



INSTRUCTIONAL MATERIALS ADMINISTRATOR

Welcome Alison Harte!

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Recommendation

Yes

Comments: I highly recommend using this product in the classrooms. It does a great job of closely following our state standards, while also keeping the content fun and exciting. It is accessible to all levels of learners, and has terrific connections to reading and writing skills that will benefit students not just as historians, but as productive members of our society as they grow either in their studies or in the work force.

Material for Review

Course: M/J United States History (2100010)

Title: Florida Middle School United States History - Early Years , Edition: 1

Copyright: 2018

Author: Appleby et al

Grade Level: 6 - 8

Content

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

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

5 - VERY GOOD ALIGNMENT

4 - GOOD ALIGNMENT

3 - FAIR ALIGNMENT

2 - POOR ALIGNMENT

1 - VERY POOR/NO ALIGNMENT

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

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

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

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

VERY GOOD ALIGNMENT

GOOD ALIGNMENT

FAIR ALIGNMENT

POOR ALIGNMENT

VERY POOR/NO ALIGNMENT

Justification:

The content in the text and available through the other tools directly align to the state's adopted and approved curriculum. It is clear to see what benchmark and standards addressed in each portion of the text.

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:

Students have very little to no previous experience with this content since they do not have the course in elementary school. I find this text and curriculum to be very accessible to students encountering it for the first time.

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 number of different ideas and activities provided for each topic so that teachers may adapt the lesson to best meet the needs of their students or population.

B. Level of Treatment4. B. The materials provide sufficient details for students to understand the significance of topics and events.

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

Justification:

While this is a survey class, the content goes deep enough so that students can begin to apply information at a higher level with the solid foundation they received from the curriculum.

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 level of complexity does meet the standards. however, I would say that for some populations there are parts that might be a bit difficult to understand.

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:

I did not find any topic or task that the students would be unable to do. I believe it is a good match for what the state standards asks from the students.

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

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

Justification:

The chapters and content are appropriately divided and sectioned off. I believe they have done a good job segmented the content into thematic units also.

C. Expertise for Content Development8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

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

Justification:

The primary and secondary sources that are supplemental to the text do a great job of linking real perspectives on historical events. They would do a terrific job bringing the curriculum and content to life for students.

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:

The primary and secondary sources that are supplemental to the text do a great job of linking real perspectives on historical events. They would do a terrific job bringing the curriculum and content to life for students.

D. Accuracy of Content10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

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

Justification:

I found no information that I believed to be false or overly misleading.

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

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

Justification:

I found no information that I believed to be false or overly misleading.

12. D. The content of the material is representative of the discipline? (Material should include prevailing theories, concepts, standards, and

models used with the subject area).

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

Justification:

The content is presented in a manner that helps students begin to think as historians and question events. It helps move students away from memorization to understanding the importance of events and how it relates to their own lives.

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 found no information that I believed to be false or overly misleading.

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:

It utilizes the most recent findings accepted by scholars and the social studies community. Could incorporate a bit of the process of updating our thought throughout time.

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 content in the text and available through the other tools directly align to the state's adopted and approved curriculum. It is clear to see what benchmark and standards addressed in each portion of the text.

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 in the text and available through the other tools directly align to the state's adopted and approved curriculum. It is clear to see what benchmark and standards addressed in each portion of the text.

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:

The content does make many relations to current modern day events and topics.

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

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

Justification:

The content could do a bit more to tie into other content areas.

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:

The authors do a good job of painting pictures of everyone fairly, and as individuals that need to be viewed through a historic lens as a product of their times and events.

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:

The authors do a good job of painting pictures of everyone fairly, and as individuals that need to be viewed through a historic lens as a product of their times and events.

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:

I would feel very comfortable using this text to cover the content required by the state standards. i found no section of what is required to be missing, and the text does a good job of tying things together instead of leaving them as stand alone events or lessons.

Presentation

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A. Comprehensiveness of Student and Teacher Resources1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

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

Justification:

The student resources do an amazing job at assisting the students at gaining a better understanding of the content. They go a long way to assisting teachers in helping first time students understand history and how it relates back to their own lives.

B. Alignment of Instructional Components2. B. All components of the major tool align with the curriculum and each other.

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

Justification:

I found no portion of this tool that I would fault, nor any that I would be opposed to utilizing in my own classroom.

C. Organization of Instructional Materials3. C. The materials are consistent and logical organization of the content for the subject area.

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

Justification:

The tools are very easy to navigate and find, even for those who have never utilized technology based curriculum sets.

