

INSTRUCTIONAL MATERIALS REVIEW

STATE INSTRUCTIONAL MATERIALS REVIEWER

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Material for Review

Course: United States History (2100310)

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](#)

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.
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 - Content area of review for state instructional materials reviewers and the
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- [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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- All ratings and comments on this form are public record and subject to disclosure per Florida Sunshine laws.

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 \(100\)](#)

[Content \(18\)](#)

[Overall \(3\)](#)

[Recommendation](#)

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[Content \(18\)](#)

[Overall \(3\)](#)

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Benchmark

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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. LA.1112.1.6.1 The student will use new vocabulary that is introduced and taught directly;

Excellent Good Fair Poor Very Poor

Comment:

2. LA.1112.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text;

Excellent Good Fair Poor Very Poor

Comment:

3. LA.1112.1.6.3 The student will use context clues to determine meanings of unfamiliar words;

Excellent Good Fair Poor Very Poor

Comment:

4. LA.1112.2.2.2 The student will use information from the text to answer questions or to state the main idea or provide relevant details;

Excellent Good Fair Poor Very Poor

Comment:

5. LA.1112.2.2.3 The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);

Excellent Good Fair Poor Very Poor

Comment:

6. LA.1112.6.2.4 The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.

Excellent Good Fair Poor Very Poor

Comment:

7. LA.1112.6.3.1 The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;

Excellent Good Fair Poor Very Poor

Comment:

8. MA.912.A.2.1 Create a graph to represent a real-world situation.

Excellent Good Fair Poor Very Poor

Comment:

9. MA.912.A.2.2 Interpret a graph representing a real-world situation.

Excellent Good Fair Poor Very Poor

Comment:

10. SS.912.A.1.1 Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

Excellent Good Fair Poor Very Poor

Comment:

11. SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

Excellent Good Fair Poor Very Poor

Comment:

12. SS.912.A.1.3 Utilize timelines to identify the time sequence of historical data.

Excellent Good Fair Poor Very Poor

Comment:

13. SS.912.A.1.4 Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

Excellent Good Fair Poor Very Poor

Comment:

14. SS.912.A.1.5 Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

Excellent Good Fair Poor Very Poor

Comment:

15. SS.912.A.1.6 Use case studies to explore social, political, legal, and economic relationships in history.

Excellent Good Fair Poor Very Poor

Comment:

16. SS.912.A.1.7 Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

Excellent Good Fair Poor Very Poor

Comment:

17. SS.912.A.2.1 Review causes and consequences of the Civil War.

Excellent Good Fair Poor Very Poor

Comment:

18. SS.912.A.2.2 Assess the influence of significant people or groups on Reconstruction.

Excellent Good Fair Poor Very Poor

Comment:

19. SS.912.A.2.3 Describe the issues that divided Republicans during the early Reconstruction era.

Excellent Good Fair Poor Very Poor

Comment:

20. SS.912.A.2.4 Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

Excellent Good Fair Poor Very Poor

Comment:

21. SS.912.A.2.5 Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.

Excellent Good Fair Poor Very Poor

Comment:

22. SS.912.A.2.6 Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.

Excellent Good Fair Poor Very Poor

Comment:

23. SS.912.A.2.7 Review the Native American experience.

Excellent Good Fair Poor Very Poor

Comment:

24. SS.912.A.3.01 Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.

Excellent Good Fair Poor Very Poor

Comment:

25. SS.912.A.3.02 Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.

Excellent Good Fair Poor Very Poor

Comment:

26. SS.912.A.3.03 Compare the first and second Industrial Revolutions in the United States.

Excellent Good Fair Poor Very Poor

Comment:

27. SS.912.A.3.04 Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.

Excellent Good Fair Poor Very Poor

Comment:

28. SS.912.A.3.05 Identify significant inventors of the Industrial Revolution including African Americans and women.

Excellent Good Fair Poor Very Poor

Comment:

29. SS.912.A.3.06 Analyze changes that occurred as the United States shifted from agrarian to an industrial society.

Excellent Good Fair Poor Very Poor

Comment:

30. SS.912.A.3.07 Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).

Excellent Good Fair Poor Very Poor

Comment:

31. SS.912.A.3.08 Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).

Excellent Good Fair Poor Very Poor

Comment:

32. SS.912.A.3.09 Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.

Excellent Good Fair Poor Very Poor

Comment:

33. SS.912.A.3.10 Review different economic and philosophic ideologies.

Excellent Good Fair Poor Very Poor

Comment:

34. SS.912.A.3.11 Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.

Excellent Good Fair Poor Very Poor

Comment:

35. SS.912.A.3.12 Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.

Excellent Good Fair Poor Very Poor

Comment:

36. SS.912.A.3.13 Examine key events and peoples in Florida history as they relate to United States history.

Excellent Good Fair Poor Very Poor

Comment:

