

INSTRUCTIONAL MATERIALS REVIEW

STATE INSTRUCTIONAL MATERIALS REVIEWER

[Back to List](#)

Material for Review

Course: Advanced Placement World History (2109420)

Title:

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Author:

Grade Level: 9 - 12

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Areas of Review

Below is the list of Areas of Review. Each of the Areas of Review have numerous questions specific to that Area. Click on an Area of Review to view and answer the questions. Each question must have a response in order to complete the Area. A checkmark (✓) will appear next to the Area once all questions have been answered. When all Areas of Review are complete, the Recommendation link will become available. After a recommendation for or against the adoption of the materials has been made, the evaluation for those materials is complete.

[Benchmark \(67\)](#)

[Content \(17\)](#)

[Overall \(1\)](#)

[Recommendation](#)

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Benchmark

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.

To answer each item, select the appropriate rating.

The ratings are as follows:

- Excellent (Highest Rating)
- Good
- Fair
- Poor
- Very Poor (Lowest Rating)

Each item you are rating has a comments section for response. **Comments are strongly encouraged to justify each rating.** Comments supply valuable feedback for publishers and school districts and should be provided whenever possible. Please use the Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating.

Save Answers

1. 1.1.1. Rate how well the material covers the following: **Archeological evidence indicates that during the Paleolithic era, hunting-foraging bands of humans gradually migrated from their origin in East Africa to Eurasia, Australia, and the Americas, adapting their technology and cultures to new climate regions.** (Supporting evidence includes: A. Humans used fire in new ways: to aid hunting and foraging, to protect against predators, and to adapt to cold environments; B. Humans developed a wider range of tools specially adapted to different environments from tropics to tundra; C. Economic structures focused on small kinship groups of hunting-foraging bands that could make what they needed to survive. However, not all groups were self-sufficient; they exchanged people, ideas, and goods.)

Excellent Good Fair Poor Very Poor

Comment:

2. 1.2.1. Rate how well the material covers the following: **Beginning about 10,000 years ago, the Neolithic Revolution led to the development of new and more complex economic and social systems.** (Supporting evidence includes : A. Possibly as a response to climatic change, permanent agricultural villages emerged first in the lands of the eastern Mediterranean. Agriculture emerged at different times in Mesopotamia, the Nile River Valley and Sub-Saharan Africa, the Indus River Valley, the Yellow River or Huang He Valley, Papua New Guinea, Mesoamerica, and the Andes; B. Pastoralism developed at various sites in the grasslands of Afro-Eurasia; C. Different crops or animals were domesticated in the various core regions, depending on available local flora and fauna; D. Agricultural communities had to work cooperatively to clear land and create the water control systems needed for crop production; E. These agricultural practices drastically impacted environmental diversity. Pastoralists also affected the environment by grazing large numbers of animals on fragile grasslands, leading to erosion when overgrazed.)

Excellent Good Fair Poor Very Poor

Comment:

3. 1.2.2. Rate how well the material covers the following: **Agriculture and pastoralism began to transform human societies.** (Supporting evidence includes A. Pastoralism and agriculture led to more reliable and abundant food supplies, which increased the population; B. Surpluses of food and other goods led to specialization of labor, including new classes of artisans and warriors, and the development of elites; C. Technological innovations led to improvements in agricultural production, trade, and transportation; D. In both pastoralist and agrarian societies, elite groups accumulated wealth, creating more hierarchical social structures and promoting patriarchal forms of social organization.)

Excellent Good Fair Poor Very Poor

Comment:

4. 1.3.1. Rate how well the material covers the following: **Core and foundational civilizations developed in a variety of geographical and environmental settings where agriculture flourished.** (e.g. Mesopotamia in the Tigris and Euphrates River Valleys, Egypt in the Nile River Valley, Mohenjo-Daro and Harappa in the Indus River Valley, Shang in the Yellow River or Huang He Valley, Olmecs in Mesoamerica, Chavin in Andean South America)

Excellent Good Fair Poor Very Poor

Comment:

5. 1.3.2. Rate how well the material covers the following: **The first states emerged within core civilizations.** (Supporting evidence includes A. States were powerful new systems of rule that mobilized surplus labor and resources over large areas. Early states were often led by a ruler whose source of power was believed to be divine or had divine support and/or who was supported by the military; B. As states grew and competed for land and resources, the more favorably situated — including the Hittites, who had access to iron — had greater access to resources, produced more surplus food, and experienced growing populations. These states were able to undertake territorial expansion and conquer surrounding states; C. Early regions of state expansion or empire building were Mesopotamia, Babylonia, and the Nile Valley; D. Pastoralists were often the developers and disseminators of new weapons and modes of transportation that transformed warfare in agrarian civilizations.)

Excellent Good Fair Poor Very Poor

Comment:

6. 1.3.3. Rate how well the material covers the following: **Culture played a significant role in unifying states through laws, language, literature, religion, myths, and monumental art.** (Supporting evidence includes A. Early civilizations developed monumental architecture and urban planning; B. Elites, both political and religious, promoted arts and artisanship; C. Systems of record keeping arose independently in all early civilizations and subsequently were diffused; D. States developed legal codes, including the Code of Hammurabi, that reflected existing hierarchies and facilitated the

rule of governments over people; E. New religious beliefs developed in this period continued to have strong influences in later periods; F. Trade expanded throughout this period from local to regional and transregional, with civilizations exchanging goods, cultural ideas, and technology; G. Social and gender hierarchies intensified as states expanded and cities multiplied; H. Literature was also a reflection of culture.)

Excellent Good Fair Poor Very Poor

Comment:

7. 2.1.1. Rate how well the material covers the following: **Codifications and further developments of existing religious traditions provided a bond among the people and an ethical code to live by.** (Supporting evidence includes: A. The association of monotheism with Judaism was further developed with the codification of the Hebrew Scriptures, which also reflected the influence of Mesopotamian cultural and legal traditions. The Assyrian, Babylonian, and Roman empires conquered various Jewish states at different points in time. These conquests contributed to the growth of Jewish diasporic communities around the Mediterranean and Middle East; B. The core beliefs outlined in the Sanskrit scriptures formed the basis of the Vedic religions — later known as Hinduism — which contributed to the development of the social and political roles of a caste system and in the importance of multiple manifestations of Brahma to promote teachings about reincarnation.)