D. Readability of Instructional Materials4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

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

Justification:

The only reason I did not select very good for this section is that I feel there can never be to many narratives and visuals. I tend to utilize more primary and secondary sources in my class than most, and this allows teachers such as myself to rely on a text and not have to search elsewhere.

E. Pacing of Content5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

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

Justification:

For on pace and grade level students it is perfect. For low level readers, ELL students, or ESE students it might be a bit on the high end of their capabilities in one sitting.

Accessibility6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

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

Justification:

There are a number of built in accommodations that would accurately meet the needs of most general education classroom settings.

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 great job on presentation with a fair amount of incorporation of various styles of presentation.

Learning

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

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

Justification:

Colorful pictures and important side bars with information draw attention of students who struggle staying focused.

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:

Key themes and learning outcomes are clearly stated throughout the text at the start of sections and chapters.

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

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

Justification:

Important statements and ideas are stated in easy to understand ways in short and concise sentences. It is very clear from the splash pages for each section what students should be able to understand when they finish that portion.

D. Guidance and Support4. D. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

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

Justification:

Strategies and presentation helps students foster a system of learning where they have to hypothesize, think outside of the box, utilize higher level thinking skills, and support their ideas by utilizing what they are reading in the text.

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 fair support system for students that need additional help or guidance. I chose this ranking because it is on par for what I have seen in other texts. It is neither amazing or deficient in this area.

E. Active Participation of Students6. E. The materials engage the physical and mental activity of students during the learning process.

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

Justification:

Would like to see a bit more activities that require students to get up and learn while on the move. however it is on par with what i have seen from other texts and curriculum sets.

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

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

Justification:

The content does a great job connecting to the goals of the overall class, teaching in a logical order, and maintaining student interest in the content.

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:

Approved and highly acclaimed strategies are utilized in ever chapter and section to support student mastery of state standards.

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:

Approved and highly acclaimed strategies are utilized in ever chapter and section to support student mastery of state standards.

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:

It incorporates a fair amount of writing and performance assessments which still require students to prove they have mastered the content.

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:

I would like to see a bit more higher level questioning that requires to students ro examine what they have learned from the primary and secondary sources.

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:

It does a good job of including lessons that reach all different types of learning. Again, there is always room for more growth, and would like to see a bit more that requires students to collaborate and challenge their preconceptions of what is being covered.

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:

Yes. It is very good at helping teachers deliver engaging and higher level lessons that should result in students being successful.

Standards

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When looking at standards alignment reviewers should consider not only the robustness of the standard coverage but also the content complexity (depth of knowledge level) if appropriate. More information on content complexity as it relates to Florida standards can be found at: http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS_ccdefinitions_140711.pdf

For example, if the standard is marked as a level 3 (strategic reasoning and complex thinking) then the materials coverage should reflect this. If the materials coverage is only sufficient to allow for recall (level 1) then this should be reflected in the points assigned.

1. **SS.8.A.1.1:** Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.

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

Justification:

Curriculum does a great job of requiring students to back up their claims and thoughts with facts provided from the text and other resources.

2. **SS.8.A.1.2:** Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.

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

Justification:

All of these items can be found throughout the entire curriculum and are tied into every lesson in one manner or another that I reviewed.

3. **SS.8.A.1.3:** Analyze current events relevant to American History topics through a variety of electronic and print media resources.

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

Justification:

Ongoing connections that make the content relevant for students who are not interested in something that happened prior to their lifetime.

4. **SS.8.A.1.4:** Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.

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

Justification:

Content does a fair job of getting rid of common misconceptions, showing why many believe them, and helping the student understand what actually was said or transpired.

5. **SS.8.A.1.5:** Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.

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

Justification:

Curriculum is a great extension of what is being taught in the ELA classrooms, and makes it easy to challenge students to verbalize or recount major portions of what they are learning.

6. **SS.8.A.1.6:** Compare interpretations of key events and issues throughout American History.

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

Justification:

Linking modern day events and ideas to those the students are learning about it in the past helps challenge students to interact with the curriculum at a very high level.

7. **SS.8.A.1.7:** View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.

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

Justification:

Curriculum does a fantastic job of not portraying everyone in the past as either winner or loser, positive or negative. Helps make the connection of bringing students to understand we must view figures and events through a historical lens and take into account what was happening at the time.

8. **SS.8.A.2.1:** Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.

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

Justification:

Text does a terrific job on the colonization unit. I love the portions which show more than just Spanish and British struggles, as these are often left out of most text sets. The curriculum does an amazing job of helping students understand the differences in the colonies based on the economies, people, and other factors. Early ties to understanding how slavery impacted each section of colonial north america help students begin the process of understanding how important time and place are.

