Florida's Instructional Materials Specifications

HUMANITIES
Grades 9-12
2004-2005 Adoption

TABLE OF CONTENTS

Florida Perspective

Humanities are the exploration of human experience. The study of Humanities provides students with opportunities to reflect upon their own and other cultures and upon their own and other times and places. Students study the influence of history, literature, philosophy, and religion on the visual and performing arts of various cultures, and they critically access ideas and artistic forms while evaluating the efficacy and soundness of each. Additionally, students understand how the elements of a past culture's history, philosophy, literature and artistic milieu have shaped the present worldview and environment. The goal of Humanities instruction is to engage students with thought-provoking ideas regarding human life, achievement, and culture, provoking challenging questions and answers of who they are and where society is headed.

✓ **Publishers' Submissions**

Submissions in the following areas will be considered for adoption:

‣ **Humanities I**

‣ **Humanities II**

‣ **Humanities Survey**

General Description

Humanities I and II are intended to enable students to examine and respond to the creative efforts of individuals and societies, using an interdisciplinary study of the arts and their connections to areas such as history, literature, philosophy, and religion from early civilizations to 1500 (Humanities I) and since 1500 (Humanities II). The Humanities Survey course is intended to enable students to survey major creative expressions of the cultural heritage of selected civilizations and their impact on contemporary society and culture. The interrelationships of painting, sculpture, architecture, music, dance, literature, drama, philosophy, history, and religion should be emphasized in all three of these courses. Additionally, content should include, but not be limited to, analysis of various cultures and the influence of history, literature, philosophy, and religion on the arts.

Effective Humanities instructional materials should include, but not be limited to, illustrations, maps, and primary sources emphasizing selected cultures and high-quality exemplars of visual and performing arts.

Also, publishers are encouraged to give consideration to the following requests: the creation of an electronic format as a primary or secondary tool and the inclusion of CD-ROMs and audio and videotapes.

Inquiry and questioning techniques in Humanities material should lead students toward a constructivist stance where personal, critical, and creative response and inquiry are encouraged. Also, questions should include all levels of Bloom's Taxonomy, with the emphasis on the upper levels. Also, students should respond to the instructional materials in a variety of ways, including viewing, listening, speaking, reading, writing, performing, and creating.

Major Priorities for Instructional Materials
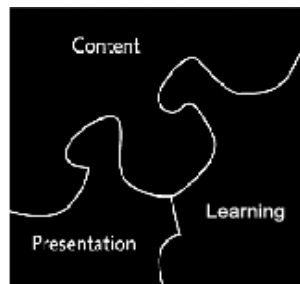
The priorities as described in this specifications document were developed from research findings about what makes instructional materials effective. These priorities have undergone review by individuals who have served on state and district committees, by curriculum specialists, by instructional designers, by evaluation specialists, and by administrators of the statewide adoption system.

Instructional materials must be effective in three major priority areas: content, presentation, and learning. The following sections describe essential features for each of these priority areas. These features generally apply to all formats of instructional materials, whether print or other media/multiple media formats.

Content

Some features of content coverage have received progressively more attention over the past decade. These features include

A. ALIGNMENT WITH CURRICULUM REQUIREMENTS
B. LEVEL OF TREATMENT OF CONTENT
C. EXPERTISE FOR CONTENT DEVELOPMENT
D. ACCURACY OF CONTENT
E. CURRENTNESS OF CONTENT
F. AUTHENTICITY OF CONTENT
G. MULTICULTURAL REPRESENTATION
H. HUMANITY AND COMPASSION

The following sections describe the content features expected for each of these priority areas.

A. ALIGNMENT WITH CURRICULUM REQUIREMENTS

Content must align with the state's standards for the subject, grade level, and learning outcomes

Content must align with the Sunshine State Standards and Course Descriptions for the subject area of HUMANITIES in Appendix A of this document. These curriculum requirements also can be accessed at

www.firn.edu/doe/curric/prek12/frame2.htm

Correlations. Publishers are expected to provide correlation reports in the form of charts, tables, or lists to show exactly where and to what extent (mentioned or in-depth) the instructional materials cover each required standard.

Scope. The content should address Florida's required curriculum standards for the subject, grade level, and learning outcomes, including thinking and learning skills.

Completeness. The content of the major tool should be complete enough to stand on its own. To be useful for classroom instruction, instructional materials must be adaptable to the instructional goals and course outlines for individual school districts, as well as the state standards. Content should have no major omissions in the required content coverage, and be free of unrelated facts and information that would detract from achievement of Florida's specified grade level expectations.

B. LEVEL OF TREATMENT OF CONTENT

The level of complexity or difficulty of content must be appropriate for the standards, student abilities and grade level, and time periods allowed for teaching.

Objectives. Content should be simple, complex, technical, or nontechnical enough for the intended objectives.

Students. Content should be developmentally appropriate for the age and maturity level of the intended students. It should contain sufficient details for students to understand the significance of the information presented and to engage in reflection and discussion.

Time. The level of complexity or difficulty of content also should allow for its coverage during the time periods available for teaching the subject.

In the subject area of HUMANITIES, Level of Treatment must provide many literary, visual and performing arts selections of varying cultures.

C. EXPERTISE FOR CONTENT DEVELOPMENT

Expertise in the content area and in education of the intended students must be reflected in the authors, reviewers, and sources that contributed to the development of the materials.

Authorship. The authors, consultants, and reviewers must have actually contributed to the development of the instructional materials and should have credentials that reflect expertise in

the subject area, course, course category, grade level, pedagogy, education, teaching, or classroom instruction. Qualifications may include expertise in educational psychology or instructional design.

Sources. Primary and secondary sources should reflect expert information for the subject, such as relevant data from research, court decisions, diaries, autobiographies, artifacts, or historical sites. The type of sources considered appropriate will vary with the particular subject area.

In the subject area of HUMANITIES expertise is expected to include authors commonly accepted in the fields of HUMANITIES research, curriculum development, teacher training, and classroom research.

D. ACCURACY OF CONTENT

Content must be accurate in historical context and contemporary facts and concepts.

Objectivity. Content that is included in the materials should accurately represent the domain of knowledge and events. It should be factual and objective. It should be free of mistakes, errors, inconsistencies, contradictions within itself, and biases of interpretation. It should be free of the biased selection of information. Materials should distinguish between facts and possible interpretations or opinions expressed about factual information. Visuals or other elements of instruction should contribute to the accuracy of text or narrative.

Representativeness. The selection of content should not misrepresent the domain of knowledge and events. It should include the generally accepted and prevalent truths, major concepts, standards, and models of the profession or discipline of the subject area.

Correctness. Presentation of content should be free of typographical and visual errors. It should include correct grammar, spelling, linguistics, terminology, definitions, descriptions, visuals, graphs, sounds, videos, and all other components of the instructional materials.

For the subject area of HUMANITIES, the information must be accurate in historical and cultural context, including, when

appropriate, their relationship to contemporary facts and concepts.

E.   CURRENTNESS OF CONTENT

Content must be up-to-date for the academic discipline and the context in which the content is presented.

Dates or editions. Copyright dates for photographs and other materials and editions should suggest sufficient currentness of content. Copyright dates and editions serve as indicators about currentness. However, neither the copyright date nor the edition guarantees currentness. In fact, second or third editions may or may not reflect more up-to-date information than first editions.

Informed examination of the text, narrative, and visuals contained in the materials provides the most direct information about currentness of the materials.

Context. Text or narrative, visuals, photographs, and other features should reflect the time periods appropriate for the objectives and the intended learners.

- Sometimes context should be current. For example, a photograph used to show stages of human growth and development will be more relevant when the clothing, hairstyles, and activities reflect present-day styles.
- Sometimes context should be historical. For example, illustrations and photographs of historical events should reflect the historical time period.
- Sometimes context should be both current and historical. For example, historic images alongside modern ones would convey changes in styles over time.

F.   AUTHENTICITY

Content should include problem-centered connections to life in a context that is meaningful to students.

Life connections. Instructional materials should include connections to the student's life situations in order to make the content meaningful. Students might be expected to deal with

time constraints, consider risks and trade-offs in decision-making, and work with teams. Connections may be made to situations of daily home life, careers, vocation, community events and services, and leisure or recreation. Connections may include hopes and dreams, choices and activities.

Interdisciplinary treatment. Instructional materials also should include interdisciplinary connections in order to make content meaningful. Examples of situations that connect a variety of subject areas include building projects, playing sports, and retrieving information or objects, balancing budgets, creating products, and researching information. In addition to subject area connections, instructional materials should connect the course or course category to other disciplines.