37. SS.912.A.4.01 Analyze the major factors that drove United States imperialism.

Excellent Good Fair Poor Very Poor

Comment:

38. SS.912.A.4.02 Explain the motives of the United States acquisition of the territories.

Excellent Good Fair Poor Very Poor

Comment:

39. SS.912.A.4.03 Examine causes, course, and consequences of the Spanish American War.

Excellent Good Fair Poor Very Poor

Comment:

40. SS.912.A.4.04 Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.

Excellent Good Fair Poor Very Poor

Comment:

41. SS.912.A.4.05 Examine causes, course, and consequences of United States involvement in World War I.

Excellent Good Fair Poor Very Poor

Comment:

42. SS.912.A.4.06 Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).

Excellent Good Fair Poor Very Poor

Comment:

43. SS.912.A.4.07 Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).

Excellent Good Fair Poor Very Poor

Comment:

44. SS.912.A.4.08 Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

Excellent Good Fair Poor Very Poor

Comment:

45. SS.912.A.4.09 Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.

Excellent Good Fair Poor Very Poor

Comment:

46. SS.912.A.4.10 Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.

Excellent Good Fair Poor Very Poor

Comment:

47. SS.912.A.4.11 Examine key events and peoples in Florida history as they relate to United States history.

Excellent Good Fair Poor Very Poor

Comment:

48. SS.912.A.5.01 Discuss the economic outcomes of demobilization.

Excellent Good Fair Poor Very Poor

Comment:

49. SS.912.A.5.02 Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.

Excellent Good Fair Poor Very Poor

Comment:

50. SS.912.A.5.03 Examine the impact of United States foreign economic policy during the 1920s.

Excellent Good Fair Poor Very Poor

Comment:

51. SS.912.A.5.04 Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.

Excellent Good Fair Poor Very Poor

Comment:

52. SS.912.A.5.05 Describe efforts by the United States and other world powers to avoid future wars.

Excellent Good Fair Poor Very Poor

Comment:

53. SS.912.A.5.06 Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.

Excellent Good Fair Poor Very Poor

Comment:

54. SS.912.A.5.07 Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

Excellent Good Fair Poor Very Poor

Comment:

55. SS.912.A.5.08 Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.

Excellent Good Fair Poor Very Poor

Comment:

56. SS.912.A.5.09 Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

Excellent Good Fair Poor Very Poor

Comment:

57. SS.912.A.5.10 Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

Excellent Good Fair Poor Very Poor

Comment:

58. SS.912.A.5.11 Examine causes, course, and consequences of the Great Depression and the New Deal.

Excellent Good Fair Poor Very Poor

Comment:

59. SS.912.A.5.12 Examine key events and people in Florida history as they relate to United States history.

Excellent Good Fair Poor Very Poor

Comment:

60. SS.912.A.6.01 Examine causes, course, and consequences of World War II on the United States and the world.

Excellent Good Fair Poor Very Poor

Comment:

61. SS.912.A.6.02 Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).

Excellent Good Fair Poor Very Poor

Comment:

62. SS.912.A.6.03 Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

Excellent Good Fair Poor Very Poor

Comment:

63. SS.912.A.6.04 Examine efforts to expand or contract rights for various populations during World War II.

Excellent Good Fair Poor Very Poor

Comment:

64. SS.912.A.6.05 Explain the impact of World War II on domestic government policy.

Excellent Good Fair Poor Very Poor

Comment:

65. SS.912.A.6.06 Analyze the use of atomic weapons during World War II and the aftermath of the bombings.

Excellent Good Fair Poor Very Poor

Comment:

66. SS.912.A.6.07 Describe the attempts to promote international justice through the Nuremberg Trials.

Excellent Good Fair Poor Very Poor

Comment:

67. SS.912.A.6.08 Analyze the effects of the Red Scare on domestic United States policy.

Excellent Good Fair Poor Very Poor

Comment:

68. SS.912.A.6.09 Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.

Excellent Good Fair Poor Very Poor

Comment:

69. SS.912.A.6.10 Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).

Excellent Good Fair Poor Very Poor

Comment:

70. SS.912.A.6.11 Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.

Excellent Good Fair Poor Very Poor

Comment:

71. SS.912.A.6.12 Examine causes, course, and consequences of the Korean War.

Excellent Good Fair Poor Very Poor

Comment:

72. SS.912.A.6.13 Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.

Excellent Good Fair Poor Very Poor

Comment:

73. SS.912.A.6.14 Analyze causes, course, and consequences of the Vietnam War.

Excellent Good Fair Poor Very Poor

Comment:

74. SS.912.A.6.15 Examine key events and peoples in Florida history as they relate to United States history.

Excellent Good Fair Poor Very Poor

Comment:

75. SS.912.A.7.01 Identify causes for Post-World War II prosperity and its effects on American society.

Excellent Good Fair Poor Very Poor

Comment:

76. SS.912.A.7.02 Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.

Excellent Good Fair Poor Very Poor

Comment:

77. SS.912.A.7.03 Examine the changing status of women in the United States from post-World War II to present.

Excellent Good Fair Poor Very Poor

Comment:

78. SS.912.A.7.04 Evaluate the success of 1960s era presidents' foreign and domestic policies.

Excellent Good Fair Poor Very Poor

Comment:

79. SS.912.A.7.05 Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

Excellent Good Fair Poor Very Poor

Comment:

80. SS.912.A.7.06 Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.

Excellent Good Fair Poor Very Poor

Comment:

81. SS.912.A.7.07 Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

Excellent Good Fair Poor Very Poor

Comment:

82. SS.912.A.7.08 Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

Excellent Good Fair Poor Very Poor

Comment:

83. SS.912.A.7.09 Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

Excellent Good Fair Poor Very Poor

Comment:

84. SS.912.A.7.10 Analyze the significance of Vietnam and Watergate on the government and people of the United States.

Excellent Good Fair Poor Very Poor

Comment:

[Empty comment box]

85. SS.912.A.7.11 Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

Excellent Good Fair Poor Very Poor

Comment:

[Empty comment box]

86. SS.912.A.7.12 Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

Excellent Good Fair Poor Very Poor

Comment:

[Empty comment box]

87. SS.912.A.7.13 Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.

Excellent Good Fair Poor Very Poor

Comment:

[Empty comment box]

88. SS.912.A.7.14 Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

Excellent Good Fair Poor Very Poor

Comment:

[Empty comment box]

89. SS.912.A.7.15 Analyze the effects of foreign and domestic terrorism on the American people.

Excellent Good Fair Poor Very Poor

Comment:

[Empty comment box]

90. SS.912.A.7.16 Examine changes in immigration policy and attitudes toward immigration since 1950.

Excellent Good Fair Poor Very Poor

Comment:

[Empty comment box]

91. SS.912.A.7.17 Examine key events and key people in Florida history as they relate to United States history.

Excellent Good Fair Poor Very Poor

Comment:

[Empty comment box]

92. SS.912.G.1.2 Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

Excellent Good Fair Poor Very Poor

Comment:

[Empty comment box]

93. SS.912.G.1.3 Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

Excellent Good Fair Poor Very Poor

Comment:

[Empty comment box]

94. SS.912.G.2.1 Identify the physical characteristics and the human characteristics that define and differentiate regions.

Excellent Good Fair Poor Very Poor

Comment:

[Empty comment box]

95. SS.912.G.4.2 Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

Excellent Good Fair Poor Very Poor

Comment:

96. SS.912.G.4.3 Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

Excellent Good Fair Poor Very Poor

Comment:

97. SS.912.H.1.1 Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

Excellent Good Fair Poor Very Poor

Comment:

98. SS.912.H.1.3 Relate works in the arts to various cultures.

Excellent Good Fair Poor Very Poor

Comment:

99. SS.912.H.1.5 Examine artistic response to social issues and new ideas in various cultures.

Excellent Good Fair Poor Very Poor

Comment:

100. SS.912.H.3.1 Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

Excellent Good Fair Poor Very Poor

Comment:

Save Answers

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Save Answer

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. A. Alignment with curriculum:

Rate how well the submission incorporates the language arts and/or mathematics benchmarks included in the course description.

Excellent Good Fair Poor Very Poor

Comment:

4. 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:

5. 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:

6. 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:

7. 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:

8. 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:

9. 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:

10. 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:

11. 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:

12. E. Currency of Content:

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

Excellent Good Fair Poor Very Poor

Comment:

13. 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:

14. 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:

15. 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:

16. 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:

17. 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:

18. 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

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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 \(100\)](#)

[Content \(18\)](#)

[Overall \(3\)](#)

[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.

Each item has a comments section for response. **Comments are strongly encouraged as justification.** 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.

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

Save Answers

1. Do the materials contain a copy of the Declaration of Independence and the United States Constitution?

Yes No

Comment:

2. Does the major tool provide instructional content and student learning activities for each of the Next Generation Sunshine State Standards (NGSSS) benchmarks that are in the Florida course descriptions?

Yes No

Comment:

3. 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: United States History (2100310)

Title:

Copyright:

Author:

Grade Level: 9 - 12

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.

[Content \(7\)](#)

[Presentation \(13\)](#)

[Learning \(14\)](#)

[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.

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:

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

DISTRICT REVIEW

[Back to List](#)

Material for Review

Course: United States History (2100310)
Title:
Copyright:
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Areas of 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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Areas of Review

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[Content \(7\)](#)
[Presentation \(13\)](#)
[Learning \(14\)](#)
[Recommendation](#)

Learning

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- Fair
- Poor
- Very Poor (Lowest Rating)

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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.

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