



## INSTRUCTIONAL MATERIALS ADMINISTRATOR

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### Recommendation

Yes

**Comments:** Strengths - The number of resources available to choose from is great. You can differentiate instruction for lower students, reinforce a main idea for all students, or engage students in cognitively complex tasks. The tools available to students while reading text are very helpful (dictionary, picture dictionary, translator, speak text, highlight tool, etc...) and the Active Classroom is easy to navigate. You can also link to your Google Docs to customize assignments.

Weaknesses - The curriculum map has to be fixed and reorganized. It needs to be easier to find assignments based on standard. There isn't an actual text book, just multiple sources for activities and lessons.

I think students will easily be able to maneuver this website and take advantage of its strengths. Having a "textbook" that is not really a text book will take some getting used to for many teachers (and some students). The ability to have so many resources available in one place is a great feature, you can change up formats and activities when teaching so students don't get bored. The virtual presentation they asked us to watch said that they will continue to add new resources, which you don't get from traditional textbooks. Overall I think this is a beneficial teaching/learning tool.

### Material for Review

**Course:** M/J Civics (2106010)

**Title:** Active Classroom M/J Civics License with Florida Standards Based Curriculum Map , Edition: n/a

**Copyright:** 2016

**Author:** Social Studies School Service

**Grade Level:** 6 - 8

### Content

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

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5 - VERY GOOD ALIGNMENT

4 - GOOD ALIGNMENT

3 - FAIR ALIGNMENT

2 - POOR ALIGNMENT

1 - VERY POOR/NO ALIGNMENT

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- Additional information regarding the Content, Presentation, and Learning requirements are located in the Social Studies K-12 Specifications for the 2016-17 Florida State Adoption of Instructional Materials.

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

**A. Alignment with 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:

It took a little digging, but I was able to find content/activities/resources for almost every standard/benchmark I looked for.

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:

Yes, the skill level to the standard was there as well as activities for struggling students and students who are able to dig deeper into the standard.

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:

As I searched through the different content forms, I could see many ways to adapt projects and activities in the classroom.

**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:

Most standards were covered by more than one activity text to help struggling students or to reinforce learning.

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:

Much of the content is addressed with multiple levels of difficulty for the teacher to choose from.

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:

There are so many lessons and options to choose from that you can pick assignments based on the complexity/difficulty needed for each student if necessary.

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:

Yes, and if there are time constraints or you have more time you can pick and choose the content accordingly.

**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:

Use of primary source documents like the Declaration of Independence and The Constitution was present throughout the civics activities.

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:

There were good assignments with both primary and secondary sources.

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

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

Justification:

There were a few typographical mistakes in the text/activities.

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:

While I did notice an activity with content that might not be appropriate for 7th grade, it is easy to skip that assignment. No bias or other issues were noticed.

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:

I would have liked to see more of the important theories and concepts addressed. Some "Big Idea" or "Main Concept" lessons.

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:

I did not find any factual mistakes in the text or assignments. There were a few typographical mistakes in the text/activities.

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

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

Justification:

The use of more current/relevant pictures in activities and power points would be beneficial. As would current videos.

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:

I would have liked to see more videos segments throughout the text to enforce the content.

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:

I wish that there were more videos and updated power points.

**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:

They had rap songs and electronic field trips that will engage students.

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

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

Justification:

Yes, I saw assignments that include math & science and of course the reading and writing portion does a very good job of connecting to ELA.

**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:

I did not notice anything that seemed unfair or biased.

**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:

I did not notice anything inappropriate.

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

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

Justification:

Yes, with all the different texts and activities they have done a fairly thorough job of covering the standards.

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:

There are a lot of sources to choose from. Teachers will still find areas where they need to add to.

**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:

It aligns for the most part.

**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 Curriculum Map is very disappointing. It lacks organization and needs to be improved. It was very difficult to find lessons/activities for many of the standards and I had to use the search tool as well as the standards alignment map to access them.

**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:

There are different levels to choose from to engage students. I would have liked to see more video segments embedded in the text.

**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:

Many of the lessons can easily be completed in one to two days. Projects were organized in a clear manner to allow students to master one part before moving on to the next.

**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:

Students will easily be able to use tools to make font bigger, listen to text, change the language, highlight and take notes.

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:

It does a good job presenting the material. It is different to have so many forms/sources of presentation, most people are used to material being presented just one way in textbook form.

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:

Most lessons have multiple activities to keep them engaged. Would have liked to see more video segments incorporated directly into the lessons.

**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:

Some of the ideas/concepts/themes that I think are important and teach over and over to students were barely discussed.

