

# INSTRUCTIONAL MATERIALS REVIEW

## STATE INSTRUCTIONAL MATERIALS REVIEWER

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### Material for Review

Course: M/J Civics (2106010)

Title:

Copyright:

Author:

Grade Level: 6 - 8

### Items for Electronic Review:

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

### Major Tools

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

### Additional Documents

These documents will assist you in your evaluation of 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.

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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

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[Benchmark \(74\)](#)

[Content \(18\)](#)

[Overall \(3\)](#)

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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. LA.7.1.6.1 The student will use new vocabulary that is introduced and taught directly;

- Excellent  Good  Fair  Poor  Very Poor

Comment:

2. LA.7.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text;

- Excellent  Good  Fair  Poor  Very Poor

Comment:

3. LA.7.1.6.3 The student will use context clues to determine meanings of unfamiliar words;

- Excellent  Good  Fair  Poor  Very Poor

Comment:

4. LA.7.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

- Excellent  Good  Fair  Poor  Very Poor

Comment:

5. LA.7.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

- Excellent  Good  Fair  Poor  Very Poor

Comment:

6. MA.7.A.1.2 Solve percent problems, including problems involving discounts, simple interest, taxes, tips, and percents of increase or decrease.

- Excellent  Good  Fair  Poor  Very Poor

Comment:

7. MA.7.S.6.1 Evaluate the reasonableness of a sample to determine the appropriateness of generalizations made about the population.

- Excellent  Good  Fair  Poor  Very Poor

Comment:

8. SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.

- Excellent  Good  Fair  Poor  Very Poor

Comment:

9. SS.7.C.1.2 Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.

- Excellent  Good  Fair  Poor  Very Poor

Comment:

10. SS.7.C.1.3 Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.

Excellent  Good  Fair  Poor  Very Poor

Comment:

11. SS.7.C.1.4 Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.

Excellent  Good  Fair  Poor  Very Poor

Comment:

12. SS.7.C.1.5 Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.

Excellent  Good  Fair  Poor  Very Poor

Comment:

13. SS.7.C.1.6 Interpret the intentions of the Preamble of the Constitution.

Excellent  Good  Fair  Poor  Very Poor

Comment:

14. SS.7.C.1.7 Describe how the Constitution limits the powers of government through separation of powers and checks and balances.

Excellent  Good  Fair  Poor  Very Poor

Comment:

15. SS.7.C.1.8 Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.

Excellent  Good  Fair  Poor  Very Poor

Comment:

16. SS.7.C.1.9 Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

Excellent  Good  Fair  Poor  Very Poor

Comment:

17. SS.7.C.2.01 Define the term "citizen," and identify legal means of becoming a United States citizen.

Excellent  Good  Fair  Poor  Very Poor

Comment:

18. SS.7.C.2.02 Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.

Excellent  Good  Fair  Poor  Very Poor

Comment:

19. SS.7.C.2.03 Experience the responsibilities of citizens at the local, state, or federal levels.

Excellent  Good  Fair  Poor  Very Poor

Comment:

20. SS.7.C.2.04 Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.

Excellent  Good  Fair  Poor  Very Poor

Comment:

21. SS.7.C.2.05 Distinguish how the Constitution safeguards and limits individual rights.

Excellent  Good  Fair  Poor  Very Poor

Comment:

22. SS.7.C.2.06 Simulate the trial process and the role of juries in the administration of justice.

Excellent  Good  Fair  Poor  Very Poor

Comment:

23. SS.7.C.2.07 Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.

Excellent  Good  Fair  Poor  Very Poor

Comment:

24. SS.7.C.2.08 Identify America's current political parties, and illustrate their ideas about government.

Excellent  Good  Fair  Poor  Very Poor

Comment:

25. SS.7.C.2.09 Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

Excellent  Good  Fair  Poor  Very Poor

Comment:

26. SS.7.C.2.10 Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

Excellent  Good  Fair  Poor  Very Poor

Comment:

27. SS.7.C.2.11 Analyze media and political communications (bias, symbolism, propaganda).

Excellent  Good  Fair  Poor  Very Poor

Comment:

28. SS.7.C.2.12 Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.

Excellent  Good  Fair  Poor  Very Poor

Comment:

29. SS.7.C.2.13 Examine multiple perspectives on public and current issues.

Excellent  Good  Fair  Poor  Very Poor

Comment:

30. SS.7.C.2.14 Conduct a service project to further the public good.

Excellent  Good  Fair  Poor  Very Poor

Comment:

31. SS.7.C.3.01 Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).

Excellent  Good  Fair  Poor  Very Poor

Comment:

32. SS.7.C.3.02 Compare parliamentary, federal, confederal, and unitary systems of government.

Excellent  Good  Fair  Poor  Very Poor

Comment:

33. SS.7.C.3.03 Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.

Excellent  Good  Fair  Poor  Very Poor

Comment:

34. SS.7.C.3.04 Identify the relationship and division of powers between the federal government and state governments.

Excellent  Good  Fair  Poor  Very Poor

Comment:

35. SS.7.C.3.05 Explain the Constitutional amendment process.

Excellent  Good  Fair  Poor  Very Poor

Comment:

36. SS.7.C.3.06 Evaluate Constitutional rights and their impact on individuals and society.

Excellent  Good  Fair  Poor  Very Poor

Comment:

37. SS.7.C.3.07 Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.

Excellent  Good  Fair  Poor  Very Poor

Comment:

38. SS.7.C.3.08 Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.

Excellent  Good  Fair  Poor  Very Poor

Comment:

39. SS.7.C.3.09 Illustrate the law making process at the local, state, and federal levels.

Excellent  Good  Fair  Poor  Very Poor

Comment:

40. SS.7.C.3.10 Identify sources and types (civil, criminal, constitutional, military) of law.

Excellent  Good  Fair  Poor  Very Poor

Comment:

41. SS.7.C.3.11 Diagram the levels, functions, and powers of courts at the state and federal levels.

Excellent  Good  Fair  Poor  Very Poor

Comment:

42. SS.7.C.3.12 Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, and Bush v. Gore.

Excellent  Good  Fair  Poor  Very Poor

Comment:

43. SS.7.C.3.13 Compare the constitutions of the United States and Florida.

Excellent  Good  Fair  Poor  Very Poor

Comment:

44. SS.7.C.3.14 Differentiate between local, state, and federal governments' obligations and services.

Excellent  Good  Fair  Poor  Very Poor

Comment:

45. SS.7.C.4.1 Differentiate concepts related to United States domestic and foreign policy.

Excellent  Good  Fair  Poor  Very Poor

Comment:

46. SS.7.C.4.2 Recognize government and citizen participation in international organizations.

Excellent  Good  Fair  Poor  Very Poor

Comment:

47. SS.7.C.4.3 Describe examples of how the United States has dealt with international conflicts.

Excellent  Good  Fair  Poor  Very Poor

Comment:

48. SS.7.E.1.1 Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.

Excellent  Good  Fair  Poor  Very Poor

Comment:

49. SS.7.E.1.2 Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.

Excellent  Good  Fair  Poor  Very Poor

Comment:

50. SS.7.E.1.3 Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.

Excellent  Good  Fair  Poor  Very Poor

Comment:

51. SS.7.E.1.4 Discuss the function of financial institutions in the development of a market economy.

Excellent  Good  Fair  Poor  Very Poor

Comment:

52. SS.7.E.1.5 Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.

Excellent  Good  Fair  Poor  Very Poor

Comment:

53. SS.7.E.1.6 Compare the national budget process to the personal budget process.

Excellent  Good  Fair  Poor  Very Poor

Comment:

54. SS.7.E.2.1 Explain how federal, state, and local taxes support the economy as a function of the United States government.