9. **SS.8.A.2.2:** Compare the characteristics of the New England, Middle, and Southern colonies.

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

Justification:

Text does a terrific job on the colonization unit. I love the portions which show more than just Spanish and British struggles, as these are often left out of most text sets. The curriculum does an amazing job of helping students understand the differences in the colonies based on the economies, people, and other factors. Early ties to understanding how slavery impacted each section of colonial north america help students begin the process of understanding how important time and place are.

10. **SS.8.A.2.3:** Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.

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

Justification:

Text does a terrific job on the colonization unit. I love the portions which show more than just Spanish and British struggles, as these are often left out of most text sets. The curriculum does an amazing job of helping students understand the differences in the colonies based on the economies, people, and other factors. Early ties to understanding how slavery impacted each section of colonial north america help students begin the process of understanding how important time and place are.

11. **SS.8.A.2.4:** Identify the impact of key colonial figures on the economic, political, and social development of the colonies.

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

Justification:

Text does a terrific job on the colonization unit. I love the portions which show more than just Spanish and British struggles, as these are often left out of most text sets. The curriculum does an amazing job of helping students understand the differences in the colonies based on the economies, people, and other factors. Early ties to understanding how slavery impacted each section of colonial north america help students begin the process of understanding how important time and place are.

12. **SS.8.A.2.5:** Discuss the impact of colonial settlement on Native American populations.

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

Justification:

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13. **SS.8.A.2.6:** Examine the causes, course, and consequences of the French and Indian War.

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

Justification:

Impressive job of tying together several factors and using some primary sources to help students gain a better understanding of multiple perspectives.

14. **SS.8.A.2.7:** Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.

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

Justification:

Text does a terrific job on the colonization unit. I love the portions which show more than just Spanish and British struggles, as these are often left out of most text sets. The curriculum does an amazing job of helping students understand the differences in the colonies based on the economies, people, and other factors. Early ties to understanding how slavery impacted each section of colonial north america help students begin the process of understanding how important time and place are.

15. **SS.8.A.3.1:** Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.

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

Justification:

Impressive job of tying together several factors and using some primary sources to help students gain a better understanding of multiple perspectives.

16. **SS.8.A.3.10:** Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).

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

Justification:

Content and curriculum on the early republic, contrasting viewpoints leading up to the Constitution, early republic history, and creation of the founding documents is one of the best that I have seen. Helps students gain a better understanding of the early presidential history of country and the trials the nation had to go through while precedent was being created.

17. **SS.8.A.3.11:** Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.

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

Justification:

Content and curriculum on the early republic, contrasting viewpoints leading up to the Constitution, early republic history, and creation of the founding documents is one of the best that I have seen. Helps students gain a better understanding of the early presidential history of

country and the trials the nation had to go through while precedent was being created.

18. **SS.8.A.3.12:** Examine the influences of George Washington's presidency in the formation of the new nation.

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

Justification:

Content and curriculum on the early republic, contrasting viewpoints leading up to the Constitution, early republic history, and creation of the founding documents is one of the best that I have seen. Helps students gain a better understanding of the early presidential history of country and the trials the nation had to go through while precedent was being created.

19. **SS.8.A.3.13:** Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.

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

Justification:

Content and curriculum on the early republic, contrasting viewpoints leading up to the Constitution, early republic history, and creation of the founding documents is one of the best that I have seen. Helps students gain a better understanding of the early presidential history of country and the trials the nation had to go through while precedent was being created.

20. **SS.8.A.3.14:** Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.

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

Justification:

Content and curriculum on the early republic, contrasting viewpoints leading up to the Constitution, early republic history, and creation of the founding documents is one of the best that I have seen. Helps students gain a better understanding of the early presidential history of country and the trials the nation had to go through while precedent was being created.

21. **SS.8.A.3.15:** Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).

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

Justification:

Content and curriculum on the early republic, contrasting viewpoints leading up to the Constitution, early republic history, and creation of the founding documents is one of the best that I have seen. Helps students gain a better understanding of the early presidential history of country and the trials the nation had to go through while precedent was being created.

22. **SS.8.A.3.16:** Examine key events in Florida history as each impacts this era of American history.

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

Justification:

Very good inclusion of early Native American tribes living on the Florida Peninsula and how they impacted early colonies.

23. **SS.8.A.3.2:** Explain American colonial reaction to British policy from 1763 - 1774.

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

Justification:

Text does a terrific job on the colonization unit. I love the portions which show more than just Spanish and British struggles, as these are often left out of most text sets. The curriculum does an amazing job of helping students understand the differences in the colonies based on the economies, people, and other factors. Early ties to understanding how slavery impacted each section of colonial north america help students begin the process of understanding how important time and place are.