**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:

Instructions were clear for the most part. Some of the bigger assignments could cause confusion.

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

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

Justification:

Yes, there were quite a few activities that I feel students could confidently take on by themselves.

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 were many standards/benchmarks that met this criteria, but specifically using the different levels of the "We the People" text and activities is an excellent resource for students.

**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 materials engage the mental activity of students, but when using computers during the learning process, students are limited with their physical activity. I did not see any assignments that would be used offline.

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:

Not only are there multiple lessons for most standards/benchmarks, many of the lessons are designed to include extension activities at the end.

**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:

The instructional materials allow for successful differentiated instruction.

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 instructional strategies will allow for effective teaching outcomes.

**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 were short answer or multiple choice questions that can be used to assess students in every lesson/activity.

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:

There were short answer or multiple choice questions that can be used to assess students in every lesson/activity.

**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:

Students can listen to the text, highlight it, take notes, and change it to a different language. With such a variety of resources, you can choose videos, interactive lessons, graphic organizers, etc. to enrich and enhance learning for students with differing levels of ability.

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:

Students will be able to use the resources to master the standards for this course.

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

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

Justification:

Power Point could be good, but strays from the standard by discussing a lot of different people that have no relevance to the standard. I would expect to see a lot more about Locke's theories. The activity Government Activators: Principles of American Democracy, does address the standard again, but I would have liked to see something that specifically addressed each theorist and their ideas.

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

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

Justification:

Magna Carta and English Bill of Rights is explained well in the text. Thomas Paine is briefly mentioned in a power point on the Enlightenment, but doesn't mention his impact on colonists' views with this standard. They have included great text about him in standard SS.7.C.1.3, but no mention of the Mayflower Compact. I finally found one line about the Mayflower Compact in Government Activators - Bill of Rights.

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

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

Justification:

There is a large amount of information and activities to use to help students attain mastery of this standard and deepen their knowledge. The biggest problem will be figuring out what to choose to teach with so much available information/text.

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

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

Justification:

The We the People text combined with the Debating the Documents primary source analysis is an excellent combination for students to learn and analyze.

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

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

Justification:

Text and Power Point cover the creation of the Articles of Confederation, the strengths and weaknesses and why they wrote the Constitution. Excellent student activity to reinforce the standard.

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

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

Justification:

There was sufficient information in text and Power Point for students to master this standard. Good activity, but must be modified as the entire Preamble is not included in the text, but is in the activity.

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

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

Justification:

The section - Power Basics: The Federal Government: Checks and Balances has text, activities and graphic organizers that do an excellent job covering this standard.

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

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

Justification:

Text to choose from along with Power Point.

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

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

Justification:

Text clearly explains. Would have liked an activity.

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

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

Justification:

Defines the term citizen and briefly describes the naturalization process, but there are no activities to reinforce or give any depth of knowledge.

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

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

Justification:

Government Activators Volume II: Special Interest Groups is a good source for this standard. Impact of media is covered in the same Power Point as standard C.2.11.

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

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

Justification:

Has a good activity on bias, and a Power Point that analyzes media, but I didn't see anything on any propaganda techniques which is important to master and excel in this standard.

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

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

Justification:

We the People has a solve the problem research activity on problems in Smallville, USA that covers this standard.

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

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

Justification:

PowerPoint Presentations in U.S. Government: Media, Politics, and Government is one of the places to examine perspectives.

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

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

Justification:

There is a civic engagement project that has students pick a problem or concerns in their local community and come up with a plan to solve it. The activity will be difficult for many students to complete

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

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

Justification:

Text explains clearly the basics of the standard, but no activities to go with it.

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

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

Justification:

We the people text discusses in two different lessons.

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

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

Justification:

Good text explanation, great rap video with student activity that will engage students. The electronic field trip will also be a valuable resource to help students have a deeper understanding of this standard.

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

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

Justification:

This standard is covered in many different text areas and activities.

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

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

Justification:

There is a video students watch about a trial and then answer questions. There are also activities like Role-Playing Simulations: Christopher Columbus Trial for this standard.

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

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

Justification:

While I could not find anything to specifically conduct a mock election, there was plenty of information on the voting process.

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

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

Justification:

Text discusses political parties, but has a great student activity to have them find out the idea's of current political parties.

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

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

Justification:

Good activity project to deepen knowledge.

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

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

Justification:

Clearly explains direct and representative democracy along with enrichment activities. Monarchy and dictator done well too with good activities. No mention of socialism, oligarchy, or autocracy.

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

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

Justification:

While they have some good activities to go with this benchmark, I could not find a good text about sources or types of law.