Examples of approaches to interdisciplinary connections include:
- explanations and activities for using skills and knowledge from other academic disciplines
- assignments that require students to use collateral learning from other disciplines rather than isolated knowledge or skills
- the focus on common themes across several subject areas (infusion, parallel, transdisciplinary, or multidisciplinary instruction)

In the subject area of HUMANITIES, publishers are encouraged to integrate materials to all appropriate content areas – especially language arts, the arts, and social studies –and should refer to the Sunshine State Standards cited in the Course Descriptions for HUMANITIES.

G. MULTICULTURAL REPRESENTATION

Portrayal of gender, ethnicity, age, work situations, and various social groups must include multicultural fairness and advocacy.

Multicultural fairness. It is not the number of pages devoted to diversity, equity, or work roles, but the substance of what is stated and portrayed that matters most. For this reason, it can be misleading to count the number of pages or illustrations devoted to a social issue or group. It is more important to focus on the integration of social diversity throughout a set of instructional materials.

Through balanced representation of cultures and groups in multiple settings, occupations, careers, and lifestyles, the materials should support equal opportunity without regard for age, color, gender, disability, national origin, race, or religion.

In addition to balanced representations, the portrayal of individuals and situations must exclude biases and stereotypes. These portrayals must promote an understanding and appreciation of the importance and contributions of diverse cultures and heritage.

Multicultural advocacy. The understanding and appreciation of multiple cultures extends beyond fair representation. It involves embracing a multicultural context, not just through pictures, but through information about ways to honor differences and deal with conflicts, promote a positive self-image for members of all groups, and provide for the development of healthy attitudes and values.

Effective treatment of multicultural issues requires consideration of the age and ability levels of students and whether or not it is appropriate to include multicultural issues in the study of a particular topic, such as the memorization of a formula or equation. Overall, however, materials should reflect both multicultural fairness and advocacy.

H. HUMANITY AND COMPASSION

Portrayal of the appropriate care and treatment of people and animals must include compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment.

Inclusion of compassion. When providing examples in narrative or visuals, materials sometimes depict the care and treatment of people and animals. Generally, this means showing in some way a measure of compassion, sympathy, or consideration of their needs and feelings.

Exclusion of inhumanity. In the context of personal and family values, Florida expressly prohibits material containing *hard-core pornography*. In addition, although the definition of *inhumane treatment* can sometimes appear to be controversial, as in science research, there is general agreement that instructional materials should not advocate any form of inhumane treatment.

As with the evaluation of multicultural representation, it is important to consider the context of the subject and the age and abilities of the students.

REFERENCES FOR CONTENT FEATURES

For a complete list of references and citations, please refer to Destination: Florida Classrooms—Evaluator's Handbook, *or request a list of references from the Department of Education, Bureau of Curriculum, Instruction, and Assessment.*

Presentation

Features of presentation affect the practical usefulness of materials and the ease of finding and understanding content. These features include:

A. COMPREHENSIVENESS OF STUDENT AND TEACHER RESOURCES
B.   ALIGNMENT OF INSTRUCTIONAL COMPONENTS
C.   ORGANIZATION OF INSTRUCTIONAL MATERIALS
D. READABILITY OF INSTRUCTIONAL MATERIALS
E. PACING OF CONTENT
F. EASE OF USE OF MATERIALS

The following sections describe the presentation features expected for each of these areas.

A. COMPREHENSIVENESS OF STUDENT AND TEACHER RESOURCES

Resources must be complete enough to address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

Materials should contain support for students in completing instructional activities and assessments and for teachers in implementing all of the instructional elements. A variety of components can accomplish this purpose. Typically, materials will include test items, study guides, outlines and strategies for teaching, media supplements, learning activities, and projects.

The major components generally expected for student and teacher resources are listed below.

FLORIDA STATUTES

1006.34(2)(a)—KEY WORDS:
suitable, usable

1006.34(2)(b)—KEY WORDS:
the degree to which the material would be supplemented or explained

Student resources. Student materials typically include the major text or program with text or narration, visuals, assignments, and assessments. Formats may include print, audio, visual, computer, or other media.

Effective instructional materials generally integrate the use of reference aids (e.g., index, glossary, maps, bibliography, graphic organizers, and pictures) with the topic being studied. Items that guide students through materials might include clearly labeled materials, directions and explanations, and assignments with menus of choices.

Review and practice activities might include participation activities such as simulations, role-playing situations, investigations, and hands-on practice assignments. Review activities might include self-checks or quizzes. Formats might include worksheets, workbooks, journals, lab books, lab logs, charts, or maps. Feedback might be in the form of answer keys in student materials or in teacher materials.

Review works best as a logical extension of content, goals, objectives, and lessons, with increased similarity to real-life situations. Review activities should require students to recall or apply previously taught knowledge and skills. Frequent short reviews over time or space improve learning more than a concentrated review. Assignments and stages of small practice improve speed and accuracy.

Other components might include enrichment and remediation activities, additional resources, and tests and assessment tools either in the student materials or in the teacher's guide or edition.

For the subject area of HUMANITIES, the following types of STUDENT RESOURCES are particularly important as students need to better understand the metacognitive skills they use in reading historical, philosophical and literary selections. Students also need additional demonstrations of how to respond orally and in writing to texts and other mediums such as the visual and performing arts. Suggested activities might include:
- Reading response journals

- Exemplars in the visual and performing arts aligned to literary exemplars
- Audio and videotapes of dramatic and poetic selections,
- Portfolio development of various creative endeavors

Teacher resources. Teacher materials typically include a teacher's edition with the annotated student text and copies of supplementary written materials with answer keys, worksheets, tests, diagrams, etc., so that the teacher has to use only one guide. Publishers may make available inservice training, workshops, or consulting services to support teachers in implementing instructional materials. However, teachers and administrators tend to favor materials that do not require extensive training.

Support, guidelines, resources, or features such as the ones described below help teachers to effectively implement materials in classroom and school settings.

- Components and materials that are easy to use: Examples include clearance, license, or agreement for copying and use of materials; clear description and accurate directions for use of required equipment, facilities, resources, and environment; clearly labeled grade, lesson, content, and other information to identify components; correct specifications for making media and electronic programs work effectively.

- Materials to support lesson planning, teaching, and learning: Examples include overview of components and objectives; background for lectures and discussions; technical terminology, and reinforcement and review strategies; scope and sequence chart for activities and planning; sample lesson plans; suggestions for individualized study, small-group and large-group presentations and discussions, school-to-work activities, field or laboratory experiences, and other extension activities; suggestions for integrating themes across the subject area or course curriculum and forming connections to other disciplines; suggestions for parental and

community involvement; cultural highlights to explain and expand on the materials.

- Suggestions for adapting instruction for varying needs: Examples include alternative approaches to teaching, pacing, and options for varied delivery of instruction such as media, tools, equipment, and emerging technology; strategies for engaging all students, such as open-ended questions to stimulate thinking, journals, manipulatives, explorations, and multisensory approaches; suggestions for addressing common student difficulties or adapting to multiple learning styles; and alternative reteaching, enrichment, and remediation strategies.

- Guidelines and resources on how to implement and evaluate instruction: Examples include answers to work assignments, practice activities, and tests; possible outcomes of projects or research; suggestions for using learning tasks for classroom assessment; guidelines for alternative assessments, such as sample checklists, peer or performance assessments, portfolios, or projects.

- Resources to use in classroom activities: Examples include copy masters to use for displays or photocopies; bibliographies or lists of resources and references, including network resources; classroom management strategies and documentation on the manageability of the entire instructional program; in-service workshop or consultation support from the publisher.

For the subject area of HUMANITIES, the following types of TEACHER RESOURCES are particularly important to help teachers move from the lecture-oriented teaching model to the teacher as coach and mentor, encouraging a variety of classroom interactions in the study and appreciation of humanities. This shift will also facilitate teachers moving to block scheduling. These resources should enhance the following types of classroom instructional activities:
- critical and aesthetic response techniques
- reader's theatre
- flexible grouping

- rubric use for student and peer review of written and artistic assignments
- open-ended, cognitively challenging, questioning techniques
- reading- writing and studio workshop techniques

B. ALIGNMENT OF INSTRUCTIONAL COMPONENTS

All components of an instructional package must align with each other, as well as with the curriculum.

All components of an instructional package—teacher's edition and materials, student's edition and materials, workbook, supplementary materials, and others—must be integrated and interdependent and must correspond with each other. For example, master copies of handouts in a teacher's edition should align with student activities or assignments. They must match in content and progression of instructional activities.

