

INSTRUCTIONAL MATERIALS REVIEW

STATE INSTRUCTIONAL MATERIALS REVIEWER

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Material for Review

Course: Social Studies - Elementary (5021000)

Title

Copyright:

Author:

Grade Level: K - 5

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](#)

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These documents will assist you in your evaluation of the materials.

- **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.
- **Specifications** - This document, prepared by the Florida Department of Education, specifies the requirements for instructional materials and will guide the evaluation for the
 - Content area of review for state instructional materials reviewers and the
 - Content, Learning, and Presentation areas of review for district reviewers.
- **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

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 (223)

Content (17)

Overall (2)

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. SS.0K.A.1.1 Develop an understanding of how to use and create a timeline.

Excellent Good Fair Poor Very Poor

Comment:

2. SS.0K.A.1.2 Develop an awareness of a primary source.

Excellent Good Fair Poor Very Poor

Comment:

3. SS.0K.A.2.1 Compare children and families of today with those in the past.

Excellent Good Fair Poor Very Poor

Comment:

4. SS.0K.A.2.2 Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.

Excellent Good Fair Poor Very Poor

Comment:

5. SS.0K.A.2.3 Compare our nation's holidays with holidays of other cultures.

Excellent Good Fair Poor Very Poor

Comment:

6. SS.0K.A.2.4 Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.

Excellent Good Fair Poor Very Poor

Comment:

7. SS.0K.A.2.5 Recognize the importance of U.S. symbols.

Excellent Good Fair Poor Very Poor

Comment:

8. SS.0K.A.3.1 Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.

Excellent Good Fair Poor Very Poor

Comment:

9. SS.0K.A.3.2 Explain that calendars represent days of the week and months of the year.

Excellent Good Fair Poor Very Poor

Comment:

10. SS.0K.C.1.1 Define and give examples of rules and laws, and why they are important.

Excellent Good Fair Poor Very Poor

Comment:

11. SS.0K.C.1.2 Explain the purpose and necessity of rules and laws at home, school, and community.

Excellent Good Fair Poor Very Poor

Comment:

12. SS.0K.C.2.1 Demonstrate the characteristics of being a good citizen.

Excellent Good Fair Poor Very Poor

Comment:

13. SS.0K.C.2.2 Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.

Excellent Good Fair Poor Very Poor

Comment:

14. SS.0K.C.2.3 Describe fair ways for groups to make decisions.

Excellent Good Fair Poor Very Poor

Comment:

15. SS.0K.E.1.1 Describe different kinds of jobs that people do and the tools or equipment used.

Excellent Good Fair Poor Very Poor

Comment:

16. SS.0K.E.1.2 Recognize that United States currency comes in different forms.

Excellent Good Fair Poor Very Poor

Comment:

17. SS.0K.E.1.3 Recognize that people work to earn money to buy things they need or want.

Excellent Good Fair Poor Very Poor

Comment:

18. SS.0K.E.1.4 Identify the difference between basic needs and wants.

Excellent Good Fair Poor Very Poor

Comment:

19. SS.0K.G.1.1 Describe the relative location of people, places, and things by using positional words.

Excellent Good Fair Poor Very Poor

Comment:

20. SS.0K.G.1.2 Explain that maps and globes help to locate different places and that globes are a model of the Earth.

Excellent Good Fair Poor Very Poor

Comment:

21. SS.0K.G.1.3 Identify cardinal directions (north, south, east, west).

Excellent Good Fair Poor Very Poor

Comment:

22. SS.0K.G.1.4 Differentiate land and water features on simple maps and globes.

Excellent Good Fair Poor Very Poor

Comment:

23. SS.0K.G.2.1 Locate and describe places in the school and community.

Excellent Good Fair Poor Very Poor

Comment:

24. SS.0K.G.2.2 Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.

Excellent Good Fair Poor Very Poor

Comment:

25. SS.0K.G.3.1 Identify basic landforms.

Excellent Good Fair Poor Very Poor

Comment:

26. SS.0K.G.3.2 Identify basic bodies of water.

Excellent Good Fair Poor Very Poor

Comment:

27. SS.0K.G.3.3 Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.

Excellent Good Fair Poor Very Poor

Comment:

28. SS.1.A.1.1 Develop an understanding of a primary source.

Excellent Good Fair Poor Very Poor

Comment:

29. SS.1.A.1.2 Understand how to use the media center/other sources to find answers to questions about a historical topic.