Excellent Good Fair Poor Very Poor

Comment:

8. 2.1.2 Rate how well the materials cover the following: **New belief systems and cultural traditions emerged and spread, often asserting universal truths.** (Supporting evidence includes: A. The core beliefs about desire, suffering, and the search for enlightenment preached by the historic Buddha and recorded by his followers into sutras and other scriptures were, in part, a reaction to the Vedic beliefs and rituals dominant in South Asia. Buddhism changed over time as it spread throughout Asia — first through the support of the Mauryan Emperor Ashoka, and then through the efforts of missionaries and merchants, and the establishment of educational institutions to promote its core teachings; B. Confucianism's core beliefs and writings originated in the writings and lessons of Confucius and were elaborated by key disciples who sought to promote social harmony by outlining proper rituals and social relationships for all people in China, including the rulers; C. In the major Daoist writings, the core belief of balance between humans and nature assumed that the Chinese political system would be altered indirectly. Daoism also influenced the development of Chinese culture; D. Christianity, based on core beliefs about the teachings and divinity of Jesus of Nazareth as recorded by his disciples, drew on Judaism, and initially rejected Roman and Hellenistic influences. Despite initial Roman imperial hostility, Christianity spread through the efforts of missionaries and merchants through many parts of Afro-Eurasia, and eventually gained Roman imperial support by the time of Emperor Constantine; E. The core ideas in Greco-Roman philosophy and science emphasized logic, empirical observation, and the nature of political power and hierarchy.)

Excellent Good Fair Poor Very Poor

Comment:

9. 2.1.3. Rate how well the materials cover the following: **Belief systems affected gender roles. Buddhism and Christianity encouraged monastic life and Confucianism emphasized filial piety.**

Excellent Good Fair Poor Very Poor

Comment:

10. 2.1.4. Rate how well the materials cover the following: **Other religious and cultural traditions continued parallel to the codified, written belief systems in core civilizations.** (Supporting evidence includes: A. Shamanism and animism continued to shape the lives of people within and outside of core civilizations because of their daily reliance on the natural world; B. Ancestor veneration persisted in many regions.)

Excellent Good Fair Poor Very Poor

Comment:

11. 2.1.5. Rate how well the materials cover the following: **Artistic expressions, including literature and drama, architecture, and sculpture, show distinctive cultural developments.** (Supporting evidence includes: A. Literature and drama acquired distinctive forms that influenced artistic developments in neighboring regions and in later time periods; B. Distinctive architectural styles developed in many regions in this period; C. The convergence of Greco-Roman culture and Buddhist beliefs affected the development of unique sculptural developments.)

Excellent Good Fair Poor Very Poor

Comment:

12. 2.2.1. Rate how well the material covers the following: **The number and size of key states and empires grew dramatically by imposing political unity on areas where previously there had been competing states.** (e.g. Southwest Asia: Persian Empires, East Asia: Qin and Han Empire, South Asia: Maurya and Gupta Empires, Mediterranean region: Phoenicia and its colonies, Greek city-states and colonies, and Hellenistic and Roman Empires, Mesoamerica: Teotihuacan, Maya city-states, Andean South America: Moche)

Excellent Good Fair Poor Very Poor

Comment:

13. 2.2.2. Rate how well the material covers the following: **Empires and states developed new techniques of imperial administration based, in part, on the success of earlier political forms.** (Supporting evidence includes: A. In order to organize their subjects, the rulers created administrative institutions in many regions; B. Imperial governments projected military power over larger areas using a variety of techniques; C. Much of the success of the empires rested on their promotion of trade and economic integration by building and maintaining roads and issuing currencies.)

Excellent Good Fair Poor Very Poor

Comment:

14. 2.2.3. Rate how well the material covers the following: **Unique social and economic dimensions developed in imperial societies in Afro-Eurasia and the Americas.** (Supporting evidence includes: A. Cities served as centers of trade, public performance of religious rituals, and political administration for states and empires; B. The social structures of empires displayed hierarchies that included cultivators, laborers, slaves, artisans, merchants, elites, or caste groups; C. Imperial societies relied on a range of methods to maintain the production of food and provide rewards for the loyalty of the elites; D. Patriarchy continued to shape gender and family relations in all imperial societies of this period.)

Excellent Good Fair Poor Very Poor

Comment:

15. 2.2.4. Rate how well the material covers the following: **The Roman, Han, Persian, Mauryan, and Gupta empires created political, cultural, and administrative difficulties that they could not manage, which eventually led to their decline, collapse, and transformation into successor empires or states.** (Supporting evidence includes: A. Through excessive mobilization of resources, imperial governments caused environmental damage and generated social tensions and economic difficulties by concentrating too much wealth in the hands of elites; B. External problems resulted from security issues along their frontiers, including the threat of invasions.)

Excellent Good Fair Poor Very Poor

Comment:

16. 2.3.1. Rate how well the material covers the following: **Land and water routes became the basis for transregional trade, communication, and exchange networks in the Eastern Hemisphere.** (Supporting evidence includes: A. Many factors, including the climate and location of the routes, the typical trade goods, and the ethnicity of people involved, shaped the distinctive features of a variety of trade routes.)

Excellent Good Fair Poor Very Poor

Comment:

17. 2.3.2. Rate how well the material covers the following: **New technologies facilitated long-distance communication and exchange.** (Supporting evidence includes: A. New technologies permitted the use of domesticated pack animals to transport goods across longer routes; B. Innovations in maritime technologies, as well as advanced knowledge of the monsoon winds, stimulated exchanges along maritime routes from East Africa to East Asia.)

Excellent Good Fair Poor Very Poor

Comment:

18. 2.3.3. Rate how well the material covers the following: **Alongside the trade in goods, the exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed across far-flung networks of communication and exchange.** (Supporting evidence includes: A. The spread of crops, including rice and cotton from South Asia to the Middle East, encouraged changes in farming and irrigation techniques; B. The spread of disease pathogens diminished urban populations and contributed to the decline of some empires; C. Religious and cultural traditions were transformed as they spread.)

Excellent Good Fair Poor Very Poor

Comment:

19. 3.1.1. Rate how well the material covers the following: **Improved transportation technologies and commercial practices led to an increased volume of trade, and expanded the geographical range of existing and newly active trade networks.** (Supporting evidence includes: A. Existing trade routes flourished and promoted the growth of powerful new trading cities; B. New trade routes centering on Mesoamerica and the Andes developed; C. The growth of interregional trade in luxury goods was encouraged by significant innovations in previously existing transportation and commercial technologies, including more sophisticated caravan organization; use of the compass, astrolabe, and larger ship designs in sea travel; and

new forms of credit and monetization; D. Commercial growth was also facilitated by state practices, trading organizations, and state-sponsored commercial infrastructures like the Grand Canal in China; E. The expansion of empires facilitated Trans-Eurasian trade and communication as new peoples were drawn into their conquerors' economies and trade networks.)