C. ORGANIZATION OF INSTRUCTIONAL MATERIALS

The structure and format of materials must have enough order and clarity to allow students and teachers to access content and explicitly identify ideas and sequences.

Providing an explicit and teachable structure can double the amount of information remembered. Clear organization allows students and teachers to discriminate important pieces of information through skimming, reading, or browsing.

Clear organization may be accomplished through a combination of features, but generally not through one feature alone.

Access to content. Some features help in searching and locating information, such as a table of contents; menu or map of content; directions on how to locate information or complete assignments; an index for quick reference; goals and/or objectives, outlines, lists, or checklists for major sections; bibliographies and lists of resources; glossaries for quick access to major terms; introductions, key concepts and themes, visual cues, illustrations, labeled examples, and labeled reviews or summaries.

Other at-a-glance features signal the organization of content, such as chapter or unit titles and/or frames; headings and subheadings; typographic cues such as bold, italics or changes in size of type; divisions of content such as borders, boxes, circles, highlighting, visual signposts, icons, or color cues; diagrams, labels, and visuals placed near the related content; and numbering of pages and other components.

Objectives or a content outline may serve a similar purpose by introducing main ideas, providing guideposts to use in searching for key information, or serving as a checklist for self-assessment.

Certain types of brief narrative sections also contribute to clear organization. For example, the statement of a clear purpose with content organized around main ideas, principles, concepts, and logical relationships supports the unity and flow of information. Introductions also play a major role when they include anchoring ideas, a list of key points, or conceptual schemes such as metaphors. Summaries also can assist students in understanding the logical order of topics presented.

Logical organization. The pattern of organization of the content should be consistent and logical for the type of subject or topic. Patterns of organization may include comparison and contrast, time sequence, cause-effect or problem-solution-effect, concrete to abstract, introduction-review-extension (spiral structure), simple-to-complex, whole-part or part-whole, generalization-examples-review-practice, and conflict-inside view-structure.

D. READABILITY OF INSTRUCTIONAL MATERIALS

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

Language style. Language style and visual features can influence the readability of materials. Yet, a popular tool for assessing readability has been the use of a *readability formula* of one type or another. These formulas tend to focus only on a few *countable* characteristics of language style such as the length of words, sentences, and/or paragraphs.

Other features are more important in establishing the readability of instructional materials, such as

- organized, coherent text
- language and concepts familiar to the student
- language that clarifies, simplifies, and explains information
- transition words such as "yet," "also," "next," "for example," "moreover," or "however"
- other phrases that create logical connections
- words with concrete and specific images
- active rather than passive voice
- varied sentence structures, which avoid both choppy sentences and unnecessary words
- specific questions or directions to guide student attention to visuals or key information

Visual features. Visual features that improve readability include

- print that is dark and clear, with good contrast
- paper with clean-cut edges without glare, or computer screens without glare
- margins wide enough on a page or screen to allow easy viewing of the text
- visuals that are relevant, clear, vivid, and simple enough for students to understand
- quantity of visuals suitable for the intended students—both lower ability students and higher ability students tend to require more visuals
- unjustified text (ragged on the right) rather than justified (lined up on the right)
- visuals that contain information in a form different from the text
- graphs, charts, maps, and other visual representations integrated at their point of use
- colors, size of print, spacing, quantity, and type of visuals suitable for the abilities and needs of the intended students

E. PACING OF CONTENT

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.

It is important that materials contain "bite-size" chunks or blocks of information. The chunks should not be so large, nor the pacing so fast, as to overwhelm students. Neither should the chunks be so small, nor the pacing so slow, as to bore them.

In the subject area of HUMANITIES, pacing must take into consideration the broad range of areas studied. Suggestions of possible ways to organize and choose areas of subject coverage would be beneficial.

F. EASE OF USE OF MATERIALS

Both print and other media formats of instructional materials must be easy to use and replace and be durable enough for multiple uses over time.

Warranty. The actual physical and technical qualities of materials should match the description contained in the publisher's warranty.

Use. Materials must be designed for practical use in the classroom and school environments. They must be easy to identify and store. Teachers and students must be able to access and use the materials. Some of the factors influencing their ease of use include number of components, size of components, packaging, quality of materials, equipment requirements, and cost to purchase or replace components.

The best choice about weight, size, and number of volumes depends on several factors, such as the organization of the content, how well separate volumes may fit time periods for instruction, and the ages of students. Technical production requirements, such as page limits or different types of bindings, may lead to multiple volumes.

Examples of classroom use include repeated copying of consumable materials and repeated use of other materials by students over time. Students should be able to easily use the

materials and take home, in a convenient form, most of the material they need to learn for the course.

Technology-rich resources should work properly and run without error. Electronic media for student use should be encoded to prevent accidental or intentional erasure or modification. As with textbooks, electronic media should allow students to easily access and interact with them without extensive supervision or special assistance.

The physical and technical qualities of materials should match with the resources of the schools. Materials such as videos, software, CD-ROMs, Internet sites, and transparencies may serve instructional purposes well, but have little value unless they can be implemented with the school's equipment. Sometimes, a publisher provides training, inservice, or consultation to help in effective use of the materials.

Durability. Students and teachers should be able to have materials that will be durable under conditions of expected use. For example, boxes, books, or other materials should not fall apart after normal classroom use. The packaging and form of materials should be flexible and durable enough for multiple uses over time. Durability includes considerations such as

- high-quality paper, ink, binding, and cover
- back, joints, body block, and individual pages
- worry-free technology that runs properly, with easy to hear, see, and control audio and visuals, and
- the publisher's guarantee for replacement conditions and agreements for reproduction needed to effectively use the materials

Cost. Florida's Department of Education Commissioner will consider the impact of cost in making final decisions. Cost, while not a direct factor in ease of use, influences the ease with which materials can be obtained or replaced. The impact of cost can be complex to estimate. It requires considering the number of materials available at no additional cost with the purchase of the major program or text, the cost over the adoption period of several years, and the number of free materials to support implementation. Attractive features such as higher quality paper and visuals and greater use of color may escalate cost, without enhancing learning effectiveness.

REFERENCES FOR PRESENTATION FEATURES

For a complete list of references and citations, please refer to Destination: Florida Classrooms—Evaluator's Handbook, *or request a list of references from the Department of Education, Bureau of Curriculum, Instruction, and Assessment.*

Learning

The following features have been found to promote learning and apply to most types of learning outcomes.

D. MOTIVATIONAL STRATEGIES
D. TEACHING A FEW "BIG IDEAS"
D. EXPLICIT INSTRUCTION
D. GUIDANCE AND SUPPORT
D. ACTIVE PARTICIPATION
D. TARGETED INSTRUCTIONAL STRATEGIES
D. TARGETED ASSESSMENT STRATEGIES

The following sections describe the learning features expected for each of these priority areas.

A. MOTIVATIONAL STRATEGIES

Instructional materials must include features to maintain learner motivation.

Expectations. Materials should positively influence the expectations of students. Examples include:

- positive expectations for success
- novel tasks or other approaches to arouse curiosity
- meaningful tasks related to student interests, cultural backgrounds, and developmental levels
- activities with relevance to the student's life
- thought-provoking challenges such as paradoxes, dilemmas, problems, puzzles, controversies, and questioning of traditional ways of thinking

- challenges that are neither too difficult to achieve nor so easy that students become bored
- hands-on tasks in a concrete context, and images, sounds, analogies, metaphors, or humorous anecdotes
- variety, including the opportunity for students to ask their own questions, set their own goals, and make other choices during learning

Feedback. Materials should include informative and positive feedback on progress. Examples include:
- frequent checks on progress, including testing
- explanatory feedback with information about correctness of responses, how to avoid or correct common mistakes, and/or different approaches to use
- varied forms of assessments (self-assessment, peer assessment, and some learning tasks without formal assessments)

Appearance. Materials should have an appearance generally considered attractive to the intended students.

B. TEACHING A FEW "BIG IDEAS"

FLORIDA STATUTES

1006.31(e)—KEY WORDS: **suited to the needs and comprehension of pupils at their respective grade levels**

1006.34(2)(a)—KEY WORDS: **suitable, usable**

1006.34(2)(b)—KEY WORDS: **educational purpose**

Instructional materials should thoroughly teach a few important ideas, concepts, or themes.

Focus. Thoroughly teaching a few big ideas provides focus for the learner's attention. It provides an organizing framework for integrating new information.

Completeness. The thorough teaching of a few big ideas may focus on developing a deeper and more complete understanding of the major themes of a discipline, the content of the subject area, relationships to other disciplines, and the thinking and learning skills required for achieving the specified learning outcomes.

