



## INSTRUCTIONAL MATERIALS ADMINISTRATOR

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### Recommendation

No

**Comments:** While there are several very strong components to this program, the overall consistency is lacking. The program does not follow a chronological path in outlining historical events. The War of 1812 is taught before the American Revolution and Early Exploration. There is an emphasis placed on certain historical events and there does not seem to be a logical reason. For example, four pages of the Student Atlas are devoted to the battles of the American Revolution but there is little to no mention of the key political figures or the underpinning documents which helped shape our government.

The lessons range in complexity and do not provide for scaffolding of young learners, and emerging readers. Document based questioning lessons and activities are interspersed with lessons that provide short paragraph explanations of topics followed by one and two questions requiring short answers. Over the course of the school year, the simpler reading and writing activities should be followed by the more complex lessons and continuing lessons should maintain that level of complexity more consistently for student proficiency.

Finally, Nystrom Atlases and Globes are wonderfully interactive and fun for students to use in the classroom and they teach geography and map skills very effectively. However, while the lack of a textbook may sound good given the variety of activities students are provided with this program, there is still a need when teaching history to have a roadmap of some kind to guide student learning. This roadmap should be a tool that is accessible to the student on an independent level. The road map in this program, in addition to being out of chronological order, is only available in the teacher materials.

### 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

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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

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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:

The hands on maps and atlas materials are particularly effective when teaching geography at the fifth grade level. However, there are concentrations of information for some topics covered in the standards (slavery, the Civil War, the War), little or no coverage for others (the Declaration of Independence, the Bill of Rights) and additional indepth information that is unrelated to the standards (the Orphan Trains).

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 reading selections are both fiction and nonfiction. The program is supported with online reading selections that come from primary sources.

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:

There are a variety of activities to choose from that support cross-curricular learning and also provide for differing levels of student proficiency.

**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:

Concepts are introduced whole group and activities allow for student interaction in smaller groups as they explore the topics being taught. Multiple activities that are designed to be completed in 15 to 20 minutes give students an opportunity to become familiar with the material. However, it is important to establish cause and effect when teaching social studies and several units fail to do so. For example, the Orphan Train unit explains what is happening to the misplaced children of New York City but not why they are being separated from their families or the economic factors leading up to the event.

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 variety of lessons offered allow for learners at all levels to engage with the concepts being taught at their own level and also provide the chance to build challenging activities to help students grow. For example, the Literacy Library provides grade level texts, but the primary source documents available on-line are more complex.

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 content complexity is appropriate for fifth grade. The teacher edition provides scripted lessons which provides for whole group instruction by the teacher. These scripted lessons can help struggling readers and ESOL students interact with the lessons through group discussions. There is also significant vocabulary introduced throughout the program. The weakness in the program is that the new or significant vocabulary is addressed in the teacher editions and there is not an opportunity for independent study if students are advanced.

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:

Lessons are designed to be completed within a 30 minute to one hour block. This includes assessments and allows time for error correction which is critical to learning new materials.

**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:

There is a good variety of nonfiction literature, the interactive maps and atlas's allow for great hands on learning. However, the lessons do not cover all the standards and do not follow a chronological flow. For example, the War of 1812 is taught in the first quarter, before the First

Americans or Early Explorers.

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:

Primary and secondary sources are used to help develop critical thinking skills. For example, George vs. George, selection from the Literacy Library, allows students to study the views of the opposing leadership during the American Revolution through interactive writing lessons.

**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:

Materials are presented in a variety of formats that appeal to all types of learners and are very accurate.

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 lessons present factual information and then allow for students to answer guiding questions which engage their critical thinking and reasoning skills through presentation of the historical time period as it existed.

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 program not only explores events, it offers students a chance to interact with the music, poetry, philosophies and realities of daily life.

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:

Factual accuracy is explored in depth. For example, the misconception of the first Americans being "red skinned Indians on horseback" is dispelled in the lesson on Beringia.

**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:

Sources are cited after each essay. Additionally, scientific data which supports content is explored. For example, the essay for Beringia includes information relating to blood type, ear wax etc. to establish the Asian origin of the first peoples in America.

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:

The IM7 - Standards Alignment document clearly shows each lesson's alignment not only to the social studies standards but also cross-curricular alignment. However, the information is not presented chronologically which is important when teaching history, and key areas of the standards are not represented or taught. Primarily, the supporting documents and government structures of the Revolutionary War as well as the structure of our legal system and the establishment of individual rights and how our laws are amended.