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

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

Justification:

There were videos and activities that support this topic. Searched all over, but again was unable to find text to introduce this standard or even a chart to diagram it.

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

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

Justification:

Text, video and a variety of critical thinking assignments are available to choose from to support this standard. There is a great project that can be easily modified to fix students need.

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

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

Justification:

There is a reading/writing/comparing lesson titled "Comparing the Constitutions of the United States and Florida" to cover this benchmark.

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

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

Justification:

Power Basics section has good lessons on both local and state governments.

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

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

Justification:

There is a video - U.S. and Parliamentary System Elections, and "We the People" has lessons covering most of the benchmark.

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

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

Justification:

There is text to read, a Power Point to watch/discuss, and multiple choice questions assigned to check for understanding for each branch. There is also a cognitively complex 10+ day project that you could complete as written or modify.

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

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

Justification:

How Power was Divided Between the National and State Governments provides good coverage and activity for complex thinking. Also covered in We the People (Level I): Lesson 16. and in We the People (Level II): Lesson 17.

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

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

Justification:

The Structure of the Constitution activity has a brief explanation of the process and there are a few videos it is mentioned in.

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

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

Justification:

There are multiple text references about Constitutional rights and how they impact people and society, along with different levels of student activities.

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

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

Justification:

We the People (Level II): Lessons 25 & 26 - These sections have text to explain the standard and cognitively complex activities to engage students and has an accompanying video. And "The Will of the People" is a great interactive learning experience.

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

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

Justification:

There is a section of text and activities for each of these branches that address this standard.

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

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

Justification:

Power Basics for the Federal Government and the State Government have text and activities to strengthen knowledge of the standard.

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

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

Justification:

The section - Role of the United States in the World had text and atlas activities that go with this standard.

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

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

Justification:

There were a few examples of international organizations, but should be at least a list or chart describing the main organizations.

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

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

Justification:

There were some specific examples with good activities in the Role of the United States in the World section.

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

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

Justification:

The Basic Economic Concepts and Issues section has so many activities that cover this standard that it is almost too much.

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

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

Justification:

"Basic Money Management: Managing Your Money—Credit and Loans" uses text and assignments for students to master this benchmark. The "Personal Finance" section has lessons to reinforce this as well.

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

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

Justification:

"Basic Economic Concepts and Issues" has two lessons to cover this benchmark - The Development of Market Economy and Economic Systems. Both have text, writing and multiple choice assessments.

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

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

Justification:

"Basic Economic Concepts and Issues" has two lessons to cover this benchmark - The Development of Market Economy and Economic Systems. Both have text, writing and multiple choice assessments. The Personal Finance section has lessons on this as well.

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

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

Justification:

Personal Finance looks to have a great lesson under "Delayed Gratification", but I am unable to access it. The lessons in "Basic Economic Concepts and Issues" that I could see did assess this topic as well.

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

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

Justification:

The Development of Market Economy lesson covers this well, plus there is a great lesson in Personal Finance on personal budgeting. There is also a money management SmartRap Song.

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

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

Justification:

Personal Finance: Paying Taxes has reading, writing, charts and videos to make this a great lesson that will engage students.

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

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

Justification:

Institutions, Structure, and Functions of a National Economy and Banking and Money Management are both lessons that could be used for how the banking system impacts the money supply.

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

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

Justification:

There are two "Basic Economic Concepts and Issues" lesson from prior benchmarks that include this standard.

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

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

Justification:

There was one reading passage identifying entrepreneurs and their business successes. Could easily make a research activity to support it.

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

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

Justification:

Personal Finance lessons on Banking & Money Management along with one on Paying Bills cover this.

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

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

Justification:

Interrelationships of the United States Economy in the International Marketplace - This lesson includes text, short answer questions and multiple choice activities.

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

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

Justification:

Colonial Williamsburg resources offer a variety of video analysis segments and accompanying questions for this benchmark.

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

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

Justification:

There are 5 "Human Geography" lessons that align with this benchmark.

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

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

Justification:

There are a variety of lessons using text, video analysis and Power Points to allow students to compare and contrast this benchmark. The American Economy Goes Global lesson directly address GDP.

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

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

Justification:

Incredible interactive activity that will keep students excited and engaged. Also a rap song to help students with capitals that they will love.

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

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

Justification:

Incredible interactive activity that will keep students excited and engaged.

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

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

Justification:

Incredible interactive activity that will keep students excited and engaged.

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

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

Justification:

Incredible interactive activity that will keep students excited and engaged.

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

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

Justification:

Incredible interactive activity that will keep students excited and engaged.