C. EXPLICIT INSTRUCTION

Instructional materials must contain clear statements of information and outcomes.

Clarity of directions and explanations. To support success in learning, instructional materials should include clear presentation and explanations of
- purposes, goals, and expected outcomes
- concepts, rules, information, and terms
- models, examples, questions, and feedback

For example, development of specific thinking skills requires an explicit statement of the particular *thinking skills* to be learned, along with the *strategies* or *steps to follow*. Explicit instruction for thinking skills might also involve showing *examples* of successful thinking contrasted with examples of poor thinking processes.

Similarly, the development of learning skills requires explicit directions about *when* and *how* to do activities such as notetaking, outlining, paraphrasing, abstracting and analyzing, summarizing, self-coaching, memory strategies, persistence, preview and questioning, reading and listening, reflecting, and reciting.

Exclusion of ambiguity. Instructional materials should avoid terms and phrases with ambiguous meanings, confusing directions or descriptions, and inadequate explanations.

D. GUIDANCE AND SUPPORT

Instructional materials must include guidance and support to help students safely and successfully become more independent learners and thinkers.

Level. The type of guidance and support that helps students to become more independent learners and thinkers is sometimes referred to as *scaffolding.* Scaffolding is a solid structure of support that can be removed after a job has been completed. As students gain proficiency, support can diminish, and students can encounter more complex, life-centered problems.

Information and activities should provide guidance and support at the level that is needed—no more and no less. Too much can squelch student interest, and too little can lead to failure.

Guidance and support can be accomplished by a combination of the following features:

- organized routines
- advance organizers or models such as condensed outlines or overviews
- simplified views of information
- (3) visual representations of new information during initial instruction
- sample problems
- questions to focus on key ideas or important features
- examples of solved problems
- explanations of how the problems were solved
- examples of finished products or sample performances
- analogies, metaphors, or associations to compare one idea to another
- prompts or hints during initial practice
- step-by-step instructions
- immediate and corrective feedback on the accuracy of performance of each step or task, on how to learn from mistakes, and on how to reach the correct answer
- simulations with features for realistic practice
- opportunities for students to do research, and to organize and communicate results

Adaptability. Guidance and support must be adaptable to developmental differences and various learning styles. For example, young children tend to understand concepts in concrete terms and overgeneralize new concepts. Some students need more time, some tend to be more impulsive than reflective, some have trouble distinguishing relevant from irrelevant information, and some have better written than spoken language skills.

Approaches for developmental differences and learning styles of students, include:
A variety of *activities* such as
- structured and unstructured activities

- independent and group work
- teacher-directed and discovery learning
- visual and narrative instruction
- hands-on activities
- open-ended activities
- practice without extrinsic rewards or grades
- simple, complex, concrete, and abstract examples
- variable pacing or visual breaks

a variety of *modalities* for the various multiple intelligences of students, such as
- linguistic-verbal
- logical-mathematical
- musical
- spatial
- bodily-kinesthetic
- interpersonal
- intrapersonal

E. ACTIVE PARTICIPATION OF STUDENTS

Instructional materials must engage the physical and mental activity of students during the learning process.

Assignments. Instructional materials should include organized activities of periodic, frequent, short assignments that are logical extensions of content, goals, and objectives.

Student responses. Assignments should include questions and application activities during learning that give students opportunities to respond. Active participation of students can be accomplished in a variety of ways. For example, information and activities might require students to accomplish the types of activities listed below.
- respond orally or in writing
- create visual representations (charts, graphs, diagrams, and illustrations)
- generate products
- generate their own questions or examples

- think of new situations for applying or extending what they learn
- complete discovery activities
- add details to big ideas or concepts from prior knowledge
- form their own analogies and metaphors
- practice lesson-related tasks, procedures, behaviors, or skills
- choose from a variety of activities

F.   TARGETED INSTRUCTIONAL STRATEGIES

Instructional materials should include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

Alignment. Research has documented the strategies that effectively teach different types of learning outcomes. The learning strategies included in instructional materials should match the findings of research for the targeted learning outcomes. Different types of learning outcomes require different strategies. For example, a strategy for memorizing verbal information might be helpful, but it would not align with the strategies required for learning a concept or for learning how to solve a problem.

Completeness. Not only should strategies be aligned, but they also should be complete enough to effectively teach the targeted outcomes. For example, while the explanation of a problem-solving method or model would be appropriate, other strategies also would be necessary in order for students to learn how to resolve different types of problems.

Research summary. Researchers sometimes use different terms for some similar outcomes. For example, *thinking skills* and *metacognition* refer to some of the same types of skills. The following alphabetical list includes terms as they have appeared in research, even though some terms clearly overlap with each other.

- attitudes
- cognitive strategies
- comprehension/ understanding
- concepts
- creativity
- critical thinking
- insight
- metacognition
- motor skills
- multiple intelligences
- problem solving
- procedural knowledge, principles, and rules
- scientific inquiry
- thinking skills
- verbal information, knowledge, or facts

The following section summarizes the research findings for each of these types of learning outcomes.

Effective Teaching Strategies

- **To teach** *Attitudes*—**for example, learning the benefits of reading**
- ➢ Explain and show consequences of choices, actions, or behaviors.

- ➢ Provide relevant human or social models that portray the desired choices, actions, or behaviors

- **To teach** *Cognitive Strategies* (learning how to learn)—**for example, self-monitoring and reflecting upon the effectiveness of the reading process selected and used**
- ➢ Encourage or teach (a) organizing and summarizing information; (b) self-questioning, self-reflection, and self-evaluation; and (c) reference skills.
- ➢ Encourage or teach when and how to use these different skills.

- **To teach** *Comprehension/Understanding*—**for example, comprehending and understanding information in a reading selection**
- ➢ Outline, explain, or visually show what will be learned in a simple form.

➢ Explain with concrete examples, metaphors, questions, or visual representations.
➢ Require students to relate new to previously learned information.
➢ Require students to paraphrase or summarize new information.
➢ Require students to construct a visual representation of main ideas (map, table, diagram, etc.).
➢ Give students opportunities to add details, explanations, or examples to basic information.
➢ Require application of knowledge or information.

- **To teach** *Concepts*—**for example, learning the concepts of figurative language, metaphors, and similes**
➢ Provide clear definition of each concept.
➢ Point out important and unimportant features or ideas.
➢ Point out examples and non-examples of the concept, showing similarities and differences.
➢ Include practice in classifying concepts.
➢ Include a wide range of examples in progressive presentation of more complex examples.
➢ Emphasize relationships between concepts.

- **To teach** *Creativity*—**for example, exploring different types of reading selections and sources or creating an evaluation tool to identify the impact of mood or meaning**
➢ Provide examples of creativity.
➢ Include models, metaphors, and analogies.
➢ Encourage novel approaches to situations and problems.
➢ Show and provide practice in turning a problem upside down or inside out or changing perceptions.
➢ Encourage brainstorming.
➢ Include questions and problems with multiple answers.
➢ Provide opportunities of ungraded, unevaluated creative performance and behavior.

- **To teach** *Critical Thinking*—**for example, differentiating fact from opinion or determining the validity of arguments**

- ➢ Create conflict or perplexity by using paradoxes, dilemmas, or other situations to challenge concepts, beliefs, ideas, and attitudes.
- ➢ Focus on how to recognize and generate proof, logic, argument, and criteria for judgments.
- ➢ Include practice in detecting mistakes, false analogies, relevant v. irrelevant issues, contradictions, "buggy" algorithms, and predictions.
- ➢ Provide practice in drawing inferences from observations and making predictions from limited information.
- ➢ Explain and provide practice in recognizing factors that influence choice and interpretations such as culture, experience, preferences, desires, interests, and passions, as well as systematic thinking.
- ➢ Require students to explain how they form new judgments and how and why present judgments differ from previous ones.

- • **To teach** *Insight*—**for example, comprehending the symbols in literary works**
- ➢ Include inquiry and discovery activities.
- ➢ Provide challenging thinking situations with concrete data to manipulate.
- ➢ Promote careful observation, analysis, description, and definition.

- • **To teach** *Metacognition* (learning how to think)—**for example, rereading and self-correcting**
- ➢ Explain different types of thinking strategies and when to use them.
- ➢ Encourage self-evaluation and reflection.
- ➢ Include questions to get students to wonder why they are doing what they are doing.
- ➢ Guide students in how to do systematic inquiry, detect flaws in thinking, and adjust patterns of thinking.