24. **SS.8.A.3.3:** Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.

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

Justification:

Content and curriculum on the early republic, contrasting viewpoints leading up to the Constitution, early republic history, and creation of the founding documents is one of the best that I have seen. Helps students gain a better understanding of the early presidential history of country and the trials the nation had to go through while precedent was being created.

25. **SS.8.A.3.4:** Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.

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

Justification:

Content and curriculum on the early republic, contrasting viewpoints leading up to the Constitution, early republic history, and creation of the founding documents is one of the best that I have seen. Helps students gain a better understanding of the early presidential history of country and the trials the nation had to go through while precedent was being created.

26. **SS.8.A.3.5:** Describe the influence of individuals on social and political developments during the Revolutionary era.

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

Justification:

Content and curriculum on the early republic, contrasting viewpoints leading up to the Constitution, early republic history, and creation of the

founding documents is one of the best that I have seen. Helps students gain a better understanding of the early presidential history of country and the trials the nation had to go through while precedent was being created.

27. **SS.8.A.3.6:** Examine the causes, course, and consequences of the American Revolution.

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

Justification:

Content and curriculum on the early republic, contrasting viewpoints leading up to the Constitution, early republic history, and creation of the founding documents is one of the best that I have seen. Helps students gain a better understanding of the early presidential history of country and the trials the nation had to go through while precedent was being created.

28. **SS.8.A.3.7:** Examine the structure, content, and consequences of the Declaration of Independence.

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

Justification:

Content and curriculum on the early republic, contrasting viewpoints leading up to the Constitution, early republic history, and creation of the founding documents is one of the best that I have seen. Helps students gain a better understanding of the early presidential history of country and the trials the nation had to go through while precedent was being created.

29. **SS.8.A.3.8:** Examine individuals and groups that affected political and social motivations during the American Revolution.

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

Justification:

Content and curriculum on the early republic, contrasting viewpoints leading up to the Constitution, early republic history, and creation of the founding documents is one of the best that I have seen. Helps students gain a better understanding of the early presidential history of country and the trials the nation had to go through while precedent was being created.

30. **SS.8.A.3.9:** Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.

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

Justification:

Content and curriculum on the early republic, contrasting viewpoints leading up to the Constitution, early republic history, and creation of the founding documents is one of the best that I have seen. Helps students gain a better understanding of the early presidential history of country and the trials the nation had to go through while precedent was being created.

31. **SS.8.A.4.1:** Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).

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

Justification:

Clear and concise information on each of these topics without being so in depth that students fail to master any of them. Perfect amount of content for a survey based course.

32. **SS.8.A.4.10:** Analyze the impact of technological advancements on the agricultural economy and slave labor.

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

Justification:

Common accepted information is included. Would like to have seen a bit more of the recent included technologies included in the lists and examples.

33. **SS.8.A.4.11:** Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

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

Justification:

Amazingly accurate look at the humanistic side of slaves and giving these men women and children a voice and story. Transform the users outlook from one of property to that of individuals.

34. **SS.8.A.4.12:** Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

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

Justification:

Fair amount of information. Something that I would spend an over abundance of time on in class, so there is enough there.

35. **SS.8.A.4.13:** Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.

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

Justification:

Fantastic job of including legal history throughout the content, and what the precedents meant to the men and women of the time, as well as what they mean to us today if they are still applicable.

36. **SS.8.A.4.14:** Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention,

Declaration of Sentiments).

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

Justification:

Ties together great personal tails and larger movements that led to suffrage for women as well as other groups.

37. **SS.8.A.4.15:** Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.

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

Justification:

Fair amount of information. Something that I would spend an over abundance of time on in class, so there is enough there.

38. **SS.8.A.4.16:** Identify key ideas and influences of Jacksonian democracy.

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

Justification:

A terrific look at the rise of Jacksonian Democracy, but more importantly what ideas led to it, and why it caught on. Very exciting teaching strategies that the kids would surely enjoy.

39. **SS.8.A.4.17:** Examine key events and peoples in Florida history as each impacts this era of American history.

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

Justification:

Great local tie ins with the development of peoples in Florida, how the land impacted those who lived here, as well as the evolution of slavery in the southern most state. Great job of tracing the history of the state from Spanish to British, back to Spanish, and then part of the country.

40. **SS.8.A.4.18:** Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.

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

Justification:

Great local tie ins with the development of peoples in Florida, how the land impacted those who lived here, as well as the evolution of slavery in the southern most state. Great job of tracing the history of the state from Spanish to British, back to Spanish, and then part of the country.