Excellent Good Fair Poor Very Poor

Comment:

20. 3.1.2. Rate how well the material covers the following: **Cross-cultural exchanges were fostered by the intensification of existing, or the creation of new, networks of trade and communication.** (Supporting evidence includes: A. Islam, based on the revelations of the prophet Muhammad, developed in the Arabian peninsula. The beliefs and practices of Islam reflected interactions among Jews, Christians, and Zoroastrians with the local Arabian peoples. Muslim rule expanded to many parts of Afro-Eurasia due to military expansion, and Islam subsequently expanded through the activities of merchants and missionaries; B. In key places along important trade routes, merchants set up diasporic communities where they introduced their own cultural traditions into the indigenous culture; C. The writings of certain interregional travelers illustrate both the extent and the limitations of intercultural knowledge and understanding; D. Increased cross-cultural interactions resulted in the diffusion of literary, artistic, and cultural traditions; E. Increased cross-cultural interactions also resulted in the diffusion of scientific and technological traditions.)

Excellent Good Fair Poor Very Poor

Comment:

21. 3.1.2. Rate how well the material covers the following: **The movement of peoples caused environmental and linguistic effects.** (Supporting evidence includes: A. The expansion and intensification of long-distance trade routes often depended on environmental knowledge and technological adaptations to it; B. Some migrations had a significant environmental impact; C. Some migrations and commercial contacts led to the diffusion of languages throughout a new region or the emergence of new languages.)

Excellent Good Fair Poor Very Poor

Comment:

22. 3.1.3. Rate how well the material covers the following: **There was continued diffusion of crops and pathogens throughout the Eastern Hemisphere along the trade routes.** (Supporting evidence includes: A. New foods and agricultural techniques were adopted in populated areas; B. The spread of epidemic diseases, including the Black Death, followed the well established paths of trade and military conquest.)

Excellent Good Fair Poor Very Poor

Comment:

23. 3.2.1. Rate how well the materials covers the following: **Empires collapsed and were reconstituted; in some regions new state forms emerged.** (Supporting evidence includes: A. Following the collapse of empires, most reconstituted governments, including the Byzantine Empire and the Chinese dynasties — Sui, Tang, and Song — combined traditional sources of power and legitimacy with innovations better suited to the current circumstances; B. In some places, new forms of governance emerged, including those developed in various Islamic states, the Mongol Khanates, city-states, and decentralized government (feudalism) in Europe and Japan; C. Some states synthesized local and borrowed traditions; D. In the Americas, as in Afro-Eurasia, state systems expanded in scope and reach: Networks of city-states flourished in the Maya region and, at the end of this period, imperial systems were created by the Mexica ("Aztecs") and Inca.)

Excellent Good Fair Poor Very Poor

Comment:

24. 3.2.2. Rate how well the materials covers the following: **Interregional contacts and conflicts between states and empires encouraged significant technological and cultural transfers.** (e.g. Between Tang China and the Abbasids, Across the Mongol empires, During the Crusades)

Excellent Good Fair Poor Very Poor

Comment:

25. 3.3.1. Rate how well the material covers the following: **Innovations stimulated agricultural and industrial production in many regions.** (Supporting evidence includes: A. Agricultural production increased significantly due to technological innovations; B. In response to increasing demand in Afro-Eurasia for foreign luxury goods, crops were transported from their indigenous homelands to equivalent climates in other regions; C. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export; industrial production of iron and steel expanded in China.)

Excellent Good Fair Poor Very Poor

Comment:

26. 3.3.2. Rate how well the material covers the following: **Despite significant continuities in social structures and in methods of production, there were also some important changes in labor management and in the effect of religious conversion on gender relations and family life.** (Supporting evidence includes: A. As in the previous period, there were many forms of labor organization; B. As in the previous period, social structures were shaped largely by class and caste hierarchies. Patriarchy persisted; however, in some areas, women exercised more power and influence, most notably among the Mongols and in West Africa, Japan, and Southeast Asia; C. New forms of coerced labor appeared, including serfdom in Europe and Japan and the elaboration of the mit'a in the Inca Empire. Free peasants resisted attempts to raise dues and taxes by staging revolts. The demand for slaves for both military and domestic purposes increased, particularly in central Eurasia, parts of Africa, and the eastern Mediterranean; D. The diffusion of Buddhism, Christianity, Islam, and Neoconfucianism often led to significant changes in gender relations and family structure.)

Excellent Good Fair Poor Very Poor

Comment:

27. 3.3.2. Rate how well the material covers the following: **The fate of cities varied greatly, with periods of significant decline, and with periods of increased urbanization buoyed by rising productivity and expanding trade networks.** (Supporting evidence includes: A. Multiple factors contributed to the declines of urban areas in this period; B. Multiple factors contributed to urban revival; C. While cities in general continued to play the roles they had played in the past as governmental, religious, and commercial centers, many older cities declined at the same time that numerous new cities emerged to take on these established roles.)

Excellent Good Fair Poor Very Poor

Comment:

28. 4.1.1. Rate how well the material covers the following: **In the context of the new global circulation of goods, there was an intensification of all existing regional trade networks that brought prosperity and economic disruption to the merchants and governments in the trading regions of the Indian Ocean, Mediterranean, Sahara, and overland Eurasia.**

Excellent Good Fair Poor Very Poor

Comment:

29. 4.1.2. Rate how well the material covers the following: **European technological developments in cartography and navigation built on previous knowledge developed in the classical, Islamic, and Asian worlds, and included the production of new tools, innovations in ship designs, and an improved understanding of global wind and currents patterns — all of which made transoceanic travel and trade possible.**

Excellent Good Fair Poor Very Poor

Comment:

30. 4.1.3. Rate how well the material covers the following: **Remarkable new transoceanic maritime reconnaissance occurred in this period.** (Supporting evidence includes: A. Official Chinese maritime activity expanded into the Indian Ocean region with the naval voyages led by Ming Admiral Zheng He, which enhanced Chinese prestige; B. Portuguese development of a school for navigation led to increased travel to and trade with West Africa, and resulted in the construction of a global trading-post empire; C. Spanish sponsorship of the first Columbian and subsequent voyages across the Atlantic and Pacific dramatically increased European interest in transoceanic travel and trade; D. Northern Atlantic crossings for fishing and settlements continued and spurred European searches for multiple routes to Asia; E. In Oceania and Polynesia, established exchange and communication networks were not dramatically affected because of infrequent European reconnaissance in the Pacific Ocean.)

Excellent Good Fair Poor Very Poor

Comment:

31. 4.1.4. Rate how well the material covers the following: **The new global circulation of goods was facilitated by royal chartered European monopoly companies that took silver from Spanish colonies in the Americas to purchase Asian goods for the Atlantic markets, but regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic shipping services developed by European merchants.** (Supporting evidence includes: A. European merchants' role in Asian trade was characterized mostly by transporting goods from one Asian country to another market in Asia or the Indian Ocean region; B. Commercialization and the creation of a global economy were intimately connected to new global circulation of silver from the Americas; C. Influenced by mercantilism, joint-stock companies were new methods used by European rulers to control their domestic and colonial economies and by European merchants to compete against one another in global trade; D. The Atlantic system involved the movement of goods, wealth, and free and unfree laborers, and the mixing of African, American, and European cultures and peoples.)