- • **To teach** *Motor Skills*—**for example, writing legibly or using electronic tools proficiently**
- ➢ Provide a mental and physical model of desired performance.

- ➢ Describe steps in the performance.

- ➢ Provide practice with kinesthetic and corrective feedback (coaching).

- • **To teach** *Multiple Intelligences*—**for example, retelling vs. rewriting or learning certain rhythms**
- ➢ Verbal-linguistic dimension focuses on reasoning with language, rhythms, and inflections, such as determining meaning and order of words (stories, readings, humor, rhyme, and song).

- ➢ Logical-mathematical dimension focuses on reasoning with patterns and strings of symbols (pattern blocks, activities to form numbers and letters).

- ➢ Musical dimension focuses on appreciation and production of musical pitch, melody, and tone.

- ➢ Spatial dimension focuses on activities of perceiving and transforming perceptions.

- ➢ Bodily kinesthetic dimension focuses on use and control of body and objects.

- ➢ Interpersonal dimension focuses on sensing needs, thoughts, and feelings of others.

- ➢ Intrapersonal dimension focuses on recognizing and responding to one's own needs, thoughts, and feelings.

- • **To teach** *Problem Solving*—**for example, forming predictions, inferences, logical endings, or conclusions**
- ➢ Assure student readiness by diagnosing and strengthening related concept, rule, and decision-making skills.

- ➢ Provide broad problem-solving methods and models.

- ➢ Include practice in solving different types of problems.

- ➢ Begin with highly structured problems and then gradually move to less structured ones.

- ➢ Use questions to guide thinking about problem components, goals, and issues.

- ➢ Provide guidance in observing and gathering information, asking appropriate questions, and generating solutions.

- ➢ Include practice in finding trouble, inequities, contradictions, or difficulties and in reframing problems.

- ➢ Include drill and practice to improve speed, consistency, and ease of using problem-solving steps.

- **To teach** *Procedural Knowledge, Principles, and Rules*—**for example, determining when and how to use alphabetical and numerical systems for organizing information**
- ➢ Define context, problems, situations, or goals for which procedures are appropriate.

- ➢ Explain reasons that procedures work for different types of situations.

- ➢ Define procedures—procedures include rules, principles, and/or steps.

- ➢ Provide vocabulary and concepts related to procedures.

- ➢ Demonstrate step-by-step application of procedures.

- ➢ Explain steps as they are applied.

- ➢ Include practice in applying procedures.

- **To teach** *Scientific Inquiry*—**for example, transferring information gathered and recorded into a formal presentation**
- ➢ Explain process and methods of scientific inquiry.

- ➢ Explain and provide examples of (a) typical solution procedures, (b) how to form hypotheses, (c) how to speculate, and (d) how to identify and interpret consequences.

- ➢ Encourage independent thinking and avoidance of dead ends or simplistic answers.

- ➢ Require students to explain experiences with inquiry activities and results of inquiry activities.

- **To teach** *Thinking Skills* (also refer to critical thinking and metacognitive skills)—**for example, comparing and contrasting ideas**
- ➢ Introduce different types of thinking strategies.

- ➢ Explain context or conditions of applying different strategies.

- ➢ Provide definitions, steps, and lists to use in strategies.

- ➢ Include examples of different types of thinking strategies, including how to think with open-mindedness, responsibility, and accuracy.

- ➢ Emphasize persistence when answers are not apparent.

- ➢ Provide practice in applying, transferring, and elaborating on thinking strategies.

- ➢ Integrate metacognitive, critical, and creative-thinking skills.

- • **To teach** *Verbal Information, Knowledge, or Facts*—**for example, new vocabulary or labels**

- ➢ Provide a meaningful context to link new information and past and/or future knowledge.

- ➢ Organize information into coherent groups or themes.

- ➢ Use devices to improve memory such as mnemonic patterns, maps, charts, comparisons, groupings, highlighting of key words or first letters, visual images, and rhymes.

- ➢ Include some overlearning and mastery through practice in rehearsal, recall, or restatement of information (refer to *comprehension*).

- ➢ Point out parts, main ideas, pattern, or relationships within information or sets of facts.

G. TARGETED ASSESSMENT STRATEGIES

Instructional materials should include assessment strategies that are known to be successful in determining how well students have achieved the targeted learning outcomes.

Alignment. The assessment strategies should match the learner performance requirements for the types of learning outcomes that have been targeted for the subject matter, course, or course category. Different strategies are appropriate for assessing

different types of learning outcomes. For example, a strategy for testing the acquisition of verbal information would not match the requirements for testing whether or not a student has learned a concept or learned how to solve a problem.

The term "assessment," as used in this section, refers to testing or other strategies that assess student progress as a result of learning activities. The results of such assessment provide information about where to strengthen instruction. But it is very important to ask the right questions. If the type of question matches the type of learning outcome, then students and teachers have relevant information about learning progress.

Completeness. In addition to including assessment strategies that align with the performance requirements of the targeted learning outcomes, the strategies should be complete enough to effectively assess the learner's performance requirements required by the targeted learner outcomes. For example, a test item that requires the student to state a rule does not assess whether or not the student knows how to *use* the rule.

Research summary. The research summary for effective assessment strategies for different types of learning outcomes follows the same alphabetical sequence as the previous section.

Effective Assessment Strategies
- **To assess** *Attitudes:*
  ➢ Provide various situations.
  ➢ Require choices about behaviors.

- **To assess** *Cognitive Strategies:*
  ➢ Provide learning tasks.
  ➢ Require students to choose good strategies for learning and/or to learn new materials without teacher guidance.
  ➢ Require students to discuss and explain methods used for various learning tasks.

- **To assess** *Comprehension/Understanding:*
  ➢ Provide topic.
  ➢ Require summary or restatement of information.
  ➢ Provide new context.
  ➢ Require application of information.

- ➤ Provide several statements using words different from the initial teaching.
- ➤ Require identification of the correct meaning.

- • **To assess** *Concepts:*
- ➤ Provide new examples and non-examples.
- ➤ Require identification or classification into the correct categories.

- • **To assess** *Creativity:*
- ➤ Provide new problems to "turn upside down," study, or resolve—these could be puzzles, dance performances, drama performances, or products to create.
- ➤ Require products or solutions to fit within the particular functions and resources.
- ➤ Provide situations requiring novel approaches.

- • **To assess** *Critical Thinking:*
- ➤ Require students to evaluate information or results.
- ➤ Require the use of analysis and research.

- • **To assess** *Insight:*
- ➤ Provide situations for inquiry and discovery.
- ➤ Provide situations for manipulation.

- • **To assess** *Metacognition* (learning how to think):
- ➤ Provide different situations or problems.
- ➤ Require students to identify types of thinking strategies to analyze and evaluate their own thinking.

- • **To assess** *Multiple Intelligences:*
- ➤ Provide situations in the modality that is targeted, e.g., verbal-linguistic, musical, or other modality.
- ➤ Provide situations in several modalities, to allow choice
- ➤ Require performance in the targeted or chosen modalities.

- • **To assess** *Motor Skills:*
- ➤ Provide situations and resources for performance of the skill.
- ➤ Include checklist for evaluation.

- • **To assess** *Problem Solving:*

- ➢ Require students to choose types of problem-solving strategies for different situations.
- ➢ Require solutions to structured and unstructured, simple and complex problems.

- **To assess** *Procedural Knowledge, Principles, and Rules:*
- ➢ Provide situations that require students to recognize the correct use of procedures, principles, or rules with routine problems.
- ➢ Require students to state procedures, principles, or rules.
- ➢ Require students to choose which ones to apply in different situations.
- ➢ Provide situations that require students to demonstrate the correct use of procedures, principles, or rules with routine problems.

- **To assess** *Scientific Inquiry:*
- ➢ Provide situations or problems that require speculation, inquiry, and hypothesis formation.
- ➢ Provide research, hands-on activity, and conclusions.

- **To assess** *Thinking Skills* (also refer to critical thinking and metacognitive skills):
- ➢ Require students to summarize different types of thinking strategies.
- ➢ Provide situations that require students to choose the best type of thinking strategy to use.
- ➢ Require students to detect instances of open- v. closed-mindedness.
- ➢ Require students to detect instances of responsible v. irresponsible and accurate v. inaccurate applications of thinking strategies.
- ➢ Provide situations that require the student's persistence in order to discover or analyze information to obtain answers to specific questions.
- ➢ Require students to apply specific thinking strategies to different real-world situations.

- **To assess** *Verbal Information, Knowledge, or Facts:*
- ➢ Require students to recall information.
- ➢ Require students to restate information.