41. **SS.8.A.4.2:** Describe the debate surrounding the spread of slavery into western territories and Florida.

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

Justification:

Great local tie ins with the development of peoples in Florida, how the land impacted those who lived here, as well as the evolution of slavery in the southern most state. Great job of tracing the history of the state from Spanish to British, back to Spanish, and then part of the country.

42. **SS.8.A.4.3:** Examine the experiences and perspectives of significant individuals and groups during this era of American History.

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

Justification:

Indepth examination of the time period, key individuals through primary and secondary sources, general themes that began to spread throughout the country, the differing economies and continuation of regionalism. Also has terrific strategies to assist in comprehending how political trends began, spread, and perished during this time period.

43. **SS.8.A.4.4:** Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.

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

Justification:

Indepth examination of the time period, key individuals through primary and secondary sources, general themes that began to spread throughout the country, the differing economies and continuation of regionalism. Also has terrific strategies to assist in comprehending how political trends began, spread, and perished during this time period.

44. **SS.8.A.4.5:** Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.

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

Justification:

Indepth examination of the time period, key individuals through primary and secondary sources, general themes that began to spread throughout the country, the differing economies and continuation of regionalism. Also has terrific strategies to assist in comprehending how political trends began, spread, and perished during this time period.

45. **SS.8.A.4.6:** Identify technological improvements (inventions/inventors) that contributed to industrial growth.

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

Justification:

Indepth examination of the time period, key individuals through primary and secondary sources, general themes that began to spread throughout the country, the differing economies and continuation of regionalism. Also has terrific strategies to assist in comprehending how political trends began, spread, and perished during this time period.

46. **SS.8.A.4.7:** Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.

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

Justification:

Indepth examination of the time period, key individuals through primary and secondary sources, general themes that began to spread throughout the country, the differing economies and continuation of regionalism. Also has terrific strategies to assist in comprehending how political trends began, spread, and perished during this time period.

47. **SS.8.A.4.8:** Describe the influence of individuals on social and political developments of this era in American History.

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

Justification:

Indepth examination of the time period, key individuals through primary and secondary sources, general themes that began to spread throughout the country, the differing economies and continuation of regionalism. Also has terrific strategies to assist in comprehending how political trends began, spread, and perished during this time period.

48. **SS.8.A.4.9:** Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.

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

Justification:

Indepth examination of the time period, key individuals through primary and secondary sources, general themes that began to spread throughout the country, the differing economies and continuation of regionalism. Also has terrific strategies to assist in comprehending how political trends began, spread, and perished during this time period.

49. **SS.8.A.5.1:** Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

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

Justification:

Very in depth look at the Civil War period, what led to it, and what were the results. Amazing suggestions for discussions and activities. I am amazed the most with this unit, and wish I had time to do half of what is included. Fantastic utilization of media to drive home the ideas of what normal everyday individuals believed, how the country transformed over time, and just how divided the nation was.

50. **SS.8.A.5.2:** Analyze the role of slavery in the development of sectional conflict.

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

Justification:

Very in depth look at the Civil War period, what led to it, and what were the results. Amazing suggestions for discussions and activities. I am amazed the most with this unit, and wish I had time to do half of what is included. Fantastic utilization of media to drive home the ideas of what normal everyday individuals believed, how the country transformed over time, and just how divided the nation was.

51. **SS.8.A.5.3:** Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.

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

Justification:

Very in depth look at the Civil War period, what led to it, and what were the results. Amazing suggestions for discussions and activities. I am amazed the most with this unit, and wish I had time to do half of what is included. Fantastic utilization of media to drive home the ideas of what normal everyday individuals believed, how the country transformed over time, and just how divided the nation was.

52. **SS.8.A.5.4:** Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.

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

Justification:

Very in depth look at the Civil War period, what led to it, and what were the results. Amazing suggestions for discussions and activities. I am amazed the most with this unit, and wish I had time to do half of what is included. Fantastic utilization of media to drive home the ideas of what normal everyday individuals believed, how the country transformed over time, and just how divided the nation was.

53. **SS.8.A.5.5:** Compare Union and Confederate strengths and weaknesses.

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

Justification:

Very in depth look at the Civil War period, what led to it, and what were the results. Amazing suggestions for discussions and activities. I am amazed the most with this unit, and wish I had time to do half of what is included. Fantastic utilization of media to drive home the ideas of what normal everyday individuals believed, how the country transformed over time, and just how divided the nation was.

54. **SS.8.A.5.6:** Compare significant Civil War battles and events and their effects on civilian populations.