Excellent Good Fair Poor Very Poor

Comment:

32. 4.1.5. Rate how well the material covers the following: **The new connections between the Eastern and Western hemispheres resulted in the Columbian Exchange.** (Supporting evidence includes: A. European colonization of the Americas led to the spread of diseases — including smallpox, measles, and influenza — that were endemic in the Eastern Hemisphere among Amerindian populations and the unintentional transfer of vermin, including mosquitoes and rats; B. American foods became staple crops in various parts of Europe, Asia, and Africa. Cash crops were grown primarily on plantations with coerced labor and were exported mostly to Europe and the Middle East in this period; C. Afro-Eurasian fruit trees, grains, sugar, and domesticated animals were brought by Europeans to the Americas, while other foods were brought by African slaves; D. Populations in Afro-Eurasia benefited nutritionally from the increased diversity of American food crops; E. European colonization and the introduction of European agriculture and settlements practices in the Americas often affected the physical environment through deforestation and soil depletion.)

Excellent Good Fair Poor Very Poor

Comment:

33. 4.1.6. Rate how well the material covers the following: **The increase in interactions between newly connected hemispheres and intensification of connections within hemispheres expanded the spread and reform of existing religions and created syncretic belief systems and practices.** (Supporting evidence includes: A. As Islam spread to new settings in Afro-Eurasia, believers adapted it to local cultural practices. The split between the Sunni and Shi'a traditions of Islam intensified, and Sufi practices became more widespread; B. The practice of Christianity continued to spread throughout the world and was increasingly diversified by the process of diffusion and the Reformation; C. Buddhism spread within Asia; D. Syncretic and new forms of religion developed.)

Excellent Good Fair Poor Very Poor

Comment:

34. 4.1.7. Rate how well the material covers the following: **As merchants' profits increased and governments collected more taxes, funding for the visual and performing arts, even for popular audiences, increased.** (Supporting evidence includes: A. Innovations in visual and performing arts were seen all over the world; B. Literacy expanded and was accompanied by the proliferation of popular authors, literary forms, and works of literature in Afro-Eurasia.)

Excellent Good Fair Poor Very Poor

Comment:

35. 4.2.1. Rate how well the material covers the following: **Traditional peasant agriculture increased and changed, plantations expanded, and demand for labor increased. These changes both fed and responded to growing global demand for raw materials and finished products.** (Supporting evidence includes: A. Peasant labor intensified in many regions; B. Slavery in Africa continued both the traditional incorporation of slaves into households and the export of slaves to the Mediterranean and the Indian Ocean; C. The growth of the plantation economy increased the demand for slaves in the Americas; D. Colonial economies in the Americas depended on a range of coerced labor.)

Excellent Good Fair Poor Very Poor

Comment:

36. 4.2.2. Rate how well the material covers the following: **As new social and political elites changed, they also restructured new ethnic, racial, and gender hierarchies.** (Supporting evidence includes: A. Both imperial conquests and widening global economic opportunities contributed to the formation of new political and economic elites; B. The power of existing political and economic elites fluctuated as they confronted new challenges to their ability to affect the policies of the increasingly powerful monarchs and leaders; C. Some notable gender and family restructuring occurred, including the demographic changes in Africa that resulted from the slave trades; D. The massive demographic changes in the Americas resulted in new ethnic and racial classifications.)

Excellent Good Fair Poor Very Poor

Comment:

37. 4.3.1. Rate how well the material covers the following: **Rulers used a variety of methods to legitimize and consolidate their power.** (Supporting evidence includes: A. Rulers used the arts to display political power and to legitimize their rule; B. Rulers continued to use religious ideas to legitimize their rule; C. States treated different ethnic and religious groups in ways that utilized their economic contributions while limiting their ability to challenge the authority of the state; D. Recruitment and use of bureaucratic elites, as well as the development of military professionals, became more common among rulers who wanted to maintain centralized control over their populations and resources; E. Rulers used tribute collection and tax farming to generate revenue for territorial expansion.)

Excellent Good Fair Poor Very Poor

Comment:

38. 4.3.2. Rate how well the material covers the following: **Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.** (Supporting evidence includes: A. Europeans established new trading-post empires in Africa and Asia, which proved profitable for the rulers and merchants involved in new global trade networks, but these empires also affected the power of the states in Interior West and Central Africa; B. Land empires expanded dramatically in size; C. European states established new maritime empires in the Americas.)

Excellent Good Fair Poor Very Poor

Comment:

39. 4.3.3. Rate how well the material covers the following: **Competition over trade routes, state rivalries, and local resistance all provided significant challenges to state consolidation and expansion.**

Excellent Good Fair Poor Very Poor

Comment:

40. 5.1.1. Rate how well the material covers the following: **Industrialization fundamentally changed how goods were produced.** (Supporting evidence includes: A. A variety of factors led to the rise of industrial production; B. The development of machines, including steam engines and the internal combustion engine, made it possible to exploit vast new resources of energy stored in fossil fuels, specifically coal and oil. The "fossil fuels" revolution greatly increased the energy available to human societies; C. The development of the factory system concentrated labor in a single location and led to an increasing degree of specialization of labor; D. As the new methods of industrial production became more common in parts of northwestern Europe, they spread to other parts of Europe and the United States, Russia, and Japan; E. The "second industrial revolution" led to new methods in the production of steel, chemicals, electricity and precision machinery during the second half of the nineteenth century.)

Excellent Good Fair Poor Very Poor

Comment:

41. 5.1.2. Rate how well the material covers the following: **New patterns of global trade and production developed and further integrated the global economy as industrialists sought raw materials and new markets for the increasing amount and array of goods produced in their factories.** (Supporting evidence includes: A. The need for raw materials for the factories and increased food supplies for the growing population in urban centers led to the growth of export economies around the world that specialized in mass producing single natural resources. The profits from these raw materials were used to purchase finished goods; B. The rapid development of industrial production contributed to the decline of economically productive, agriculturally based economies; C. The rapid increases in productivity caused by industrial production encouraged industrialized states to seek out new consumer markets for their finished goods. D. The need for specialized and limited metals for industrial production, as well as the global demand for gold, silver and diamonds as forms of wealth, led to the development of extensive mining centers.)

Excellent Good Fair Poor Very Poor

Comment:

42. 5.1.3. Rate how well the material covers the following: **To facilitate investments at all levels of industrial production, financiers developed and expanded various financial institutions.** (Supporting evidence includes: A. The ideological inspiration for economic changes lies in the development of capitalism and classical liberalism associated with Adam Smith and John Stuart Mill; B. Financial instruments expanded; C. The global nature of trade and production contributed to the proliferation of large-scale transnational businesses.)