REFERENCES FOR LEARNING FEATURES

For a complete list of references and citations, please refer to Destination: Florida Classrooms—Evaluator's Handbook, *or request a list of references from the Department of Education, Bureau of Curriculum, Instruction, and Assessment.*
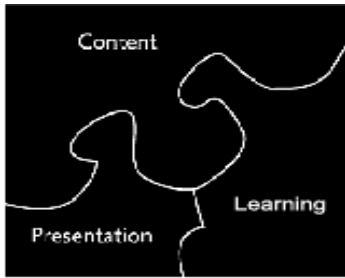
Criteria for Evaluation

The instructional materials adoption process must be fair to all publishers who take the time and expense to submit their materials. Applying evaluation criteria consistently to each submission assures that the materials will be judged fairly.

Regardless of format or technology, effective materials have certain characteristics in common, and the basic issues, important for the evaluation of instructional materials, apply to all subject areas and all formats. These issues are addressed in Florida's list of priorities and the criteria as detailed in the previous pages of this document. What follows is the evaluation instrument used by adoption committee members. Evaluators will use the criteria-based instrument to engage in systematic reflection of the processes they follow and decisions they make about the quality of materials submitted by publishers.

The extensive research base and review processes used to identify these criteria establish their validity as an integral part of Florida's instructional materials adoption system. Applying these criteria consistently to each submission helps assure that the materials submitted by publishers will be judged fairly.

STATE COMMITTEE EVALUATION FORM

DIRECTIONS: *Use this form along with the criteria in the instructional materials specifications to independently review each submission.*

As part of your independent review for each of the criteria, rate and comment on how well the submission satisfies the requirements. Possible ratings are as follows: ■ THOROUGHLY, ■ HIGHLY, ■ ADEQUATELY , ■ MINIMALLY , *or* ■ NOT AT ALL .

At your state committee meeting, you will discuss your review and agree on the summary of RATINGS, COMMENTS, and the OVERALL EVALUATION for each submission. Your committee will then VOTE for or against adoption and will make suggestions for notations to include in the Florida Catalog of Instructional Materials. *Your committee's decisions will appear on one Committee Consensus Questionnaire.*

IDENTIFICATION OF SUBMISSION
Subject Area Committee
Course for Which Recommended
Name of Publisher
Title of Submission

☑ CONTENT

A. ALIGNMENT WITH CURRICULUM REQUIREMENTS

Content aligns with the state's standards for the subject, grade level, and learning outcomes.

❑ THOROUGHLY   ❑ HIGHLY   ❑ ADEQUATELY   ❑ MINIMALLY   ❑ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ CORRELATIONS_____

✓ SCOPE_____

✓ COMPLETENESS _____

B. LEVEL OF TREATMENT OF CONTENT

The level of complexity or difficulty of content is appropriate for the standards, student abilities and grade level, and time periods allowed for teaching.

❑ THOROUGHLY   ❑ HIGHLY   ❑ ADEQUATELY   ❑ MINIMALLY   ❑ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ OBJECTIVES_____

✓ STUDENTS_____

✓ TIME_____

C. EXPERTISE FOR CONTENT DEVELOPMENT

Expertise in the content area and in education of the intended students is reflected in the authors, reviewers, and sources that contributed to development of the materials.

❑ THOROUGHLY   ❑ HIGHLY   ❑ ADEQUATELY   ❑ MINIMALLY   ❑ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ AUTHORSHIP_____

✓ SOURCES _____

D. ACCURACY OF CONTENT

Content is accurate in historical context and contemporary facts and concepts.

❑ THOROUGHLY   ❑ HIGHLY   ❑ ADEQUATELY   ❑ MINIMALLY   ❑ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ OBJECTIVITY_____

✓ REPRESENTATIVENESS_____

✓ CORRECTNESS_____

E. CURRENTNESS OF CONTENT

Content is up-to-date for the academic discipline and the context in which the content is presented.

❑ THOROUGHLY   ❑ HIGHLY   ❑ ADEQUATELY   ❑ MINIMALLY   ❑ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ DATES OR EDITIONS_____

✓ CONTEXT_____

✓ INFORMATION_____

F. AUTHENTICITY OF CONTENT

Content includes problem-centered connections to life in a context that is meaningful to students.

❑ THOROUGHLY   ❑ HIGHLY   ❑ ADEQUATELY   ❑ MINIMALLY   ❑ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ LIFE CONNECTIONS_____

✓ INTERDISCIPLINARY TREATMENT_____

G. MULTICULTURAL REPRESENTATION

Portrayal of gender, ethnicity, age, work situations, and social groups includes multicultural fairness and advocacy.

❑ THOROUGHLY   ❑ HIGHLY   ❑ ADEQUATELY   ❑ MINIMALLY   ❑ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ MULTICULTURAL FAIRNESS_____

✓ MULTICULTURAL ADVOCACY_____

H. HUMANITY AND COMPASSION

Portrayal of the appropriate care and treatment of people and animals includes compassion, sympathy, and consideration of their needs and values and excludes hard-core pornography and inhumane treatment.

❑ THOROUGHLY   ❑ HIGHLY   ❑ ADEQUATELY   ❑ MINIMALLY   ❑ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ INCLUSION OF COMPASSION_____

✓ EXCLUSION OF INHUMANITY _____

SUMMARY ANALYSIS FOR CONTENT

In general, how well does the submission satisfy *CONTENT* requirements?

❑ THOROUGHLY   ❑ HIGHLY   ❑ ADEQUATELY   ❑ MINIMALLY   ❑ NOT AT ALL

☑ PRESENTATION

A. COMPREHENSIVENESS OF STUDENT AND TEACHER RESOURCES

Resources are complete enough to address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

❑ THOROUGHLY   ❑ HIGHLY   ❑ ADEQUATELY   ❑ MINIMALLY   ❑ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ STUDENT RESOURCES_____

✓ TEACHER RESOURCES_____

B. ALIGNMENT OF INSTRUCTIONAL COMPONENTS

All components of an instructional package align with each other, as well as with the curriculum.

❏ THOROUGHLY   ❏ HIGHLY   ❏ ADEQUATELY   ❏ MINIMALLY   ❏ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issue? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ ALIGNMENT_____

C. ORGANIZATION OF INSTRUCTIONAL MATERIALS

The structure and format of materials have enough order and clarity to allow students and teachers to access content and explicitly identify ideas and sequences.

❏ THOROUGHLY   ❏ HIGHLY   ❏ ADEQUATELY   ❏ MINIMALLY   ❏ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ ACCESS TO CONTENT_____

✓ VISIBLE STRUCTURE AND FORMAT_____

✓ LOGICAL ORGANIZATION_____

D. READABILITY OF INSTRUCTIONAL MATERIALS

Narrative and visuals will engage students in reading or listening as well as understanding of the content.

❏ THOROUGHLY   ❏ HIGHLY   ❏ ADEQUATELY   ❏ MINIMALLY   ❏ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ LANGUAGE STYLE_____

✓ VISUAL FEATURES_____

E. PACING OF CONTENT

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

❏ THOROUGHLY   ❏ HIGHLY   ❏ ADEQUATELY   ❏ MINIMALLY   ❏ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issue? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ PACING_____

F. EASE OF USE OF MATERIALS

Both print and other media formats of instructional materials are easy to use and replace and are durable enough for multiple uses over time.

❑ THOROUGHLY   ❑ HIGHLY   ❑ ADEQUATELY   ❑ MINIMALLY   ❑ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ WARRANTY_____

✓ USE_____

✓ DURABILITY_____

SUMMARY ANALYSIS FOR PRESENTATION

In general, how well does the submission satisfy *PRESENTATION* requirements?

❑ THOROUGHLY   ❑ HIGHLY   ❑ ADEQUATELY   ❑ MINIMALLY   ❑ NOT AT ALL

☑ LEARNING

A. MOTIVATIONAL STRATEGIES

Instructional materials include features to maintain learner motivation.

❑ THOROUGHLY   ❑ HIGHLY   ❑ ADEQUATELY   ❑ MINIMALLY   ❑ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ EXPECTATIONS_____

✓ FEEDBACK_____

✓ APPEARANCE_____

B. TEACHING A FEW "BIG IDEAS"

Instructional materials thoroughly teach a few important ideas, concepts, or themes.

❑ THOROUGHLY   ❑ HIGHLY   ❑ ADEQUATELY   ❑ MINIMALLY   ❑ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ FOCUS_____

✓ COMPLETENESS_____

State Committee Evaluation Form

C. EXPLICIT INSTRUCTION

Instructional materials contain clear statements of information and outcomes.