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

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

Justification:

Atlas of U.S. History has 2 lessons - Becoming an Industrial Nation and Environmental Challenges - that will engage students with maps, pictures, fill in questions and multiple choice assignments.

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

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

Justification:

Geography Essentials Power Point with companion questions, Physical Geography videos and a lesson on the United States and Canada.

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

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

Justification:

How to analyze maps has a Power Point and activity Energy Consumption and Climate Change. Maps show all different resources in North America.

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

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

Justification:

Interact: Canada is a simulation lesson students that will definitely engage students. The Lesson on The United States and Canada from SS.7.G.2.4 also covers this benchmark.

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

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

Justification:

Atlas of U.S. History has two excellent lessons that address this benchmark. ("Baby Boom and Suburban Growth" and "The Changing Face

of America")

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

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

Justification:

While there are a variety of lessons, maps and videos that align to this standard, students will be most engaged in the Lesson/Project "Zombie Based Geography".

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

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

Justification:

While there are a variety of lessons, maps and videos that align to this standard, students will be most engaged in the Lesson/Project "Zombie Based Geography".

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

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

Justification:

The translator tool allows ELL students to increase understanding in the school setting and helps communicate back to the teacher when there is a language barrier.

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

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

Justification:

The translator tool allows ELL students to increase understanding of the material and helps communicate ideas and concepts back to the teacher when there is a language barrier.

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

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

Justification:

Entire text about school and public health policies with an essay assignment as well as short response questions to help students remember what they read.

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

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

Justification:

Students are able to use primary and secondary sources in many activities, the ones that come to mind as good are when they are learning about the Constitution and the Bill of Rights.

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

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

Justification:

Students are able to determine central ideas in primary sources in writing activities about the Constitution and the Bill of Rights.

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

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

Justification:

In the How a Bill becomes a Law activity students are able to identify key steps in the process of making a law and then model those steps to create a law of their own.

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

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

Justification:

This standard is covered in analysis question activities throughout the site.

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

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

Justification:

In one of the activities about the Bill of Rights, students are describing how the rights are presented.

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

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

Justification:

Students complete this standard in multiple activities when they are analyzing the Declaration of Independence, the Constitution and the Bill of Rights.

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

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

Justification:

I think students would benefit from more videos and visuals. Since this is an online resource I was a little surprised that there weren't more.

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

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

Justification:

Students analyze stories about the Hamilton-Burr duel written by two different authors to distinguish fact from opinion.

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

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

Justification:

There are two different passages about George Washington and students have to analyze the documents and give extended responses about the relationship between the documents.

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

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

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

Justification:

The pros and cons of drone warfare is one of the writing assignments that allows students to write an in-depth argument on a specific topic.

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

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

Justification:

There are many writing activities that cover this standard. There is one on Federalism that I would definitely have students do as it will not only help them master the writing standard, but ensure they have a deep understanding of the powers of our state and federal government.

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

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

Justification:

I found 3 or 4 Applying Common Core activities that will take students through this writing process.

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

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

Justification:

There are many writing assignments to choose from in these lessons that allow students to get guidance, support and feedback on their writing so they can revise as needed.

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

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

Justification:

This being an online source, every writing activity fulfills part, if not all, of this standard.

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

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

Justification:

In the activity "How laws are made" students decide what law they want to make and research it before answering questions.

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

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

Justification:

In another Informative writing activity called Freedom Riders, students are using multiple sources to gather information and checking credibility.

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

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

Justification:

This resource has question on almost every standard that requires students to draw evidence from informational text to support their answers.

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

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

Justification:

There are many assignments included in these resources that require writing over both short and longer periods of time and include revision and reflection.

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

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

d. Acknowledge new information expressed by others and, when warranted, modify their own views.

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

Justification:

We the People - Lessons 26 - 30 have multiple activities that involve collaborating with other students and teacher.

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

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

Justification:

Although the site lists an activity that covers this standard, when I looked through it I could not find the connection. You could easily modify one of the video lessons to include a specific question to address this standard.

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

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

Justification:

There are a few activities from Applying Common Core that address this standard.

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

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

Justification:

We the People assignments have a solve the problem section where students must present their findings and can be assessed on this standard.

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

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

Justification:  
A Civil Rights activity could be used for this standard.

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

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

Justification:  
Argumentative Writing: Race and Policing has students constructing viable arguments as does one of the assignments on Patriots.

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

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

Justification:  
Everyday Life has two assessments - Interpret a Line Graph and Interpret a Bar Graph where students have to use appropriate tool precisely and strategically.

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

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

Justification:  
Everyday Life has two assessments - Interpret a Line Graph and Interpret a Bar Graph where students have to use appropriate tool precisely and strategically.

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

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