Excellent Good Fair Poor Very Poor

Comment:

43. 5.1.4. Rate how well the material covers the following: **There were major developments in transportation and communication.** (e.g. Railroads, Steamships, Telegraphs, Canals)

Excellent Good Fair Poor Very Poor

Comment:

44. 5.1.5. Rate how well the material covers the following: **The development and spread of global capitalism led to a variety of responses.** (Supporting evidence includes: A. In industrialized states, many workers organized themselves to improve working conditions, limit hours, and gain higher wages, while others opposed capitalist exploitation of workers by promoting alternative visions of society; B. In Qing China and the Ottoman Empire, some members of the government resisted economic change and attempted to maintain preindustrial forms of economic production; C. In a

small number of states, governments promoted their own state-sponsored visions of industrialization; D. In response to criticisms of industrial global capitalism, some governments mitigated the negative effects of industrial capitalism by promoting various types of reforms.)

Excellent Good Fair Poor Very Poor

Comment:

45. 5.1.6. Rate how well the material covers the following: **The ways in which people organized themselves into societies also underwent significant transformations in industrialized states due to the fundamental restructuring of the global economy.** (Supporting evidence includes: A. New social classes, including the middle class and the industrial working class, developed; B. Family dynamics, gender roles, and demographics changed in response to industrialization; C. Rapid urbanization that accompanied global capitalism often led to unsanitary conditions, as well as to new forms of community.)

Excellent Good Fair Poor Very Poor

Comment:

46. 5.2.1. Rate how well the material covers the following: **Industrializing powers established transoceanic empires.** (Supporting evidence includes: A. States with existing colonies strengthened their control over those colonies; B. European states, as well as the Americans and the Japanese, established empires throughout Asia and the Pacific, while Spanish and Portuguese influence declined; C. Many European states used both warfare and diplomacy to establish empires in Africa; D. In some parts of their empires, Europeans established settler colonies; E. In other parts of the world, industrialized states practiced economic imperialism.)

Excellent Good Fair Poor Very Poor

Comment:

47. 5.2.2. Rate how well the material covers the following: **Imperialism influenced state formation and contraction around the world.** (Supporting evidence includes: A. The expansion of U.S. and European influence over Tokugawa Japan led to the emergence of Meiji Japan; B. The United States and Russia emulated European transoceanic imperialism by expanding their land borders and conquering neighboring territories; C. Anti-imperial resistance led to the contraction of the Ottoman Empire; D. New states developed on the edges of existing empires; E. The development and spread of nationalism as an ideology fostered new communal identities.)

Excellent Good Fair Poor Very Poor

Comment:

48. 5.2.3. Rate how well the material covers the following: **New racial ideologies, especially Social Darwinism, facilitated and justified imperialism.**

Excellent Good Fair Poor Very Poor

Comment:

49. 5.3.1. Rate how well the material covers the following: **The rise and diffusion of Enlightenment thought that questioned established traditions in all areas of life often preceded the revolutions and rebellions against existing governments.** (Supporting evidence includes: A. Thinkers applied new ways of understanding the natural world to human relationships, encouraging observation and inference in all spheres of life; B. Intellectuals critiqued the role that religion played in public life, insisting on the importance of reason as opposed to revelation; C. Enlightenment thinkers developed new political ideas about the individual, natural rights, and the social contract; D. The ideas of Enlightenment thinkers influenced resistance to existing political authority, as reflected in revolutionary documents; E. These ideas influenced many people to challenge existing notions of social relations, which led to the expansion of rights as seen in expanded suffrage, the abolition of slavery and the end of serfdom, as their ideas were implemented.)

Excellent Good Fair Poor Very Poor

Comment:

50. 5.3.2. Rate how well the material covers the following: **Beginning in the eighteenth century, peoples around the world developed a new sense of commonality based on language, religion, social customs and territory. These newly imagined national communities linked this identity with the borders of the state, while governments used this idea to unite diverse populations.**

Excellent Good Fair Poor Very Poor

Comment:

51. 5.3.3. Rate how well the material covers the following: **Increasing discontent with imperial rule propelled reformist and revolutionary movements.** (Supporting evidence includes: A. Subjects challenged the centralized imperial governments; B. American colonial subjects led a series of rebellions, which facilitated the emergence of independent states in the United States, Haiti, and mainland Latin America. French subjects rebelled against their monarchy; C. Slave resistance challenged existing authorities in the Americas; D. Increasing questions about political authority and growing nationalism contributed to anticolonial movements; E. Some of the rebellions were influenced by religious ideas and millenarianism; F. Responses to increasingly frequent rebellions led to reforms in imperial policies.)

Excellent Good Fair Poor Very Poor

Comment:

52. 5.3.4. Rate how well the material covers the following: **The global spread of European political and social thought and the increasing number of rebellions stimulated new transnational ideologies and solidarities.** (Supporting evidence includes: A. Discontent with monarchist and imperial rule encouraged the development of political ideologies, including liberalism, socialism, and communism; B. Demands for women's suffrage and an emergent feminism challenged political and gender hierarchies.)

Excellent Good Fair Poor Very Poor

Comment:

53. 5.4.1. Rate how well the material covers the following: **Migration in many cases was influenced by changes in demography in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.** (Supporting evidence includes: A. Changes in food production and improved medical conditions contributed to a significant global rise in population; B. Because of the nature of the new modes of transportation, both internal and external migrants increasingly relocated to cities. This pattern contributed to the significant global urbanization of the nineteenth century.)

Excellent Good Fair Poor Very Poor

Comment:

54. 5.4.2. Rate how well the material covers the following: **Migrants relocated for a variety of reasons.** (Supporting evidence includes: A. Many individuals chose freely to relocate, often in search of work; B. The new global capitalist economy continued to rely on coerced and semicoerced labor migration; C. While many migrants permanently relocated, a significant number of temporary and seasonal migrants returned to their home societies.)

Excellent Good Fair Poor Very Poor

Comment:

55. 5.4.3. Rate how well the material covers the following: **The large-scale nature of migration, especially in the nineteenth century, produced a variety of consequences and reactions to the increasingly diverse societies on the part of migrants and the existing populations.** (Supporting evidence includes: A. Due to the physical nature of the labor in demand, migrants tended to be male, leaving women to take on new roles in the home society that had been formerly occupied by men; B. Migrants often created ethnic enclaves in different parts of the world which helped transplant their culture into new environments and facilitated the development of migrant support networks; C. Receiving societies did not always embrace immigrants, as seen in the various degrees of ethnic and racial prejudice and the ways states attempted to regulate the increased flow of people across their borders.)