❑ THOROUGHLY   ❑ HIGHLY   ❑ ADEQUATELY   ❑ MINIMALLY   ❑ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

- ✓ CLARITY OF DIRECTIONS AND EXPLANATIONS_____
- ✓ EXCLUSIONS OF AMBIGUITY_____

D. GUIDANCE AND SUPPORT

Instructional materials include guidance and support to help students safely and successfully become more independent learners and thinkers.

❑ THOROUGHLY   ❑ HIGHLY   ❑ ADEQUATELY   ❑ MINIMALLY   ❑ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

- ✓ LEVEL_____
- ✓ ADAPTABILITY_____

E. ACTIVE PARTICIPATION OF STUDENTS

Instructional materials will engage the physical and mental activity of students during the learning process.

❑ THOROUGHLY   ❑ HIGHLY   ❑ ADEQUATELY   ❑ MINIMALLY   ❑ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

- ✓ ASSIGNMENTS_____
- ✓ STUDENT RESPONSES_____

F. TARGETED INSTRUCTIONAL STRATEGIES

Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

❑ THOROUGHLY   ❑ HIGHLY   ❑ ADEQUATELY   ❑ MINIMALLY   ❑ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

- ✓ ALIGNMENT_____
- ✓ COMPLETENESS_____

G. TARGETED ASSESSMENT STRATEGIES

Instructional materials include assessment strategies known to be successful in determining how well students have achieved learning outcomes targeted in the curriculum requirements.

❑ THOROUGHLY   ❑ HIGHLY   ❑ ADEQUATELY   ❑ MINIMALLY   ❑ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ ALIGNMENT_____

✓ COMPLETENESS_____

SUMMARY ANALYSIS FOR LEARNING

In general, how well does the submission satisfy *LEARNING* requirements?

❑ THOROUGHLY   ❑ HIGHLY   ❑ ADEQUATELY   ❑ MINIMALLY   ❑ NOT AT ALL

OVERALL EVALUATION

1. **If given responsibility for teaching the course, would you choose these materials for classroom use?**

   ❑ **YES**   ❑ **NO**

2.   **What notations do you think should be included in the Catalog?**

_____   _____

Committee Member Signature   **Date**

Appendix A
Course Descriptions
For Humanities

Subject Area: **Humanities**
Course Title: **Humanities Survey**

A.   Major Concepts/Content. The purpose of this course is to enable students to survey major expressions of the cultural heritage of selected civilizations and their impact on contemporary society and culture through the study of the arts and their connections to such subject areas as literature, history, philosophy, and religion. Emphasis will be on painting, sculpture, and architecture.

   The content should include, but not be limited to, the following:

   - reflection of culture through painting, sculpture, and architecture
   - influence of historical events on the development of varied cultures
   - analysis of the arts within their historical and cultural context
   - comparison of varied cultures

   This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

B.   Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. The portions printed in *italic type* are not required for this course.

       After successfully completing this course, the student will:

1.   Demonstrate knowledge of culture in specified civilizations as expressed through painting, sculpture, and architecture.

      VA.A.1.4.3   know how the elements of art and the principles of design can be used to solve specific art problems.

VA.B.1.4.2   understand that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes.

VA.B.1.4.3   understand some of the implications of intentions and purposes in particular works of art.

VA.C.1.4.1   understand how social, cultural, ecological, economic, religious, and political conditions influence the function, meaning, and execution of works of art.

VA.C.1.4.2   understand how recognized artists recorded, affected, or influenced change in a historical, cultural, or religious context

2.   Analyze how historical events have shaped the development of specified civilizations.

SS.A.1.4.1   understand how ideas and beliefs, decisions, and chance events have been used in *the process of writing and* interpreting history.

SS.A.1.4.2   identify and understand themes in history that cross scientific, economic, and cultural boundaries.

SS.A.2.4.2   understand the rise of early *civilizations and the spread of agriculture in Mesopotamia, Egypt, and the Indus Valley.*

SS.A.3.4.1   understand the significant political and economic transformations and significant cultural and scientific events in Europe during the Renaissance.

SS.A.2.4.4   understand significant aspects of the economic, political, and social systems of ancient Greece and the cultural contributions of that civilization.

SS.A.2.4.5   understand the significant features of the political, economic, and social systems of ancient Rome and the cultural legacy of that civilization.

SS.A.2.4.7   understand the development of the political, social, economic, and religious systems of European civilization during the Middle Ages.

SS.A.3.4.2   understand significant religious and societal issues from the Renaissance through the Reformation.

SS.A.3.4.5   understand the significant scientific and social changes from the Age of Reason through the Age of Enlightenment.

SS.A.3.4.8   understand the effects of the Industrial Revolution.

3. Demonstrate knowledge of cultural expressions (e.g., philosophy, religion, literature, performing and visual arts) as reflected in specified civilizations.

LA.A.1.4.3   refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

LA.E.1.4.2   understand why certain literary works are considered classics.

LA.E.1.4.3   identify universal themes prevalent in the literature of all cultures.

TH.E.1.4.2   understand the reasons for personal and audience reactions to theatre from various cultures and time periods (e.g., French farce, Greek tragedy, and Japanese Noh).

4. Analyze how historical and cultural events have shaped the development of today's societies and cultures.

DA.E.2.4.4   understand historical and cultural images of the body *in dance* in comparison to images of the body in contemporary media.

Subject Area: **Humanities**
Course Title: **Humanities I (to 1500)**

A.   Major Concepts/Content. The purpose of this course is to enable students to examine, understand, and respond to creative efforts of individuals and societies through interdisciplinary study of the arts and their connections to areas such as history, literature, philosophy, and religion from early civilizations to 1500.

The content should include, but not be limited to, the following:
-     characteristics of the visual and performing arts
-     influence of history, literature, philosophy, and religion on the arts
-     analysis of ideas and artistic expression across varied cultures
-     critical evaluation of exemplars in the visual and performing arts
-     contributions of major visual and performing artists
-     impact of history and culture on today's societies and cultures

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

B.   Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. The portions printed in *italic type* are <u>not</u> required for this course. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1.   Demonstrate knowledge of the unique characteristics of the visual and performing arts (e.g., painting, sculpture, architecture, music, drama).

MU.E.1.4.2   understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.

TH.A.3.4.4   understand *all technical* elements used to influence the meaning of the drama.

VA.B.1.4.2   understand that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes.

2.   Demonstrate knowledge of the influence of history, literature, philosophy, and religion on the arts from early civilizations to 1500.

DA.C.1.4.3   understand the impact society and history have on choreographic styles and trends.

DA.E.2.4.4   understand historical and cultural images of the body *in dance* in comparison to images of the body in contemporary media.

LA.A.2.4.2   determine the author's purpose and point of view and their effects on the text.

LA.D.1.4.1   apply an understanding that language and literature are primary means by which culture is transmitted.

LA.D.2.4.1   understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

LA.E.1.4.2   understand why certain literary works are considered classics.

LA.E.1.4.3   identify universal themes prevalent in the literature of all cultures.

MU.E.1.4.1   understand how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.

SS.A.1.4.1   understand how ideas and beliefs, decisions, and chance events have been used in *the process of writing and* interpreting history.

SS.A.2.4.1   understand the early *physical and* cultural development of humans.

SS.A.2.4.4   understand significant aspects of the economic, political, and social systems of ancient Greece and the cultural contributions of that civilization.

SS.A.2.4.5   understand the significant features of the political, economic, and social systems of ancient Rome and the cultural legacy of that civilization.

SS.A.2.4.7   understand the development of the political, social, economic, and religious systems of European civilization during the Middle Ages.

TH.C.1.4.1   understand the cultural and historical influences on dramatic forms (e.g., theatre*, film, and television*).

VA.C.1.4.1   understand how social, cultural, *ecological,* economic, religious, and political conditions influence the function, meaning, and execution of works of art.

3.   Compare and contrast ideas and artistic expression across varied cultures from early civilizations to 1500.

4.   Critically evaluate selected exemplars in the visual and performing arts according to aesthetic guidelines and historical and cultural perspectives.

DA.D.1.4.2   understand the process of observation and analysis in developing a critique of a finished work.

MU.D.1.4.3   understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.

MU.D.2.4.1   establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.

TH.D.1.4.3   understand theatrical performances from the perspective of *current* personal, national, and international issues, through the evaluation of artistic choices *in film, television, and electronic media (e.g., different depictions of the story of Aladdin).*

TH.E.1.4.2   understand the reasons for personal and audience reactions to theatre from various cultures and time periods
(e.g., French farce, Greek tragedy, and Japanese Noh).