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

Justification:

Very in depth look at the Civil War period, what led to it, and what were the results. Amazing suggestions for discussions and activities. I am amazed the most with this unit, and wish I had time to do half of what is included. Fantastic utilization of media to drive home the ideas of what normal everyday individuals believed, how the country transformed over time, and just how divided the nation was.

55. **SS.8.A.5.7:** Examine key events and peoples in Florida history as each impacts this era of American history.

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

Justification:

Very in depth look at the Civil War period, what led to it, and what were the results. Amazing suggestions for discussions and activities. I am amazed the most with this unit, and wish I had time to do half of what is included. Fantastic utilization of media to drive home the ideas of what normal everyday individuals believed, how the country transformed over time, and just how divided the nation was. (Florida tie in as well)

56. **SS.8.A.5.8:** Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

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

Justification:

Very in depth look at the Civil War period, what led to it, and what were the results. Amazing suggestions for discussions and activities. I am amazed the most with this unit, and wish I had time to do half of what is included. Fantastic utilization of media to drive home the ideas of what normal everyday individuals believed, how the country transformed over time, and just how divided the nation was.

57. **SS.8.C.1.1:** Identify the constitutional provisions for establishing citizenship.

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

Justification:

This curriculum does an amazing job of exploring what led to the revolution, what were the ideals behind the declaration of independence, where grievances showed up in the constitution, the divide in the country over ratification, the constitutional convention, and the early history of our country.

58. **SS.8.C.1.2:** Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.

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

Justification:

This curriculum does an amazing job of exploring what led to the revolution, what were the ideals behind the declaration of independence, where grievances showed up in the constitution, the divide in the country over ratification, the constitutional convention, and the early history of our country.

59. **SS.8.C.1.3:** Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.

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

Justification:

This curriculum does an amazing job of exploring what led to the revolution, what were the ideals behind the declaration of independence, where grievances showed up in the constitution, the divide in the country over ratification, the constitutional convention, and the early history of our country.

60. **SS.8.C.1.4:** Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.

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

Justification:

This curriculum does an amazing job of exploring what led to the revolution, what were the ideals behind the declaration of independence, where grievances showed up in the constitution, the divide in the country over ratification, the constitutional convention, and the early history of our country.

61. **SS.8.C.1.5:** Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.

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

Justification:

This curriculum does an amazing job of exploring what led to the revolution, what were the ideals behind the declaration of independence, where grievances showed up in the constitution, the divide in the country over ratification, the constitutional convention, and the early history of our country.

62. **SS.8.C.1.6:** Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

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

Justification:

This curriculum does an amazing job of exploring what led to the revolution, what were the ideals behind the declaration of independence, where grievances showed up in the constitution, the divide in the country over ratification, the constitutional convention, and the early history of our country.

63. **SS.8.C.2.1:** Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.

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

Justification:

This curriculum does an amazing job of exploring what led to the revolution, what were the ideals behind the declaration of independence, where grievances showed up in the constitution, the divide in the country over ratification, the constitutional convention, and the early history of our country.

64. **SS.8.E.1.1:** Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.

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

Justification:

Extremely good use of manipulative content, and other sources of media to help students understand the layout of the country, different groups and where they live, how migration has impacted our country, how resources have led to different sectors in different sections of the country, how it has impacted the history.

65. **SS.8.E.2.1:** Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.

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

Justification:

Extremely good use of manipulative content, and other sources of media to help students understand the layout of the country, different groups and where they live, how migration has impacted our country, how resources have led to different sectors in different sections of the country, how it has impacted the history.

66. **SS.8.E.2.2:** Explain the economic impact of government policies.

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

Justification:

Extremely good use of manipulative content, and other sources of media to help students understand the layout of the country, different groups and where they live, how migration has impacted our country, how resources have led to different sectors in different sections of the country, how it has impacted the history.

67. **SS.8.E.2.3:** Assess the role of Africans and other minority groups in the economic development of the United States.

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

Justification:

Extremely good use of manipulative content, and other sources of media to help students understand the layout of the country, different groups and where they live, how migration has impacted our country, how resources have led to different sectors in different sections of the country, how it has impacted the history.

68. **SS.8.E.3.1:** Evaluate domestic and international interdependence.

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

Justification:

Extremely good use of manipulative content, and other sources of media to help students understand the layout of the country, different groups and where they live, how migration has impacted our country, how resources have led to different sectors in different sections of the country, how it has impacted the history.

69. **SS.8.G.1.1:** Use maps to explain physical and cultural attributes of major regions throughout American history.

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

Justification:

Extremely good use of manipulative content, and other sources of media to help students understand the layout of the country, different groups and where they live, how migration has impacted our country, how resources have led to different sectors in different sections of the country, how it has impacted the history.

70. **SS.8.G.1.2:** Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.