Excellent  Good  Fair  Poor  Very Poor

Comment:

55. SS.7.E.2.2 Describe the banking system in the United States and its impact on the money supply.

Excellent  Good  Fair  Poor  Very Poor

Comment:

56. SS.7.E.2.3 Identify and describe United States laws and regulations adopted to promote economic competition

Excellent  Good  Fair  Poor  Very Poor

Comment:

57. SS.7.E.2.4 Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.

Excellent  Good  Fair  Poor  Very Poor

Comment:

58. SS.7.E.2.5 Explain how economic institutions impact the national economy.

Excellent  Good  Fair  Poor  Very Poor

Comment:

59. SS.7.E.3.1 Explain how international trade requires a system for exchanging currency between and among nations.

Excellent  Good  Fair  Poor  Very Poor

Comment:

60. SS.7.E.3.2 Assess how the changing value of currency affects trade of goods and services between nations.

Excellent  Good  Fair  Poor  Very Poor

Comment:

61. SS.7.E.3.3 Compare and contrast a single resource economy with a diversified economy.

Excellent  Good  Fair  Poor  Very Poor

Comment:

62. SS.7.E.3.4 Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

Excellent  Good  Fair  Poor  Very Poor

Comment:

63. SS.7.G.1.1 Locate the fifty states and their capital cities in addition to the nation's capital on a map.

Excellent  Good  Fair  Poor  Very Poor

Comment:

64. SS.7.G.1.2 Locate on a world map the territories and protectorates of the United States of America.



Excellent  Good  Fair  Poor  Very Poor

Comment:

65. SS.7.G.1.3 Interpret maps to identify geopolitical divisions and boundaries of places in North America.

Excellent  Good  Fair  Poor  Very Poor

Comment:

66. SS.7.G.2.1 Locate major cultural landmarks that are emblematic of the United States.

Excellent  Good  Fair  Poor  Very Poor

Comment:

67. SS.7.G.2.2 Locate major physical landmarks that are emblematic of the United States.

Excellent  Good  Fair  Poor  Very Poor

Comment:

68. SS.7.G.2.3 Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.

Excellent  Good  Fair  Poor  Very Poor

Comment:

69. SS.7.G.2.4 Describe current major cultural regions of North America.

Excellent  Good  Fair  Poor  Very Poor

Comment:

70. SS.7.G.3.1 Use maps to describe the location, abundance, and variety of natural resources in North America

Excellent  Good  Fair  Poor  Very Poor

Comment:

71. SS.7.G.4.1 Use geographic terms and tools to explain cultural diffusion throughout North America.

Excellent  Good  Fair  Poor  Very Poor

Comment:

72. SS.7.G.4.2 Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

Excellent  Good  Fair  Poor  Very Poor

Comment:

73. SS.7.G.5.1 Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.

Excellent  Good  Fair  Poor  Very Poor

Comment:

74. SS.7.G.6.1 Use Global Information Systems (GIS) or other technology to view maps of current information about the United States.

Excellent  Good  Fair  Poor  Very Poor

Comment:



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## STATE INSTRUCTIONAL MATERIALS REVIEWER

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### Material for Review

Course: M/J Civics (2106010)

Title:

Copyright:

Author: I

Grade Level: 6 - 8

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[Overall \(3\)](#)

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The ratings are as follows:

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- Good
- Fair
- Poor

- Very Poor (Lowest Rating)

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Save Answers

**1. A. Alignment with curriculum:**

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

Excellent  Good  Fair  Poor  Very Poor

Comment:

**2. A. Alignment with curriculum:**

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

Excellent  Good  Fair  Poor  Very Poor

Comment:

**3. 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

Comment:

Go to Answers

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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...)



# INSTRUCTIONAL MATERIALS REVIEW

## DISTRICT REVIEW

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- 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: M/J Civics (2106010)

Title:

Copyright:

Author:

Grade Level: 7

### 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 Answer](#)

#### 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.

**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

Course: M/J Civics (2106010)

Title:

Copyright:

Author:

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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.

[Content \(7\)](#)

[Presentation \(13\)](#)

[Learning \(14\)](#)

[Recommendation](#)

### Learning

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. 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