Excellent Good Fair Poor Very Poor

Comment:

30. SS.1.A.2.1 Understand history tells the story of people and events of other times and places.

Excellent Good Fair Poor Very Poor

Comment:

31. SS.1.A.2.2 Compare life now with life in the past.

Excellent Good Fair Poor Very Poor

Comment:

32. SS.1.A.2.3 Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.

Excellent Good Fair Poor Very Poor

Comment:

33. SS.1.A.2.4 Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.

Excellent Good Fair Poor Very Poor

Comment:

34. SS.1.A.2.5 Distinguish between historical fact and fiction using various materials.

Excellent Good Fair Poor Very Poor

Comment:

35. SS.1.A.3.1 Use terms related to time to sequentially order events that have occurred in school, home, or community.

Excellent Good Fair Poor Very Poor

Comment:

36. SS.1.A.3.2 Create a timeline based on the student's life or school events, using primary sources.

Excellent Good Fair Poor Very Poor

Comment:

37. SS.1.C.1.1 Explain the purpose of rules and laws in the school and community.

Excellent Good Fair Poor Very Poor

Comment:

38. SS.1.C.1.2 Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.

Excellent Good Fair Poor Very Poor

Comment:

39. SS.1.C.1.3 Give examples of the use of power without authority in the school and community.

Excellent Good Fair Poor Very Poor

Comment:

40. SS.1.C.2.1 Explain the rights and responsibilities students have in the school community.

Excellent Good Fair Poor Very Poor

Comment:

41. SS.1.C.2.2 Describe the characteristics of responsible citizenship in the school community.

Excellent Good Fair Poor Very Poor

Comment:

42. SS.1.C.2.3 Identify ways students can participate in the betterment of their school and community.

Excellent Good Fair Poor Very Poor

Comment:

43. SS.1.C.2.4 Show respect and kindness to people and animals. (Pending approval of SBE in December, 2010.)

Excellent Good Fair Poor Very Poor

Comment:

44. SS.1.C.3.1 Explain how decisions can be made or how conflicts might be resolved in fair and just ways.

Excellent Good Fair Poor Very Poor

Comment:

45. SS.1.C.3.2 Recognize symbols and individuals that represent American constitutional democracy.

Excellent Good Fair Poor Very Poor

Comment:

46. SS.1.E.1.1 Recognize that money is a method of exchanging goods and services.

Excellent Good Fair Poor Very Poor

Comment:

47. SS.1.E.1.2 Define opportunity costs as giving up one thing for another.

Excellent Good Fair Poor Very Poor

Comment:

48. SS.1.E.1.3 Distinguish between examples of goods and services.

Excellent Good Fair Poor Very Poor

Comment:

49. SS.1.E.1.4 Distinguish people as buyers, sellers, and producers of goods and services.

Excellent Good Fair Poor Very Poor

Comment:

50. SS.1.E.1.5 Recognize the importance of saving money for future purchases.

Excellent Good Fair Poor Very Poor

Comment:

51. SS.1.E.1.6 Identify that people need to make choices because of scarce resources.

Excellent Good Fair Poor Very Poor

Comment:

52. SS.1.G.1.1 Use physical and political/cultural maps to locate places in Florida.

Excellent Good Fair Poor Very Poor

Comment:

53. SS.1.G.1.2 Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.

Excellent Good Fair Poor Very Poor

Comment:

54. SS.1.G.1.3 Construct a basic map using key elements including cardinal directions and map symbols.

Excellent Good Fair Poor Very Poor

Comment:

55. SS.1.G.1.4 Identify a variety of physical features using a map and globe.

Excellent Good Fair Poor Very Poor

Comment:

56. SS.1.G.1.5 Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.

Excellent Good Fair Poor Very Poor

Comment:

57. SS.1.G.1.6 Describe how location, weather, and physical environment affect the way people live in our community.

Excellent Good Fair Poor Very Poor

Comment:

58. SS.2.A.1.1 Examine primary and secondary sources.

Excellent Good Fair Poor Very Poor

Comment:

59. SS.2.A.1.2 Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.

Excellent Good Fair Poor Very Poor

Comment:

60. SS.2.A.2.1 Recognize that Native Americans were the first inhabitants in North America.

Excellent Good Fair Poor Very Poor

Comment:

61. SS.2.A.2.2 Compare the cultures of Native American tribes from various geographic regions of the United States.

Excellent Good Fair Poor Very Poor

Comment:

62. SS.2.A.2.3 Describe the impact of immigrants on the Native Americans.

Excellent Good Fair Poor Very Poor

Comment:

63. SS.2.A.2.4 Explore ways the daily life of people living in Colonial America changed over time.

Excellent Good Fair Poor Very Poor

Comment:

64. SS.2.A.2.5 Identify reasons people came to the United States throughout history.

Excellent Good Fair Poor Very Poor

Comment:

65. SS.2.A.2.6 Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.

Excellent Good Fair Poor Very Poor

Comment:

66. SS.2.A.2.7 Discuss why immigration continues today.

Excellent Good Fair Poor Very Poor

Comment:

67. SS.2.A.2.8 Explain the cultural influences and contributions of immigrants today.

Excellent Good Fair Poor Very Poor

Comment:

68. SS.2.A.3.1 Identify terms and designations of time sequence.

Excellent Good Fair Poor Very Poor

Comment:

69. SS.2.C.1.1 Explain why people form governments.

Excellent Good Fair Poor Very Poor

Comment:

70. SS.2.C.1.2 Explain the consequences of an absence of rules and laws.

Excellent Good Fair Poor Very Poor

Comment:

71. SS.2.C.2.1 Identify what it means to be a United States citizen either by birth or by naturalization.

Excellent Good Fair Poor Very Poor

Comment:

72. SS.2.C.2.2 Define and apply the characteristics of responsible citizenship.

Excellent Good Fair Poor Very Poor

Comment:

73. SS.2.C.2.3 Explain why United States citizens have guaranteed rights and identify rights.

Excellent Good Fair Poor Very Poor

Comment:

74. SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community.

Excellent Good Fair Poor Very Poor

Comment:

75. SS.2.C.2.5 Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.

Excellent Good Fair Poor Very Poor

Comment:

76. SS.2.C.3.1 Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.

Excellent Good Fair Poor Very Poor

Comment:

77. SS.2.C.3.2 Recognize symbols, individuals, events, and documents that represent the United States.

Excellent Good Fair Poor Very Poor

Comment:

78. SS.2.E.1.1 Recognize that people make choices because of limited resources.

Excellent Good Fair Poor Very Poor

Comment:

79. SS.2.E.1.2 Recognize that people supply goods and services based on consumer demands.

Excellent Good Fair Poor Very Poor

Comment:

80. SS.2.E.1.3 Recognize that the United States trades with other nations to exchange goods and services.

Excellent Good Fair Poor Very Poor

Comment:

81. SS.2.E.1.4 Explain the personal benefits and costs involved in saving and spending.

Excellent Good Fair Poor Very Poor

Comment:

82. SS.2.G.1.1 Use different types of maps (political, physical, and thematic) to identify map elements.

Excellent Good Fair Poor Very Poor

Comment:

83. SS.2.G.1.2 Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.

Excellent Good Fair Poor Very Poor

Comment:

84. SS.2.G.1.3 Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.

Excellent Good Fair Poor Very Poor

Comment:

85. SS.2.G.1.4 Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).

Excellent Good Fair Poor Very Poor

Comment:

86. SS.3.A.1.1 Analyze primary and secondary sources.

Excellent Good Fair Poor Very Poor

Comment:

87. SS.3.A.1.2 Utilize technology resources to gather information from primary and secondary sources.

Excellent Good Fair Poor Very Poor

Comment:

88. SS.3.A.1.3 Define terms related to the social sciences.

Excellent Good Fair Poor Very Poor

Comment:

89. SS.3.C.1.1 Explain the purpose and need for government.

Excellent Good Fair Poor Very Poor

Comment:

90. SS.3.C.1.2 Describe how government gains its power from the people.

Excellent Good Fair Poor Very Poor

Comment:

91. SS.3.C.1.3 Explain how government was established through a written Constitution.

Excellent Good Fair Poor Very Poor

Comment:

92. SS.3.C.2.1 Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.

Excellent Good Fair Poor Very Poor

Comment:

93. SS.3.C.3.1 Identify the levels of government (local, state, federal).

Excellent Good Fair Poor Very Poor

Comment:

94. SS.3.C.3.2 Describe how government is organized at the local level.

Excellent Good Fair Poor Very Poor

Comment:

95. SS.3.C.3.3 Recognize that every state has a state constitution.

Excellent Good Fair Poor Very Poor

Comment:

96. SS.3.C.3.4 Recognize that the Constitution of the United States is the supreme law of the land.

Excellent Good Fair Poor Very Poor

Comment:

97. SS.3.E.1.1 Give examples of how scarcity results in trade.

Excellent Good Fair Poor Very Poor

Comment:

98. SS.3.E.1.2 List the characteristics of money.

Excellent Good Fair Poor Very Poor

Comment:

99. SS.3.E.1.3 Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.

Excellent Good Fair Poor Very Poor

Comment:

100. SS.3.E.1.4 Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.

Excellent Good Fair Poor Very Poor

Comment:

101. SS.3.G.1.1 Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.

Excellent Good Fair Poor Very Poor

Comment:

102. SS.3.G.1.2 Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols).

Excellent Good Fair Poor Very Poor

Comment:

103. SS.3.G.1.3 Label the continents and oceans on a world map.

Excellent Good Fair Poor Very Poor

Comment:

104. SS.3.G.1.4 Name and identify the purpose of maps (physical, political, elevation, population).

Excellent Good Fair Poor Very Poor

Comment:

105. SS.3.G.1.5 Compare maps and globes to develop an understanding of the concept of distortion.

Excellent Good Fair Poor Very Poor

Comment:

106. SS.3.G.1.6 Use maps to identify different types of scale to measure distances between two places.

Excellent Good Fair Poor Very Poor

Comment:

107. SS.3.G.2.1 Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).

Excellent Good Fair Poor Very Poor

Comment:

108. SS.3.G.2.2 Identify the five regions of the United States.

Excellent Good Fair Poor Very Poor

Comment:

109. SS.3.G.2.3 Label the states in each of the five regions of the United States.

Excellent Good Fair Poor Very Poor

Comment:

110. SS.3.G.2.4 Describe the physical features of the United States, Canada, Mexico, and the Caribbean.

Excellent Good Fair Poor Very Poor

Comment:

111. SS.3.G.2.5 Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.

Excellent Good Fair Poor Very Poor

Comment:

112. SS.3.G.2.6 Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.

Excellent Good Fair Poor Very Poor

Comment:

113. SS.3.G.3.1 Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.

Excellent Good Fair Poor Very Poor

Comment:

114. SS.3.G.3.2 Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.

Excellent Good Fair Poor Very Poor

Comment:

115. SS.3.G.4.1 Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.

Excellent Good Fair Poor Very Poor

Comment:

116. SS.3.G.4.2 Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.

Excellent Good Fair Poor Very Poor

Comment:

117. SS.3.G.4.3 Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.

Excellent Good Fair Poor Very Poor

Comment:

118. SS.3.G.4.4 Identify contributions from various ethnic groups to the United States.

Excellent Good Fair Poor Very Poor

Comment:

119. SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.

Excellent Good Fair Poor Very Poor

Comment:

120. SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.

Excellent Good Fair Poor Very Poor

Comment:

121. SS.4.A.2.1 Compare Native American tribes in Florida.

Excellent Good Fair Poor Very Poor

Comment:

122. SS.4.A.3.1 Identify explorers who came to Florida and the motivations for their expeditions.

Excellent Good Fair Poor Very Poor

Comment:

123. SS.4.A.3.10 Identify the causes and effects of the Seminole Wars.

Excellent Good Fair Poor Very Poor

Comment:

124. SS.4.A.3.2 Describe causes and effects of European colonization on the Native American tribes of Florida.

Excellent Good Fair Poor Very Poor

Comment:

125. SS.4.A.3.3 Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.

Excellent Good Fair Poor Very Poor

Comment:

126. SS.4.A.3.4 Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).

Excellent Good Fair Poor Very Poor

Comment:

127. SS.4.A.3.5 Identify the significance of Fort Mose as the first free African community in the United States.

Excellent Good Fair Poor Very Poor

Comment:

128. SS.4.A.3.6 Identify the effects of Spanish rule in Florida.

Excellent Good Fair Poor Very Poor

Comment:

129. SS.4.A.3.7 Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.

Excellent Good Fair Poor Very Poor

Comment:

130. SS.4.A.3.8 Explain how the Seminole tribe formed and the purpose for their migration.

Excellent Good Fair Poor Very Poor

Comment:

131. SS.4.A.3.9 Explain how Florida (Adams-Onis Treaty) became a U.S. territory.

Excellent Good Fair Poor Very Poor

Comment:

132. SS.4.A.4.1 Explain the effects of technological advances on Florida.

Excellent Good Fair Poor Very Poor

Comment:

133. SS.4.A.4.2 Describe pioneer life in Florida.

Excellent Good Fair Poor Very Poor

Comment:

134. SS.4.A.5.1 Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.

Excellent Good Fair Poor Very Poor

Comment:

135. SS.4.A.5.2 Summarize challenges Floridians faced during Reconstruction.

Excellent Good Fair Poor Very Poor

Comment:

136. SS.4.A.6.1 Describe the economic development of Florida's major industries.

Excellent Good Fair Poor Very Poor

Comment:

137. SS.4.A.6.2 Summarize contributions immigrant groups made to Florida.

Excellent Good Fair Poor Very Poor

Comment:

138. SS.4.A.6.3 Describe the contributions of significant individuals to Florida.

Excellent Good Fair Poor Very Poor

Comment:

139. SS.4.A.6.4 Describe effects of the Spanish American War on Florida.

Excellent Good Fair Poor Very Poor

Comment:

140. SS.4.A.7.1 Describe the causes and effects of the 1920's Florida land boom and bust.

Excellent Good Fair Poor Very Poor

Comment:

141. SS.4.A.7.2 Summarize challenges Floridians faced during the Great Depression.

Excellent Good Fair Poor Very Poor

Comment:

142. SS.4.A.7.3 Identify Florida's role in World War II.

Excellent Good Fair Poor Very Poor

Comment:

143. SS.4.A.8.1 Identify Florida's role in the Civil Rights Movement.

Excellent Good Fair Poor Very Poor

Comment:

144. SS.4.A.8.2 Describe how and why immigration impacts Florida today.

Excellent Good Fair Poor Very Poor

Comment:

145. SS.4.A.8.3 Describe the effect of the United States space program on Florida's economy and growth.

Excellent Good Fair Poor Very Poor

Comment:

146. SS.4.A.8.4 Explain how tourism affects Florida's economy and growth.

Excellent Good Fair Poor Very Poor

Comment:

147. SS.4.A.9.1 Utilize timelines to sequence key events in Florida history.

Excellent Good Fair Poor Very Poor

Comment:

148. SS.4.C.1.1 Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.

Excellent Good Fair Poor Very Poor

Comment:

149. SS.4.C.2.1 Discuss public issues in Florida that impact the daily lives of its citizens.

Excellent Good Fair Poor Very Poor

Comment:

150. SS.4.C.2.2 Identify ways citizens work together to influence government and help solve community and state problems.