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

Justification:

Extremely good use of manipulative content, and other sources of media to help students understand the layout of the country, different groups and where they live, how migration has impacted our country, how resources have led to different sectors in different sections of the country, how it has impacted the history.

71. **SS.8.G.2.1:** Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.

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

Justification:

Extremely good use of manipulative content, and other sources of media to help students understand the layout of the country, different groups and where they live, how migration has impacted our country, how resources have led to different sectors in different sections of the country, how it has impacted the history.

72. **SS.8.G.2.2:** Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.

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

Justification:

Extremely good use of manipulative content, and other sources of media to help students understand the layout of the country, different groups and where they live, how migration has impacted our country, how resources have led to different sectors in different sections of the country, how it has impacted the history.

73. **SS.8.G.2.3:** Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

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

Justification:

Extremely good use of manipulative content, and other sources of media to help students understand the layout of the country, different groups and where they live, how migration has impacted our country, how resources have led to different sectors in different sections of the country, how it has impacted the history.

74. **SS.8.G.3.1:** Locate and describe in geographic terms the major ecosystems of the United States.

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

Justification:

Extremely good use of manipulative content, and other sources of media to help students understand the layout of the country, different groups and where they live, how migration has impacted our country, how resources have led to different sectors in different sections of the country, how it has impacted the history.

75. **SS.8.G.3.2:** Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.

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

Justification:

Extremely good use of manipulative content, and other sources of media to help students understand the layout of the country, different groups and where they live, how migration has impacted our country, how resources have led to different sectors in different sections of the country, how it has impacted the history.

76. **SS.8.G.4.1:** Interpret population growth and other demographic data for any given place in the United States throughout its history.

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

Justification:

Extremely good use of manipulative content, and other sources of media to help students understand the layout of the country, different groups and where they live, how migration has impacted our country, how resources have led to different sectors in different sections of the country, how it has impacted the history.

77. **SS.8.G.4.2:** Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.

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

Justification:

Extremely good use of manipulative content, and other sources of media to help students understand the layout of the country, different groups and where they live, how migration has impacted our country, how resources have led to different sectors in different sections of the country, how it has impacted the history.

78. **SS.8.G.4.3:** Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.

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

Justification:

Extremely good use of manipulative content, and other sources of media to help students understand the layout of the country, different groups and where they live, how migration has impacted our country, how resources have led to different sectors in different sections of the country, how it has impacted the history.

79. **SS.8.G.4.4:** Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.

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

Justification:

Extremely good use of manipulative content, and other sources of media to help students understand the layout of the country, different groups and where they live, how migration has impacted our country, how resources have led to different sectors in different sections of the country, how it has impacted the history.

80. **SS.8.G.4.5:** Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.

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

Justification:

Extremely good use of manipulative content, and other sources of media to help students understand the layout of the country, different groups and where they live, how migration has impacted our country, how resources have led to different sectors in different sections of the country, how it has impacted the history.

81. **SS.8.G.4.6:** Use political maps to describe changes in boundaries and governance throughout American history.

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

Justification:

Extremely good use of manipulative content, and other sources of media to help students understand the layout of the country, different groups and where they live, how migration has impacted our country, how resources have led to different sectors in different sections of the country, how it has impacted the history.

82. **SS.8.G.5.1:** Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

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

Justification:

Extremely good use of manipulative content, and other sources of media to help students understand the layout of the country, different groups and where they live, how migration has impacted our country, how resources have led to different sectors in different sections of the country, how it has impacted the history.

83. **SS.8.G.5.2:** Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

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

Justification:

Extremely good use of manipulative content, and other sources of media to help students understand the layout of the country, different groups and where they live, how migration has impacted our country, how resources have led to different sectors in different sections of the country, how it has impacted the history.

84. **SS.8.G.6.1:** Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.

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

Justification:

All of the media that was utilized is fair and balanced. Nothing purposely misleading or incorrect.

85. **SS.8.G.6.2:** Illustrate places and events in U.S. history through the use of narratives and graphic representations.

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

Justification:

Very good look at various parts of the country with personal communications and primary and secondary sources.

86. **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:

Assists both students in interacting with very confusing content since many have never encountered it before, and offers many interesting and proven strategies to engage these students.

87. **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:

Assists both students in interacting with very confusing content since many have never encountered it before, and offers many interesting and proven strategies to engage these students.

88. **HE.8.C.2.4:** Critique 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:

N/A

89. **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:

Curriculum is setup to help all levels of readers and writers be successful. By avoiding confusing language and having engaging media, the students will be able to easily understand what the main points of each section are, and what they should be taking away from it. Information is presented in a clear fashion that is chronological when needed, without negating the needs to be comparative.