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 addresses issues that were pertinent to young people at the time being studied, along with presenting thought provoking questions and information for current study. The perspective of children is introduced in several lessons and reading selections such as Lilly's Crossing.

**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:

Content is presented in a variety of compelling formats. For example, the unit on the War of 1812 offers videos that illustrate the practice of impressment of sailors and the role of young people aboard war ships. However, the lessons are isolated and do not also link to the Big Idea being taught in a clearly understandable way.

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:

Students have a variety of activities to choose from within each unit. The activities include Venn diagrams, writing assignments, math

application, singing and acting among other options.

**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:

There were no biases present, and the authors work toward alleviating prejudices or misconceptions that are typically represented when teaching early American history.

**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:

Issues are approached from an unbiased platform for the most part. For example, in the lesson Manifest Destiny, students are given an explanation of both sides of the argument: Native Americans and colonists and asked to construct a compromise for the factions to come to an agreement over Westward Expansion.

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:

Benchmarks and standards are covered, some in more detail than others. Again, there are sections of the standards that are barely touched but are pertinent to understanding American History. The Continental Congress, the establishment of a legal system and the struggles the country's leaders faced, the Articles of Confederation, the Bill of Rights may be mentioned but are not taught in depth.

**Presentation**

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

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

Justification:

The hands on materials from the cart are easily used and the teacher manual supports their use by providing scripted lesson plans. The on line materials are widespread and dependent on technology and student understanding of how technology works, which may be limiting in elementary schools who's primary grades are not well equipped. In addition, if the teacher does not follow the scripted lessons in the teacher materials then key information can be lost to the students as the information is not represented in the student materials.

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

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

## Justification:

The major tool aligns with the curriculum suggested in the Teacher's Guide and the Teachers Supplement, however they do not align with the standards, and they do not follow a chronological flow.

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

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

## Justification:

The Federal Government system is taught in week 33, and should be taught right after the American Revolution which is when the creation of the government took place. There is no mention of the Articles of Confederation, the Continental Congress or the Bill of Rights. Additionally, time sequence of the lessons is not linear: The Age of Exploration should precede the War of 1812, which should be taught after the American Revolution etc.

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

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

## Justification:

Some of the essays are vocabulary rich, and above grade level, however, introductions to big topics are very simply outlined. This gives teachers flexibility in individualizing student learning. However, not all of the Big Topics are pertinent to maintaining a focus on the main events of American history.

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

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

## Justification:

Most lessons online are chunked into short assignments and quizzes. Activities are streamlined with two or three clear cut instructions.

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

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

## Justification:

Presentation and navigation are easily understood and engaging for young learners. Text to speech and close captioning are helpful for hearing and visually impaired students.

## 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:

Overall, the presentation is clear, engaging and easy to understand at the individual lesson level but does not flow together as a whole to give a broad, evenly balanced view of American history. Rather certain events and issues are heavily highlighted such as slavery and the Civil War.

## Learning

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

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

Justification:

There is a lot of choice in the student activities. Reading levels are varied for individuation. Graphics are engaging. The variety of activities and choices address all learning styles.

**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:

Big ideas are represented within the lesson plans, however, the alignment is not chronological and the big ideas are not taught in a balanced way. For example, more emphasis, time and resources are placed on the Civil War than the Revolutionary War. Significant resources are devoted to teaching slavery and westward expansion but not much time or attention is given to the formation of the American legal system, the Constitution, or the Bill of Rights.

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

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

Justification:

Lesson introductions are very clear and concise. Key vocabulary is highlighted for student's to recognize immediately. However, cause and effect are not always explained within the lessons. For example, the Orphan Train is taught but no explanation of the contributing factors is written into the curriculum.

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

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

Justification:

The teacher guides are scripted in detail to support student learning and introduce key concepts within a unit, but the program is heavily dependent on the teacher following the guide and does not provide materials for students to independently review and explore the information in detail. There is little opportunity for advanced or gifted learners to move ahead. But, almost every lesson incorporates some type of open ended question and an opportunity for students to explore their answers interactively either through group discussion, shared writing or collaborating on potential solutions.

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:

There is a wide variety of teaching tools to support the teaching strategies needed for a variety of learning needs. For example, some lessons include a variety of graphic organizers for teachers to choose from which allows for student needs and proficiency levels to be met.

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

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

Justification:

The hands on atlases, maps and globes provide a great opportunity to incorporate movement in learning. Teachers can also choose to present materials that are designed to promote discussion and explore student opinion and problem solving.