VA.B.1.4.3   understand some of the implications of intentions and purposes in particular works of art.

VA.D.1.4.1   understand and determine the differences between the artist's intent and public interpretation through evaluative criteria and judgment.

5. Recognize the contributions of major visual and performing artists from early civilizations to 1500.

MU.C.1.4.3   understand the influence of significant composers and performers on music styles*, traditions, and performance practices.*

TH.E.1.4.5   recognize the significant works and major contributions of *major playwrights, performers, designers, directors, and producers in American* theatre.

VA.C.1.4.2.   understand how recognized artists recorded, affected, or influenced change in a historical, cultural, or religious context.

6. Analyze how history and culture have shaped the development of today's societies and cultures.

LA.A.2.4.8   synthesize information from multiple sources to draw conclusions.

LA.B.2.4.3   write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

Subject Area: **Humanities**

Course Title: **Humanities II (since 1500)**

A.   Major Concepts/Content. The purpose of this course is to enable students to examine, understand, and respond to creative efforts of individuals and societies through the interdisciplinary study of the arts and their connections to such subject areas as history, literature, philosophy, and religion since 1500.

The content should include, but not be limited to, the following:

- characteristics of painting, sculpture, and architecture
- influence of history, literature, philosophy, and religion on the arts
- analysis of varied cultures

- critical evaluation of works of art
- contributions of major artists

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

B. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. The portions printed in *italic type* are <u>not</u> required for this course.

After successfully completing this course, the student will:

1. Demonstrate knowledge of the unique characteristics of painting, sculpture, and architecture.

   LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings

   VA.B.1.4.2 understand that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes.

   VA.C.1.4.1 understand how social, cultural, *ecological,* economic, religious, and political conditions influence the function, meaning, and execution of works of art.

2. Demonstrate knowledge of the influence of history, literature, philosophy, and religion on the arts since 1500.

   LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.

   LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

   LA.E.1.4.2 understand why certain literary works are considered classics.

   LA.E.1.4.3 identify universal themes prevalent in the literature of all cultures.

MU.C.1.4.3   understand the influence of significant composers and performers on music styles, *traditions, and performance practices.*

SS.A.1.4.1   understand how ideas and beliefs, decisions, and chance events have been used in *the process of writing and* interpreting history.

SS.A.1.4.2   identify and understand themes in history that cross scientific, economic, and cultural boundaries.

SS.A.3.4.1   understand *the* significant political and economic transformations and significant cultural and scientific events in Europe during the Renaissance.

SS.A 3.4.2   understands significant religious and societal issues from the Renaissance through the Reformation.

SS.A 3.4.5   understands *the* significant scientific and social changes from the Age of Reason through the Age of Enlightenment.

SS.A 3.4.8   understands *the* effects of the Industrial Revolution.

TH.C.1.4.1   understand the cultural and historical influences on dramatic forms (e.g., theatre, film, and television).

TH.E.1.4.2   understand the reasons for personal and audience reactions to theatre from various cultures and time periods (e.g., French farce, Greek tragedy, and Japanese Noh).

3.   Compare and contrast ideas and artistic expression across varied cultures since 1500.

DA.E.2.4.4   understand historical and cultural images of the body *in dance* in comparison to images of the body in contemporary media.

4.   Critically evaluate works of art according to aesthetic guidelines and historical and cultural perspectives.

VA.A.1.4.3   know how the elements of art and the principles of design can be used to solve specific *art* problems.

VA.B.1.4.3   understand some of the implications of intentions and purposes in particular works of art.

5.   Recognize the contributions of major artists since the 1500s.

VA.C.1.4.2.   understand how recognized artists recorded, affected, or influenced change in a historical, cultural, or religious context.

VA.D.1.4.1   understand and determine the differences between the artist's intent and public interpretation through evaluative criteria and judgment.

6.   Analyze how historical and cultural events have shaped the development of today's societies and cultures.

LA.B.1.4.3 produces final documents that have been edited for
- correct spelling
- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

TH.D.1.4.3   understand theatrical performances from the perspective of *current* personal, national, and international issues, through the evaluation of artistic choices in film, television, *and electronic media* (e.g., different depictions of the story of Aladdin).

VA.E.1.4.1   know and participate in community-based art experiences as an *artist or* observer.

APPENDIX B:
SUGGESTED CORRELATIONS

LA.A.2.4.1 determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material
LA.A.2.4.7 analyzes the validity and reliability of primary source information and uses the information appropriately.
LA.D.2.4.2 . understands the subtleties of literary devices and techniques in the comprehension and creation of communication.
LA.E 1.4.1 identifies the characteristics that distinguish literary forms
LA.E.1.4.4 understands the characteristics of major types of drama.
LAE.1.4.5 understands the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.

Appendix C
Requirements for
Braille Textbook Production

**INSTRUCTIONS FOR PREPARING COMPUTER DISKETTES REQUIRED FOR
AUTOMATED BRAILLE TEXTBOOK PRODUCTION**

STATUTORY AUTHORIZATION

Section 233.0561(5), Florida Statutes, states that, "...any publisher of a textbook adopted pursuant to the state instructional materials adoption process shall furnish the Department of Education with a computer file in an electronic format specified by the Department at least 2 years in advance that is readily translatable to Braille and can be used for large print or speech access. Any textbook reproduced pursuant to the provisions of this subsection shall be purchased at a price equal to the price paid for the textbook as adopted. The Department of Education shall not reproduce textbooks obtained pursuant to this subsection in any manner that would generate revenues for the department from the use of such computer files or that would preclude the rightful payment of fees to the publisher for use of all or some portion of the textbook."

OBJECTIVE

Electronic text (etext) is needed to accelerate the production of textbooks in Braille and other accessible formats through the use of translation software. Some embedded publisher formatting commands help speed the conversion of English text to Braille or other accessible formats. Therefore, the objective of these instructions is to prompt publishers to provide textbook data in a format that will be useful to Braille and other accessible format producers while at the same time allowing each publisher the flexibility of using existing composition or typesetting systems. Publishers may produce etext files in one of three formats, as shown in the specifications below.

By April 1, 1998, publishers of adopted student textbooks for literary subjects must be able to provide the computer diskettes **UPON REQUEST**. Publishers shall provide nonliterary subjects when technology becomes available for the conversion of nonliterary materials to the appropriate format.

The requested computer diskettes shall be provided to the Florida Instructional Materials Center for the Visually Impaired (FIMC), 5002 North Lois Avenue, Tampa, Florida 33614; (813) 872-5281; in Florida WATS (800) 282-9193 or (813) 872-5284 (FAX). The center will contact each publisher of an adopted textbook and provide delivery instructions.

SPECIFICATIONS

FORMAT (Three Options):	a. A full implementation of Standard Generalized Markup Language (SGML).
	b. XML-Extensible Markup Language
	c. ASCII – (Last Resort!)

2. OPERATING SYSTEM: Windows

3. DISKETTE SIZE: 3.5, CD, Zip100

4. DISKETTE CAPACITY: Double-sided/high density

5. DISKETTE LABELING:
   a. Sequential Number/ISBN
   b. Book Title
   c. File Name
   d. Name of Publisher
   e. Name of Typesetting Company/Contact Name
   f. Format Option and Version
   g. Copyright Date
   h. Wording such as: "All rights reserved. As described in Chapter 233.0561(5), Florida Statutes, no use may be made of these diskettes other than the creating of a Braille, Large Print, or Recorded version of the materials contained on this diskette for students with visual impairments in the State of Florida."

6. REQUIRED CONTENTS:
   a. Title Page
   b. List of Consultants and Reviewers (if appropriate)
   c. Table of Contents
   d. All Textbook Chapters
   e. All Appendices
   f. All Glossaries
   g. Indices

7. FILE STRUCTURE: Each chapter of a textbook will be formatted as a separate file.

8. FILE LIST: A separate file listing the structure of the primary files must be provided. This file should be labeled <u>DISKLIST TEXT</u>. In addition, all special instructions (e.g., merging of materials kept in a separate file) should be noted in this file.

9. LOCATION OF SPECIAL DATA   Marginal notes, footnotes, captions, and other special items must be placed consistently within each text file.

10. CORRECTIONS AND CHANGES   A conscientious effort should be made to update files to <u>exactly</u> duplicate the adopted printed version of the textbook (including corrections and changes).   If this cannot be accomplished in a timely and cost effective manner, the publisher will coordinate with the FIMC Supervisor and provide to the Supervisor one set of marked tearsheets of all corrections and changes not included in the files.