Excellent Good Fair Poor Very Poor

Comment:

56. 6.1.1. Rate how well the material covers the following: **Researchers made rapid advances in science that spread throughout the world, assisted by the development of new technology.** (Supporting evidence includes: A. New modes of communication and transportation virtually eliminated the problem of geographic distance; B. New scientific paradigms transformed human understanding of the world; C. The Green Revolution produced food for the earth's growing population as it spread chemically and genetically enhanced forms of agriculture; D. Medical innovations increased the ability of humans to survive; E. Energy technologies including the use of oil and nuclear power raised productivity and increased the production of material goods.)

Excellent Good Fair Poor Very Poor

Comment:

57. 6.1.2. Rate how well the material covers the following: **As the global population expanded at an unprecedented rate, humans fundamentally changed their relationship with the environment.** (Supporting evidence includes: A. Humans exploited and competed over the earth's finite resources more intensely than ever before in human history; B. Global warming was a major consequence of the release of greenhouse gases and

other pollutants into the atmosphere; C. Pollution threatened the world's supply of water and clean air. Deforestation and desertification were continuing consequences of the human impact on the environment. Rates of extinction of other species accelerated sharply.)

Excellent Good Fair Poor Very Poor

Comment:

58. 6.1.3. Rate how well the material covers the following: **Disease, scientific innovations, and conflict led to demographic shifts.** (Supporting evidence includes: A. Diseases associated with poverty persisted, while other diseases emerged as new epidemics and threats to human survival. In addition, changing lifestyles and increased longevity led to higher incidence of certain diseases; B. More effective forms of birth control gave women greater control over fertility and transformed sexual practices; C. Improved military technology and new tactics led to increased levels of wartime casualties.)

Excellent Good Fair Poor Very Poor

Comment:

59. 6.2.1. Rate how well the material covers the following: **Europe dominated the global political order at the beginning of the twentieth century, but both land-based and transoceanic empires gave way to new forms of transregional political organization by the century's end.** (Supporting evidence includes: A. The older land-based Ottoman, Russian, and Qing empires collapsed due to a combination of internal and external factors; B. Some colonies negotiated their independence; C. Some colonies achieved independence through armed struggle.)

Excellent Good Fair Poor Very Poor

Comment:

60. 6.2.2. Rate how well the material covers the following: **Emerging ideologies of anti-imperialism contributed to the dissolution of empires and the restructuring of states.** (Supporting evidence includes: A. Nationalist leaders in Asia and Africa challenged imperial rule; B. Regional, religious, and ethnic movements challenged both colonial rule and inherited imperial boundaries; C. Transnational movements sought to unite people across national boundaries; D. Movements to redistribute land and resources developed within states in Africa, Asia, and Latin America, sometimes advocating communism and socialism.)

Excellent Good Fair Poor Very Poor

Comment:

61. 6.2.3. Rate how well the material covers the following: **Political changes were accompanied by major demographic and social consequences.** (Supporting evidence includes: A. The redrawing of old colonial boundaries led to population resettlements; B. The migration of former colonial subjects to imperial metropolises maintained cultural and economic ties between the colony and the metropole even after the dissolution of empires; C. The proliferation of conflicts led to various forms of ethnic violence and the displacement of peoples resulting in refugee populations.)

Excellent Good Fair Poor Very Poor

Comment:

62. 6.2.4. Rate how well the material covers the following: **Military conflicts occurred on an unprecedented global scale.** (Supporting evidence includes: A. World War I and World War II were the first "total wars." Governments used ideologies, including fascism, nationalism and communism, to mobilize all of their state's resources, including peoples, both in the home countries and the colonies or former colonies, for the purpose of waging war. Governments also used a variety of strategies, including political speeches, art, media, and intensified forms of nationalism, to mobilize these populations. B. The sources of global conflict in the first half of the century varied; C. The global balance of economic and political power shifted after the end of World War II and rapidly evolved into the Cold War. The United States and the Soviet Union emerged as superpowers, which led to ideological struggles between capitalism and communism throughout the globe; D. The Cold War produced new military alliances, including NATO and the Warsaw Pact, and promoted proxy wars in Latin America, Africa, and Asia; E. The dissolution of the Soviet Union effectively ended the Cold War.)

Excellent Good Fair Poor Very Poor

Comment:

63. 6.2.5. Rate how well the material covers the following: **Although conflict dominated much of the twentieth century, many individuals and groups — including states — opposed this trend. Some individuals and groups, however, intensified the conflicts.** (Supporting evidence includes: A. Groups and individuals challenged the many wars of the century, and some promoted the practice of nonviolence as a way to bring about political change; B. Groups and individuals opposed and promoted alternatives to the existing economic, political, and social orders; C. Militaries and militarized states often responded to the proliferation of conflicts in ways that further intensified conflict; D. More movements used violence against civilians to achieve political aims; E. Global conflicts had a profound influence on popular culture.)

Excellent Good Fair Poor Very Poor

Comment:

64. 6.3.1. Rate how well the material covers the following: **States responded in a variety of ways to the economic challenges of the twentieth century.** (Supporting evidence includes: A. In the Communist states of the Soviet Union and China, governments controlled their national economies; B. At the beginning of the century in the United States and parts of Europe, governments played a minimal role in their national economies. With the onset of the Great Depression, governments began to take a more active role in economic life; C. In newly independent states after World War II, governments often took on a strong role in guiding economic life to promote development; D. At the end of the twentieth century, many governments encouraged free market economic policies and promoted economic liberalization.)

Excellent Good Fair Poor Very Poor

Comment:

65. 6.3.2. Rate how well the material covers the following: **States, communities, and individuals became increasingly interdependent, a process facilitated by the growth of institutions of global governance.** (Supporting evidence includes: A. New international organizations formed to maintain world peace and to facilitate international cooperation; B. New economic institutions sought to spread the principles and practices associated with free market economics throughout the world; C. Humanitarian organizations developed to respond to humanitarian crises throughout the world; D. Regional trade agreements created regional trading blocs designed to promote the movement of capital and goods across national borders; E. Multinational corporations began to challenge state authority and autonomy; F. Movements throughout the world protested the inequality of environmental and economic consequences of global integration.)

Excellent Good Fair Poor Very Poor

Comment:

66. 6.3.3. Rate how well the material covers the following: **People conceptualized society and culture in new ways; some challenged old assumptions about race, class, gender, and religion, often using new technologies to spread reconfigured traditions.** (Supporting evidence includes: A. The notion of human rights gained traction throughout the world; B. Increased interactions among diverse peoples sometimes led to the formation of new cultural identities and exclusionary reactions; C. Believers developed new forms of spirituality and chose to emphasize particular aspects of practice within existing faiths and apply them to political issues.)