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:

Historical content is not presented chronologically. Some lessons such as the War of 1812, and the Mayflower Compact appear in random places. The lessons skip over chunks of time as well. They move from Manifest Destiny, to the Missouri Compromise to World War II without explanation of the events in between. However, the map activities provide a nice progression from 2 dimensional maps and atlases, to 3 dimensional physical feature maps.

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

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

Justification:

Short quizzes are great for students to immediately reflect back the learning taking place. Multiple intelligences are addressed in the activities such as illustrating assignments, interacting socially with classmates through dialogue, and visually with videos and reading selections. Auditory learners can listen to music of the time period being studied.

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:

The materials presented help to create a framework for understanding historical events within their timeframe, thus avoiding presentism. Illustrations throughout the program, show clothing, housing and transportation for the time periods being studied.

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

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

## Justification:

There is emphasis on critical thinking and application of knowledge. Fill in the blank quizzes and multiple choice quizzes offer a quick assessment for teachers and students to easily measure understanding. There are large exams covering large amounts of material which mirrors state assessments and is good practice, but may be too much for struggling learners.

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:

Critical thinking skills are activated in many assessments, technology is used to support 21st century learners and assessments reflect the cross-curricular content of the program.

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

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

## Justification:

Hands on map activities, open ended questioning, shared writing activities, videos, audio recordings and multi-leveled reading selections provide for student choice and proficiency levels. These materials are supported by a variety of tools for the teacher to choose from such as graphic organizers.

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 program offers many opportunities for learners to reflect their learning, such as online quizzes and also gives students the chance to explore their understanding and interpretation of historical events through dialogue and writing. But the materials are dependent on the teacher's ability to coordinate between the tools, and also whether the teacher stays on script with the lessons.

## 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](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:

The Student Atlas provides maps and visual aids for all historical periods being taught.

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:

Time lines are an option in the teacher materials and they are incorporated in the Student Atlas.

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:

Ancient American civilizations are not addressed in the Student Atlas, or in the Teacher's Online Guide.

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:

The Teacher's Online Guide has lessons in week 5 the outline the different tribes specifically, and the Student Atlas has general information under the section Three Worlds Meet.

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:

The Teacher's Online Guide gives a good description of the Native Americans from all North American regions.

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:

Caravels are described in the Teacher Online Guide, but navigational tools are not.

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:

Columbus is introduced in the Student Atlas, with good supporting maps and three additional explorers are presented in the Teacher Online Guide.

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:

This topic is discussed in the Student Atlas and the graphics supporting the topic include Spanish, French, Dutch but not the Africans. African slavery is addressed in the colonies lesson.

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:

This topic is covered in the online resources and student atlas. Colonial dress is presented in one on-line lesson, but stops there. The Student Atlas addresses trade in the colonies.

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:

The colonies are very clearly outlined as New England, Middle and Southern in the Student Atlas and the hands on map activities are good manipulative lessons.

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:

There is no mention of the significant individuals who were responsible for establishing the colonies.

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:

The graphics in the Student Atlas incorporate economic and religious aspects of the colonies. Beyond that information is very limited.

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:

The explanations for this trade practice is explained in a paragraph of the Teachers Online Guide titled "A Terrible Triangle" and is clear and easily understood. The Student Atlas has a good map outlining the trade routes.

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:

Heavy emphasis is placed on the slave trade and the lack of the new government to address the need to eradicate slavery.

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:

Unit 3 Lesson 25 in the Teacher Online Guide provides a 13 step plan entitled "How to Start a Revolution". The voice of the author is very appealing for fifth graders and the writing draws the reader in. All significant events are addressed in this entertaining lesson. It is followed by a critical thinking activity that incorporates the beginning elements of debate.

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:

The Constitution is introduced late in the unit plan for the year, in the Teacher Online Guide and only addresses the right to vote and the creation of a federal government system. The Student Atlas references the date the Constitution was written and how it was ratified.

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:

George Washington is referenced in the Student Atlas and that is the only person mentioned.

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:

Very little reference is made to historical documents and there are no primary or secondary sources for documents such as the Constitution incorporated in the materials.

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:

Unit 3 Lesson 32 deals with Abigail Adams and the female patriots.

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:

Four pages in the Student Atlas are devoted to maps that show the major battles of the American Revolution. There is one video lesson, "The Winter of Valley Forge" in the Teacher Online Guide.

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:

There is a very brief reference to foreign alliances of the American Revolution in the student materials and nothing in the teacher materials.

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:

Very brief reference to the fact that France 'supported' the colonists.