Excellent Good Fair Poor Very Poor

Comment:

151. SS.4.C.2.3 Explain the importance of public service, voting, and volunteerism.

Excellent Good Fair Poor Very Poor

Comment:

152. SS.4.C.3.1 Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.

Excellent Good Fair Poor Very Poor

Comment:

153. SS.4.C.3.2 Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).

Excellent Good Fair Poor Very Poor

Comment:

154. SS.4.E.1.1 Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.

Excellent Good Fair Poor Very Poor

Comment:

155. SS.4.E.1.2 Explain Florida's role in the national and international economy and conditions that attract businesses to the state.

Excellent Good Fair Poor Very Poor

Comment:

156. SS.4.G.1.1 Identify physical features of Florida.

Excellent Good Fair Poor Very Poor

Comment:

157. SS.4.G.1.2 Locate and label cultural features on a Florida map.

Excellent Good Fair Poor Very Poor

Comment:

158. SS.4.G.1.3 Explain how weather impacts Florida.

Excellent Good Fair Poor Very Poor

Comment:

159. SS.4.G.1.4 Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).

Excellent Good Fair Poor Very Poor

Comment:

160. SS.5.A.1.1 Use primary and secondary sources to understand history.

Excellent Good Fair Poor Very Poor

Comment:

161. SS.5.A.1.2 Utilize timelines to identify and discuss American History time periods.

Excellent Good Fair Poor Very Poor

Comment:

[Empty comment box]

162. SS.5.A.2.1 Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).

Excellent Good Fair Poor Very Poor

Comment:

[Empty comment box]

163. SS.5.A.2.2 Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).

Excellent Good Fair Poor Very Poor

Comment:

[Empty comment box]

164. SS.5.A.2.3 Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.

Excellent Good Fair Poor Very Poor

Comment:

[Empty comment box]

165. SS.5.A.3.1 Describe technological developments that shaped European exploration.

Excellent Good Fair Poor Very Poor

Comment:

[Empty comment box]

166. SS.5.A.3.2 Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.

Excellent Good Fair Poor Very Poor

Comment:

[Empty comment box]

167. SS.5.A.3.3 Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.

Excellent Good Fair Poor Very Poor

Comment:

[Empty comment box]

168. SS.5.A.4.1 Identify the economic, political and socio-cultural motivation for colonial settlement.

Excellent Good Fair Poor Very Poor

Comment:

[Empty comment box]

169. SS.5.A.4.2 Compare characteristics of New England, Middle, and Southern colonies.

Excellent Good Fair Poor Very Poor

Comment:

[Empty comment box]

170. SS.5.A.4.3 Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.

Excellent Good Fair Poor Very Poor

Comment:

[Empty comment box]

171. SS.5.A.4.4 Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.

Excellent Good Fair Poor Very Poor

Comment:

[Empty comment box]

172. SS.5.A.4.5 Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.

Excellent Good Fair Poor Very Poor

Comment:

173. SS.5.A.4.6 Describe the introduction, impact, and role of slavery in the colonies.

Excellent Good Fair Poor Very Poor

Comment:

174. SS.5.A.5.01 Identify and explain significant events leading up to the American Revolution.

Excellent Good Fair Poor Very Poor

Comment:

175. SS.5.A.5.02 Identify significant individuals and groups who played a role in the American Revolution.

Excellent Good Fair Poor Very Poor

Comment:

176. SS.5.A.5.03 Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.

Excellent Good Fair Poor Very Poor

Comment:

177. SS.5.A.5.04 Examine and explain the changing roles and impact of significant women during the American Revolution.

Excellent Good Fair Poor Very Poor

Comment:

178. SS.5.A.5.05 Examine and compare major battles and military campaigns of the American Revolution.

Excellent Good Fair Poor Very Poor

Comment:

179. SS.5.A.5.06 Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.

Excellent Good Fair Poor Very Poor

Comment:

180. SS.5.A.5.07 Explain economic, military, and political factors which led to the end of the Revolutionary War.

Excellent Good Fair Poor Very Poor

Comment:

181. SS.5.A.5.08 Evaluate the personal and political hardships resulting from the American Revolution.

Excellent Good Fair Poor Very Poor

Comment:

182. SS.5.A.5.09 Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).

Excellent Good Fair Poor Very Poor

Comment:

183. SS.5.A.5.10 Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.

Excellent Good Fair Poor Very Poor

Comment:

184. SS.5.A.6.1 Describe the causes and effects of the Louisiana Purchase.

Excellent Good Fair Poor Very Poor

Comment:

185. SS.5.A.6.2 Identify roles and contributions of significant people during the period of westward expansion.

Excellent Good Fair Poor Very Poor

Comment:

186. SS.5.A.6.3 Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.

Excellent Good Fair Poor Very Poor

Comment:

187. SS.5.A.6.4 Explain the importance of the explorations west of the Mississippi River.

Excellent Good Fair Poor Very Poor

Comment:

188. SS.5.A.6.5 Identify the causes and effects of the War of 1812.

Excellent Good Fair Poor Very Poor

Comment:

189. SS.5.A.6.6 Explain how westward expansion affected Native Americans.

Excellent Good Fair Poor Very Poor

Comment:

190. SS.5.A.6.7 Discuss the concept of Manifest Destiny.

Excellent Good Fair Poor Very Poor

Comment:

191. SS.5.A.6.8 Describe the causes and effects of the Missouri Compromise.

Excellent Good Fair Poor Very Poor

Comment:

192. SS.5.A.6.9 Describe the hardships of settlers along the overland trails to the west.

Excellent Good Fair Poor Very Poor

Comment:

193. SS.5.C.1.1 Explain how and why the United States government was created.

Excellent Good Fair Poor Very Poor

Comment:

194. SS.5.C.1.2 Define a constitution, and discuss its purposes.

Excellent Good Fair Poor Very Poor

Comment:

195. SS.5.C.1.3 Explain the definition and origin of rights.

Excellent Good Fair Poor Very Poor

Comment:

196. SS.5.C.1.4 Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.

Excellent Good Fair Poor Very Poor

Comment:

197. SS.5.C.1.5 Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.

Excellent Good Fair Poor Very Poor

Comment:

198. SS.5.C.1.6 Compare Federalist and Anti-Federalist views of government.

Excellent Good Fair Poor Very Poor

Comment:

199. SS.5.C.2.1 Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution.

Excellent Good Fair Poor Very Poor

Comment:

200. SS.5.C.2.2 Compare forms of political participation in the colonial period to today.

Excellent Good Fair Poor Very Poor

Comment:

201. SS.5.C.2.3 Analyze how the Constitution has expanded voting rights from our nation's early history to today.

Excellent Good Fair Poor Very Poor

Comment:

202. SS.5.C.2.4 Evaluate the importance of civic responsibilities in American democracy.

Excellent Good Fair Poor Very Poor

Comment:

203. SS.5.C.2.5 Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.

Excellent Good Fair Poor Very Poor

Comment:

204. SS.5.C.3.1 Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.

Excellent Good Fair Poor Very Poor

Comment:

205. SS.5.C.3.2 Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.

Excellent Good Fair Poor Very Poor

Comment:

206. SS.5.C.3.3 Give examples of powers granted to the federal government and those reserved for the states.

Excellent Good Fair Poor Very Poor

Comment:

207. SS.5.C.3.4 Describe the amendment process as defined in Article V of the Constitution and give examples.

Excellent Good Fair Poor Very Poor

Comment:

208. SS.5.C.3.5 Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.

Excellent Good Fair Poor Very Poor

Comment:

209. SS.5.C.3.6 Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.

Excellent Good Fair Poor Very Poor

Comment:

210. SS.5.E.1.1 Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.

Excellent Good Fair Poor Very Poor

Comment:

211. SS.5.E.1.2 Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.

Excellent Good Fair Poor Very Poor

Comment:

212. SS.5.E.1.3 Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.

Excellent Good Fair Poor Very Poor

Comment:

213. SS.5.E.2.1 Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.

Excellent Good Fair Poor Very Poor

Comment:

214. SS.5.G.1.1 Interpret current and historical information using a variety of geographic tools.

Excellent Good Fair Poor Very Poor

Comment:

215. SS.5.G.1.2 Use latitude and longitude to locate places.

Excellent Good Fair Poor Very Poor

Comment:

216. SS.5.G.1.3 Identify major United States physical features on a map of North America.

Excellent Good Fair Poor Very Poor

Comment:

217. SS.5.G.1.4 Construct maps, charts, and graphs to display geographic information.

Excellent Good Fair Poor Very Poor

Comment:

218. SS.5.G.1.5 Identify and locate the original thirteen colonies on a map of North America.

Excellent Good Fair Poor Very Poor

Comment:

219. SS.5.G.1.6 Locate and identify states, capitals, and United States Territories on a map.

Excellent Good Fair Poor Very Poor

Comment:

220. SS.5.G.2.1 Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.

Excellent Good Fair Poor Very Poor

Comment:

221. SS.5.G.3.1 Describe the impact that past natural events have had on human and physical environments in the United States through 1850.

Excellent Good Fair Poor Very Poor

Comment:

222. SS.5.G.4.1 Use geographic knowledge and skills when discussing current events.

Excellent Good Fair Poor Very Poor

Comment:

223. SS.5.G.4.2 Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.

Excellent Good Fair Poor Very Poor

Comment:

Save Answers

INSTRUCTIONAL MATERIALS REVIEW

STATE INSTRUCTIONAL MATERIALS REVIEWER

[Back to List](#)

Material for Review

Course: Social Studies - Elementary (5021000)

Title:

Copyright:

Author:

Grade Level: K - 5

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](#)

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Additional Documents

These documents will assist you in your evaluation of the materials.

- [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.
- [Specifications](#) - This document, prepared by the Florida Department of Education, specifies the requirements for instructional materials and will guide the evaluation for the
 - Content area of review for state instructional materials reviewers and the
 - Content, Learning, and Presentation areas of review for district reviewers.
- [Publisher Questionnaire](#) - This document has been prepared by the publisher to describe and identify the components of the program being bid.

Additional Information

- All instructional materials available through this website are copyrighted materials. Access is available for the sole purpose of reviewing the materials as part of the Florida instructional materials review process. Use of these materials for any other purpose is prohibited.
- All ratings and comments on this form are public record and subject to disclosure per Florida Sunshine laws.

Areas of Review

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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.

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. 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 in System

INSTRUCTIONAL MATERIALS REVIEW

STATE INSTRUCTIONAL MATERIALS REVIEWER

[Back to List](#)

Material for Review

Course: Social Studies - Elementary (5021000)

Title

Copyright:

Author:

Grade Level: K - 5

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[Benchmark \(223\)](#)
[Content \(17\)](#)
[Overall \(2\)](#)
[Recommendation](#)

Overall

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.

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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 Next Generation Sunshine State Standards (NGSS) benchmarks that are in the Florida course descriptions?

Yes No

Comment:

2. No more than 10% of the content in the major tool can address concepts outside the realm of the required benchmarks for the grade or course for which it is being submitted. Was this requirement met?

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

[Back to List](#)

Material for Review

Course: Social Studies - Elementary (5021000)

Title:

Copyright:

Author:

Grade Level:

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[Content \(7\)](#)

[Presentation \(13\)](#)

[Learning \(14\)](#)

[Recommendation](#)

Content

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- Very Poor (Lowest Rating)

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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](#)

INSTRUCTIONAL MATERIALS REVIEW

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[Content \(7\)](#)

[Presentation \(13\)](#)

[Learning \(14\)](#)

[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

[Back to List](#)

Material for Review

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[Content \(7\)](#)

[Presentation \(13\)](#)

[Learning \(14\)](#)

[Recommendation](#)

Learning

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- Poor
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[Save Answers](#)

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 Answers

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