Excellent Good Fair Poor Very Poor

Comment:

67. 6.3.4. Rate how well the material covers the following: **Popular and consumer culture became global.** (Supporting evidence includes: A. Sports were more widely practiced and reflected national and social aspirations; B. Changes in communication and transportation technology enabled the widespread diffusion of music and film.)

Excellent Good Fair Poor Very Poor

Comment:

Save answers

INSTRUCTIONAL MATERIALS REVIEW

STATE INSTRUCTIONAL MATERIALS REVIEWER

[Back to List](#)

Material for Review

Course: Advanced Placement World History (2109420)

Title:

Copyright:

Author:

Grade Level: 9 - 12

Items for Electronic Review:

Select the link under Major Tool to electronically access the materials for evaluation. When necessary, additional directions for accessing the materials will be provided either on the website in which the materials are located or by the Florida Department of Education's Office of Instructional Materials.

Major Tools

- [Written Correlations](#)
- [Special Instructions](#)

Additional Documents

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- [Written Correlations](#) - This document is prepared by the publisher to indicate where each specific benchmark (or course objectives for Advanced Placement courses) has been addressed in the materials.
- [Link to AP Course Description](#) - This course description is prepared by the College Board as a guide to the Advanced Placement course.
- [Publisher Questionnaire](#) - This document has been prepared by the publisher to describe and identify the components of the program being bid.

Additional Information

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Areas of Review

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[Benchmark \(67\)](#)

[Content \(17\)](#)

[Overall \(1\)](#)

[Recommendation](#)

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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- Excellent (Highest Rating)
- Good
- Fair
- Poor
- Very Poor (Lowest Rating)

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Save Answers

1. A. Alignment with curriculum:

Rate how well the content aligns with the **Next Generation Sunshine State Standards** or the **AP College Board Curriculum Framework** for the subject area. (The selected Rating and Comments should support your responses to the previous BENCHMARKS section.)

Excellent Good Fair Poor Very Poor

Comment:

2. A. Alignment with curriculum:

Rate how well the materials avoid facts and information which detract from achievement of Florida's specified course description and benchmarks.

Excellent Good Fair Poor Very Poor

Comment:

3. B. Level of Treatment:

Rate how well the materials provide sufficient details for students to understand the significance of topics and events.

Excellent Good Fair Poor Very Poor

Comment:

4. C. Expertise for Content Development:

Rate how well the primary and secondary sources cited in the materials reflect expert information for the subject.

Excellent Good Fair Poor Very Poor

Comment:

5. C. Expertise for Content Development:

Rate how well the primary and secondary sources contribute to the quality of the content in the materials. (Comments should support noted strengths and/or weaknesses of the contributions.)

Excellent Good Fair Poor Very Poor

Comment:

6. C. Expertise for Content Development:

Please rate the expertise of the authors and reviewers who contributed to the development of the materials.

Excellent Good Fair Poor Very Poor

Comment:

7. D. Accuracy of Content:

Rate how accurately the content is presented. (Material should be devoid of typographical or visual errors.)

Excellent Good Fair Poor Very Poor

Comment:

8. D. Accuracy of Content:

Rate the content of the material on being presented objectively. (Material should be free of bias and contradictions.)

Excellent Good Fair Poor Very Poor

Comment:

9. D. Accuracy of Content:

Rate the content of the material on being representative of the discipline? (Material should include prevailing theories, concepts, standards, and models used with the subject area.)

Excellent Good Fair Poor Very Poor

Comment:

10. D. Accuracy of Content:

Rate the content of the material on factual accuracy. (Materials should be free of mistakes and inconsistencies.)

Excellent Good Fair Poor Very Poor

Comment:

11. E. Currency of Content:

Rate how up-to-date the content is for the academic discipline.

Excellent Good Fair Poor Very Poor

Comment:

12. E. Currency of Content:

Rate the appropriateness and relevance of the context in which the content is presented to the curriculum, standards, and benchmarks.

Excellent Good Fair Poor Very Poor

Comment:

13. F. Authenticity of Content:

Rate how well the content includes connections to life in a context that is meaningful to students.

Excellent Good Fair Poor Very Poor

Comment:

14. F. Authenticity of Content:

Rate how well the material includes interdisciplinary connections which are intended to make the content meaningful to students.

Excellent Good Fair Poor Very Poor

Comment:

15. G. Multicultural Representation:

Please rate the portrayal of gender, ethnicity, age, work situations, and various social groups in terms of being fair and unbiased. (Please explain any unfair or biased portrayals in the comments section.)

Excellent Good Fair Poor Very Poor

Comment:

16. H. Humanity and Compassion:

Rate how well the materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (Florida expressly prohibits material containing hard-core pornography. Comments must show the location of any prohibited material found by the Reviewer.)

Excellent Good Fair Poor Very Poor

Comment:

17. In general, how well does the submission satisfy **CONTENT** requirements? (The selected rating and comments should support your responses to the questions in the Content section.)

In the comments please identify the strengths, emerging or potential best practices, and/or best qualities of this submission? In the comments please identify the weaknesses, gaps, and/or worst qualities of this submission?

Excellent Good Fair Poor Very Poor

Comment:

Save Answers

INSTRUCTIONAL MATERIALS REVIEW

STATE INSTRUCTIONAL MATERIALS REVIEWER

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Author:

Grade Level: 9 - 12

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[Benchmark \(67\)](#)

[Content \(17\)](#)

[Overall \(1\)](#)

[Recommendation](#)

Overall

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If the answer to any question below is NO, the material should not be recommended for adoption.

[Save Answers](#)

1. Does the major tool provide instructional content and student learning activities for each of the course objectives as outlined by the College Board for an Advanced Placement (AP) course?

Yes No

Comment:

Save Answers

Recommendation

Florida expects that instructional materials recommended for adoption will have overall ratings of Excellent or Good. Instructional Materials with the overall rating of Fair, Poor, or Very Poor are not expected to be recommended for adoption.

Do you recommend this instructional material for adoption?

Yes No

Please provide any additional comments regarding this material that would be beneficial in determining whether it should be adopted for state use.

What notation (if any) do you think should be included in the Florida Catalog of State Adopted Instructional Materials should these materials be adopted? (e.g. these materials would also be appropriate for...; these materials are especially suited for...)

Save

INSTRUCTIONAL MATERIALS REVIEW

DISTRICT REVIEW

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[Content \(7\)](#)

[Presentation \(13\)](#)

[Learning \(14\)](#)

[Recommendation](#)

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[Save Answers](#)

1. A. Alignment with curriculum:

Assess how well the following requirement is met: Materials are not to use social studies concepts or vocabulary at a grade level earlier than that designated in the standards.

Excellent Good Fair Poor Very Poor

Comment:

2. A. Alignment with curriculum:

Rate how adaptable and useful the materials are for classroom instruction.