90. **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:

Curriculum is setup to help all levels of readers and writers be successful. By avoiding confusing language and having engaging media, the students will be able to easily understand what the main points of each section are, and what they should be taking away from it. Information is presented in a clear fashion that is chronological when needed, without negating the needs to be comparative.

91. **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:

Curriculum is setup to help all levels of readers and writers be successful. By avoiding confusing language and having engaging media, the students will be able to easily understand what the main points of each section are, and what they should be taking away from it. Information is presented in a clear fashion that is chronological when needed, without negating the needs to be comparative.

92. **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:

Curriculum is setup to help all levels of readers and writers be successful. By avoiding confusing language and having engaging media, the students will be able to easily understand what the main points of each section are, and what they should be taking away from it. Information is presented in a clear fashion that is chronological when needed, without negating the needs to be comparative.

93. **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:

Curriculum is setup to help all levels of readers and writers be successful. By avoiding confusing language and having engaging media, the students will be able to easily understand what the main points of each section are, and what they should be taking away from it. Information is presented in a clear fashion that is chronological when needed, without negating the needs to be comparative.

94. **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:

Curriculum is setup to help all levels of readers and writers be successful. By avoiding confusing language and having engaging media, the students will be able to easily understand what the main points of each section are, and what they should be taking away from it. Information is presented in a clear fashion that is chronological when needed, without negating the needs to be comparative.

95. **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:

Fabulous job of including various forms of media in every lesson or chapter. I could not have asked for a better setup.

96. **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:

There are many instances of this, however I would like to see a bit more focus on helping students understand that not everything they read or hear is true.

97. **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:

Throughout the text and curriculum there is an ongoing focus on helping students value primary and secondary sources, as well as helping them figure out if something is a primary or secondary document.

98. **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:

Excellent writing prompts and frames that students could find very interesting. Moves away from the old fashioned and antiquated research paper to perspective writing opportunities and engaging activities that kids will enjoy.

99. **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:

Excellent writing prompts and frames that students could find very interesting. Moves away from the old fashioned and antiquated research paper to perspective writing opportunities and engaging activities that kids will enjoy.

100. **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:

Excellent writing prompts and frames that students could find very interesting. Moves away from the old fashioned and antiquated research paper to perspective writing opportunities and engaging activities that kids will enjoy.

101. **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:

Excellent writing prompts and frames that students could find very interesting. Moves away from the old fashioned and antiquated research paper to perspective writing opportunities and engaging activities that kids will enjoy.

102. **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:

Very impressive text extentions that will keep todays students engaged, and gives them many sources of information to utilize while researching a specific topic. Reduces the need to have them out of the classroom in libraries, or scouring the web.

103. **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:

Excellent writing prompts and frames that students could find very interesting. Moves away from the old fashioned and antiquated research paper to perspective writing opportunities and engaging activities that kids will enjoy.

104. **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:

Assists in training students to decipher what information is valid and important, as well as weighing the importance of utilizing facts to back up their claims.

105. **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:

Assists in training students to decipher what information is valid and important, as well as weighing the importance of utilizing facts to back up their claims.

106. **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:

Excellent writing prompts and frames that students could find very interesting. Moves away from the old fashioned and antiquated research

paper to perspective writing opportunities and engaging activities that kids will enjoy.

107. **LAFS.8.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 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 and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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

Justification:

Many ideas are included that promote and prompt healthy engaging discussions that can range in size from collaborating with a single partner, to class wide debates. Many ideas are new and refreshing compared to the same ones that have been in textbooks for decades.

108. **LAFS.8.SL.1.2:** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

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

Justification:

Assists in training students to decipher what information is valid and important, as well as weighing the importance of utilizing facts to back up their claims.

109. **LAFS.8.SL.1.3:** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

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

Justification:

Does a terrific job of presenting opposing viewpoints, as well as helping students understand how perceptions may evolve over time.

110. **LAFS.8.SL.2.4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Justification:

Does a terrific job of presenting opposing viewpoints, as well as helping students understand how perceptions may evolve over time.

111. **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:

Helps students understand that problem with trying to come to simple conclusions. Assists teachers in bringing students to work as investigators to come up with their own perspectives of what transpired and why it is important.

112. **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:

Does a terrific job of presenting opposing viewpoints, as well as helping students understand how perceptions may evolve over time.

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

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

Justification:

A sundry of strategies and tools are available to teachers and students, and each come with appropriate ideas for how they should be included in the classroom.

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

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

Justification:

Overall does a very good job of going into great depth on critical topics, and ensuring that all content is as correct as possible.

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