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:

Student Atlas has one bullet point listing the casualties of the war, and no materials explain the Articles of Confederation or the debate over

states rights, or any other political or personal hardships experienced in the colonies.

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:

Reference is made to pioneers settling the Northwest Territory in a brief bullet point under "How did settlers move west in the late 1700's?", page 38 the Student Atlas.

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:

The Louisiana Purchase is referenced in Unit 4 Lesson 33 of the Teacher Online Guide. It has a list of important people and terms defined and a copy of the song about Thomas Jefferson and the Louisiana Purchase along with an audio recording.

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:

The Student Atlas has good maps showing the Westward Expansion on pages 38 through 43 and significant people are listed on map keys.

The Teacher Online Guide Unit 4 Lesson 37 & 38 investigate the people involved in the Westward Expansion. Debating the Documents:

Jackson and the Indians provides students with a time line, and primary documents to compare through the use of Document Based Inquiry (DBQ). This is followed by "Welcome to the Wild West", which has a great beginning hook: Which way to the wild west? Everything your

schoolbooks didn't tell you about America's Westward Expansion. These materials are engaging and pose the question of whether the

student would go west, and if they did would they choose to stay there.

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:

Unit 5 Lessons 44 and 45 focus on the Railroad again through the use of DBQ's in the Teacher Online Guide. There is a brief mention of the Pony Express. Student Atlas page 44 and 45 show the canals, roads and steamboats.

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:

Pages 46 through 49 explain why the west explorations were important and have maps showing the territory and its details.

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:

There is no mention in the Student Atlas. In the Teacher Online Guide the War of 1812 is located in Unit 1, Lesson 9. The lesson is very

interactive and elements of the war are explained in three videos with follow up quizzes. The final activity is the Postcard from the Future

which links to people, quotes and other items from the time period. Very engaging.

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:

Jackson and the Indians is a DBQ which uses primary sources to help students explore the removal of Indians from the lands west of the Mississippi as part of the Teacher Online Guide. It is not referenced in the Student Atlas

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:

Manifest Destiny is explored in the Teacher Online Guide through the use of song lyrics.

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:

This series uses a lot of resources to explore the issue of slavery in America. The Missouri Compromise is presented in a DBQ that asks students to explore whether the compromise could have worked by comparing primary source documents.

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:

Through a series of essays in Unit 5 Lesson 45 the war with the Indians is explored but no other hardships are explored.

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:

The very last lesson in the Teacher Online Guide explains what a constitutional government is but the information is not detailed and does not explore what happened in the Continental Congress.

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:

The last lesson on the unit compares constitutional governments with other forms of government.

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:

There is very little information regarding the Bill of Rights or the Declaration of Independence.

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:

No material covers the Declaration of Independence or the Articles of Confederation.

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:

The Bill of Rights is not covered.

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:

The Federalist and Anti-Federalist views of government are not covered.

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:

Very little is said about loyalists in these materials.

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:

This standard was not addressed.

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:

Unit 6 lesson 50 at the end of the curriculum, discusses "How the Constitution Protects Your Right to Vote" and the historical background of voting rights, but would be more effective if it was introduced earlier.

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:

Environmental issues are addressed but that is all.

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:

This content is not represented in the curriculum.

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:

The federal system of government is briefly addressed at the end of the year.

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:

There is a lesson at the end of the year that investigates the structure of our government and how it operates.

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:

The breakdown of powers delegated to states and the federal government is very clear and chunked for easy understanding.

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:

Article V is not discussed.

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:

The Bill of Rights is not represented in the Teacher's guide or Student Atlas.

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:

The court system is not discussed.

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:

Lessons are scattered throughout the materials that address trade routes, slave trade, and goods and services.

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:

This concept is taught through a set of three illustrations with a one paragraph descriptor of each.

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:

This lesson is addressed by providing a set of three illustrations and a corresponding paragraph. While this is good for struggling students, advanced learners will not be well served.

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:

Inferences can be drawn but there is not a strong lesson outlining the positive and negative effects of voluntary trade among these factions.

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:

The Student Atlas incorporates a variety of geographic tools throughout the text to show many types of information such as populations, war casualties, trade routes etc.

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:

Latitude and longitude are defined very well, however no activities address finding location with the use of latitude and longitude.

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:

The interactive maps offer hands on learning of map skills and are provided in enough supply that students can work individually or as partners.

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:

The maps provided are hands on tools that students can write on with markers, and the Teacher Online Guide offers activities that utilize maps, charts and graphs throughout the units - lots of choices.