Excellent Good Fair Poor Very Poor

Comment:

3. B. Level of Treatment:

Rate how well the level (complexity or difficulty) of the treatment of content matches the standards.

Excellent Good Fair Poor Very Poor

Comment:

4. B. Level of Treatment:

Rate how well the level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.

Excellent Good Fair Poor Very Poor

Comment:

5. B. Level of Treatment:

Rate how well the level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching?

Excellent Good Fair Poor Very Poor

Comment:

6. C. Currency of Content:

Rate the appropriateness and relevance of the context in which the content is presented for the intended learners.

Excellent Good Fair Poor Very Poor

Comment:

7. In general, how well does the submission satisfy **CONTENT** requirements? (The selected rating and comments should support your responses to the questions in the Content section.)

In the comments please identify the strengths, emerging or potential best practices, and/or best qualities of this submission? In the comments please identify the weaknesses, gaps, and/or worst qualities of this submission?

Excellent Good Fair Poor Very Poor

Comment:

Save Answers

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[Recommendation](#)

Presentation

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[Save Answers](#)

1. A. Comprehensiveness of Student and Teacher Resources:

Rate the comprehensiveness of the student resources to address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

Excellent Good Fair Poor Very Poor

Comment:

2. A. Comprehensiveness of Student and Teacher Resources:

Rate the comprehensiveness of the teacher resources to address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

Excellent Good Fair Poor Very Poor

Comment:

3. B. Alignment of Instructional Components:

Rate how well all components of the major tool align with the curriculum and each other.

Excellent Good Fair Poor Very Poor

Comment:

4. C. Organization of Instructional Materials:

Rate the materials on the consistent and logical organization of the content for the subject area.

Excellent Good Fair Poor Very Poor

Comment:

5. C. Organization of Instructional Materials:

Rate the structure and format of the student materials as it relates to allow students to explicitly identify ideas and sequences.

Excellent Good Fair Poor Very Poor

Comment:

6. C. Organization of Instructional Materials:

Rate the structure and format of the student materials as it relates to assisting students in accessing content.

Excellent Good Fair Poor Very Poor

Comment:

7. C. Organization of Instructional Materials:

Rate the structure and format of the teacher materials as it relates to allow teachers to explicitly identify ideas and sequences.

Excellent Good Fair Poor Very Poor

Comment:

8. C. Organization of Instructional Materials:

Rate the structure and format of the teacher materials as it relates to assisting teachers in accessing content.

Excellent Good Fair Poor Very Poor

Comment:

9. D. Readability of Instructional Materials:

Rate the appropriateness of the language style to the students' abilities.

Excellent Good Fair Poor Very Poor

Comment:

10. D. Readability of Instructional Materials:

Rate the appropriateness of the visuals to the students' abilities.

Excellent Good Fair Poor Very Poor

Comment:

11. E. Pacing of Content:

Rate the pace at which the content is presented.

Excellent Good Fair Poor Very Poor

Comment:

12. F. Ease of Use and Durability of Materials:

Rate the practicality of the materials for use in the classroom.

Excellent Good Fair Poor Very Poor

Comment:

13. In general, how well does the submission satisfy **PRESENTATION** requirements? (The selected rating and comments should support your responses to the questions in the Presentation section.)

In the comments please identify the strengths, emerging or potential Best Practices, and/or best qualities of this submission in terms of Presentation? In the comments please identify the weaknesses, gaps, and/or worst qualities of this submission in terms of Presentation?

Excellent Good Fair Poor Very Poor

Comment:

Save Answers

INSTRUCTIONAL MATERIALS REVIEW

DISTRICT REVIEW

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[Content \(7\)](#)

[Presentation \(13\)](#)

[Learning \(14\)](#)

[Recommendation](#)

Learning

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1. A. Motivational Strategies:

Rate how well the materials maintain learner motivation.

Excellent Good Fair Poor Very Poor

Comment:

2. B. Teaching a Few "Big Ideas":

Rate how well the submission focuses on developing a deeper and more complete understanding of the major themes of the subject area.

Excellent Good Fair Poor Very Poor

Comment:

3. B. Teaching a Few "Big Ideas":

Rate how well these materials teach a few important ideas, concepts, or themes.

Excellent Good Fair Poor Very Poor

Comment:

4. C. Explicit Instruction:

Rate how well the materials contain clear statements of information and outcomes.

Excellent Good Fair Poor Very Poor

Comment:

5. D. Guidance and Support:

Rate how well the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

Excellent Good Fair Poor Very Poor

Comment:

6. D. Guidance and Support:

Rate the adaptability of the guidance and support to developmental differences and various learning styles.

Excellent Good Fair Poor Very Poor

Comment:

7. E. Active Participation of Students:

Rate how well do the materials engage the physical and mental activity of students during the learning process.

Excellent Good Fair Poor Very Poor

Comment:

8. E. Active Participation of Students:

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

Excellent Good Fair Poor Very Poor

Comment:

9. F. Targeted Instructional Strategies:

Rate how well the materials take into consideration that different learning outcomes require different instructional strategies.

Excellent Good Fair Poor Very Poor

Comment:

10. F. Targeted Instructional Strategies:

Rate the effectiveness of the instructional strategies incorporated in the materials to teach the targeted outcomes.

Excellent Good Fair Poor Very Poor

Comment:

11. G. Targeted Assessment Strategies:

Rate how well the materials correlate assessment strategies to the desired learning outcomes.

Excellent Good Fair Poor Very Poor

Comment:

12. G. Targeted Assessment Strategies:

Rate the effectiveness of the assessment strategies incorporated in the materials to assess the learners' performance with regard to the targeted outcomes.

Excellent Good Fair Poor Very Poor

Comment:

13. H. Universal Design for Curriculum Access:

Rate how well this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

Excellent Good Fair Poor Very Poor

Comment:

14. In general, how well does the submission satisfy LEARNING requirements? (The selected rating and comments should support your responses to the questions in the Learning section.)

In the comments please identify the strengths, emerging or potential Best Practices, and/or best qualities of this submission in terms of Learning? In the comments please identify the weaknesses, gaps, and/or worst qualities of this submission in terms of Learning?

Excellent Good Fair Poor Very Poor

Comment:

Save Answer

Usability

Florida expects that instructional materials recommended for adoption will have overall ratings of **Excellent** or **Good**. Instructional Materials with the overall rating of **Fair**, **Poor**, or **Very Poor** are not expected to be recommended for adoption.

How would you rate the overall usability of the instructional material?

Excellent Good Fair Poor Very Poor

Please provide any additional comments regarding this material that would be beneficial in determining whether it should be adopted for state use.

What notation (if any) do you think should be included in the Florida Catalog of State Adopted Instructional Materials should these materials be adopted? (e.g. these materials would also be appropriate for...; these materials are especially suited for...)

Save