.

77. **LAFS.5.RI.4.10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

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

Justification:

LAFS standards are sprinkled throughout the teacher guide and supplemental lessons. It is up to the teacher to determine to what extent LAFS standards will be taught, practiced, or assessed with this social studies curriculum.

78. **LAFS.5.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, 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 and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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

Justification:

LAFS standards are sprinkled throughout the teacher guide and supplemental lessons. It is up to the teacher to determine to what extent LAFS standards will be taught, practiced, or assessed with this social studies curriculum.

79. **LAFS.5.SL.1.2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

Justification:

LAFS standards are sprinkled throughout the teacher guide and supplemental lessons. It is up to the teacher to determine to what extent LAFS standards will be taught, practiced, or assessed with this social studies curriculum.

80. **LAFS.5.SL.1.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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

Justification:

LAFS standards are sprinkled throughout the teacher guide and supplemental lessons. It is up to the teacher to determine to what extent LAFS standards will be taught, practiced, or assessed with this social studies curriculum.

81. **LAFS.5.SL.2.4:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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

Justification:

LAFS standards are sprinkled throughout the teacher guide and supplemental lessons. It is up to the teacher to determine to what extent LAFS standards will be taught, practiced, or assessed with this social studies curriculum.

82. **LAFS.5.W.1.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

b. Provide logically ordered reasons that are supported by facts and details.

c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

d. Provide a concluding statement or section related to the opinion presented.

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

Justification:

LAFS standards are sprinkled throughout the teacher guide and supplemental lessons. It is up to the teacher to determine to what extent LAFS standards will be taught, practiced, or assessed with this social studies curriculum.

83. **LAFS.5.W.1.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

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

e. Provide a concluding statement or section related to the information or explanation presented.

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

Justification:

LAFS standards are sprinkled throughout the teacher guide and supplemental lessons. It is up to the teacher to determine to what extent LAFS standards will be taught, practiced, or assessed with this social studies curriculum.

84. **LAFS.5.W.1.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

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

Justification:

LAFS standards are sprinkled throughout the teacher guide and supplemental lessons. It is up to the teacher to determine to what extent LAFS standards will be taught, practiced, or assessed with this social studies curriculum.

85. **LAFS.5.W.2.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

Justification:

LAFS standards are sprinkled throughout the teacher guide and supplemental lessons. It is up to the teacher to determine to what extent LAFS standards will be taught, practiced, or assessed with this social studies curriculum.

86. **LAFS.5.W.2.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

Justification:

LAFS standards are sprinkled throughout the teacher guide and supplemental lessons. It is up to the teacher to determine to what extent LAFS standards will be taught, practiced, or assessed with this social studies curriculum.

87. **LAFS.5.W.2.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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

Justification:

LAFS standards are sprinkled throughout the teacher guide and supplemental lessons. It is up to the teacher to determine to what extent LAFS standards will be taught, practiced, or assessed with this social studies curriculum.

88. **LAFS.5.W.3.7:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

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

Justification:

LAFS standards are sprinkled throughout the teacher guide and supplemental lessons. It is up to the teacher to determine to what extent LAFS standards will be taught, practiced, or assessed with this social studies curriculum.

89. **LAFS.5.W.3.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

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

Justification:

LAFS standards are sprinkled throughout the teacher guide and supplemental lessons. It is up to the teacher to determine to what extent LAFS standards will be taught, practiced, or assessed with this social studies curriculum.

90. **LAFS.5.W.3.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
- b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

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

Justification:

LAFS standards are sprinkled throughout the teacher guide and supplemental lessons. It is up to the teacher to determine to what extent LAFS standards will be taught, practiced, or assessed with this social studies curriculum.

91. **LAFS.5.W.4.10:** Write routinely over extended time frames (time for research, 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:

LAFS standards are sprinkled throughout the teacher guide and supplemental lessons. It is up to the teacher to determine to what extent LAFS standards will be taught, practiced, or assessed with this social studies curriculum.

92. **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:

MAFS standards are loosely sprinkled throughout the teacher guide and supplemental lessons. It is up to the teacher to determine to what extent MAFS standards will be taught, practiced, or assessed with this social studies curriculum.

93. **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:

MAFS standards are loosely sprinkled throughout the teacher guide and supplemental lessons. It is up to the teacher to determine to what extent MAFS standards will be taught, practiced, or assessed with this social studies curriculum.

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

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

Justification:

MAFS standards are loosely sprinkled throughout the teacher guide and supplemental lessons. It is up to the teacher to determine to what extent MAFS standards will be taught, practiced, or assessed with this social studies curriculum.

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

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

Justification:

MAFS standards are loosely sprinkled throughout the teacher guide and supplemental lessons. It is up to the teacher to determine to what extent MAFS standards will be taught, practiced, or assessed with this social studies curriculum.

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