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:

The lesson plans provide ideas for locating the original thirteen colonies on the student maps and are represented in the Student Atlas

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:

The Student Atlas provides maps of United States Territories.

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:

This content is not taught.

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:

Environmental issues are taught but not natural events.

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:

This subject is not addressed.

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:

This content is not addressed.

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:

There is a discrepancy in the level of writing incorporated in the lessons. Some material is presented in paragraph form using plain English, while other materials use very high level vocabulary which can be hard for English language learners to understand.

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:

There are a variety of activities and assessments that can be adapted to allow students to exhibit their level of comprehension without being limited based on their language. Graphic organizers, hands on maps and atlases and activities such as performing skits allow students to express their understanding of historical concepts.

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:

This content is not taught.

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:

Several lessons provided in the Teacher Online Guide use primary documents and students engage in Document Based Inquiry which requires answering questions using details from the primary source. Often the answers to the questions are opinion based. These activities are excellent ways to develop students critical thinking skills. One lesson that supports this is Jackson and the Indians.

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:

Videos are used in several lessons with follow up questions asking for the main idea and three key supporting details.

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:

The lesson George vs. George gives students an opportunity to explore relationships and opposing ideas as they relate to a historical event.

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:

The vocabulary presented in lessons is age appropriate and on grade level.

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:

Throughout the program, students are offered an opportunity to compare and contrast texts using primary sources in a document based questioning format.

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:

This was evident in the George vs. George lesson, however subsequent lessons generally provide one viewpoint.

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:

There is a variety of sources represented in the lessons: videos, primary source documents, fiction and nonfiction writings. The teacher guide provides tips on teaching this reading strategy and lessons are often followed by two or three questions asking students to identify main ideas and details. Problem solving is less well represented.

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:

These activities are outlined in the Teacher Guide throughout the program. Students are given the opportunity to work in groups to identify evidence and the DBQ style lessons are great practice.

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:

Students are most often asked to repeat information from texts, but there is some opportunity for this type of research based inquiry if the teacher chooses to use the activities which support this.

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:

There is ample opportunity for students to increase vocabulary throughout the program, however the lessons do not flow from simple to complex type texts. Rather the material jumps around. A lesson will involve a complex text only to be followed by a lesson that is simply an

illustration and a one paragraph explanation. Emerging readers need to be scaffolded and steadily brought up to higher levels with ample, and consistent opportunities for practicing their new skills.

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:

There are many activities that provide for this type of interaction, at the teacher's discretion. More student directed lessons would be helpful for this type of learning.

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:

Several activities in the Teacher Guide allow for this.

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:

The review materials seem to be more traditional. Worksheets are used very heavily.

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:

Worksheets, graphic organizers and quizzes dominate the materials. There is not much opportunity for reporting or speaking.

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:

Some activities ask students to write their opinions, but very few.

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:

Assignments within the Teachers Online Guide ask students to read a paragraph and then provide a short answer to questions that are opinion based. For example, the fugitive slave laws are defined and students are asked to write an opinion about what they would do in response to two questions. This is followed by an activity to recall information read in a preceding narrative by a fill in the blank activity.

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:

There are letter writing assignments which ask students to take the perspective of an imaginary person and respond to a situation. One example, is "Welcome to the Wild West" where students pretend they are William Swain's brother and respond to his decision to enter the California Gold Rush.

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:

Writing task are fairly simple and do not always outline expectations such as providing supporting details.

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:

Very little instruction is given within the teacher's guides or student atlas to support developing writers.

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:

Some lessons include video and online materials to be used in learning new content. Students are asked to input answers through computer based assignments that the Teachers Guide provides - if the teacher chooses to use them.

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:

Research projects are limited. Most assignments are worksheet based.

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:

Very little research is outlined in the lessons.

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:

This is evidenced in the DBQ activities provided in the Teacher Online Guide.

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:

Most writing assignments are short, but they do cover an array of purposes and audiences.

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:

There is very little problem solving beyond graphs and worksheets that incorporate math skills.

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:

Document based questioning activities support the construction of viable arguments that are supported by fact. Some lessons also incorporate the beginning elements of debate which allows for the critique of others reasoning.

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

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

Justification:

This program allows for students to be working with traditional writing and reading tools, along with technology. The program also employs a variety of tools across the curriculum.

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

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

Justification:

Students are provided with ample writing opportunity which allows for practice and revision under a teacher's direction.

If you have questions contact Office of Instructional Materials, [imstaff@fldoe.org](mailto:imstaff@fldoe.org) or 850-245-0425

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