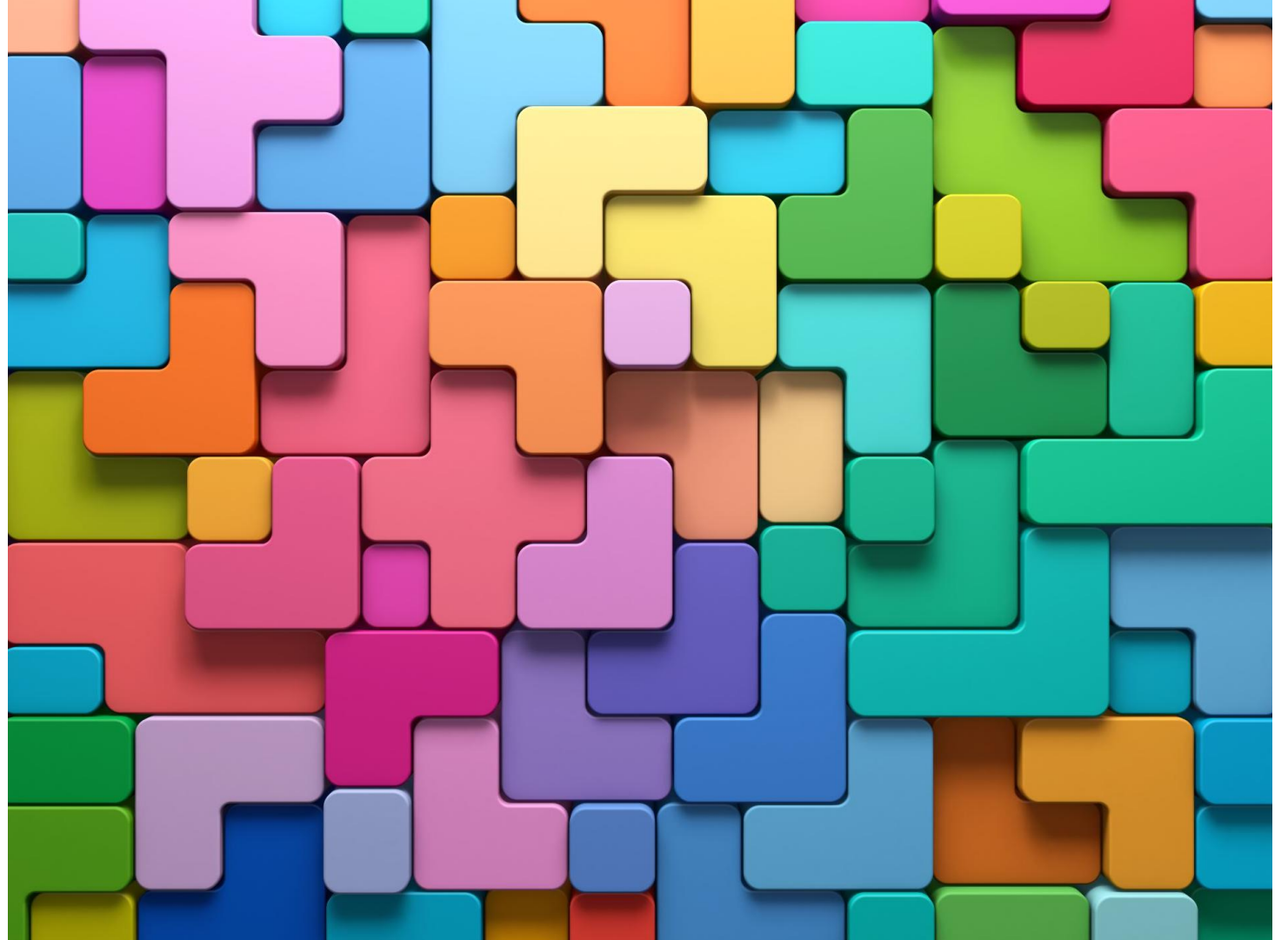
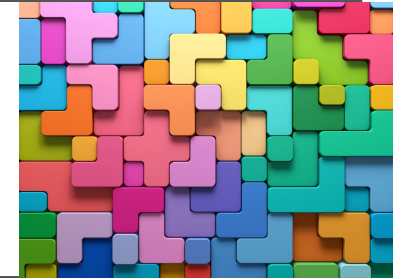


# 2023–24 Social Studies Adoption Grades 6–12

COMMITTEE MEETINGS  
NOV. 7-8, 2023



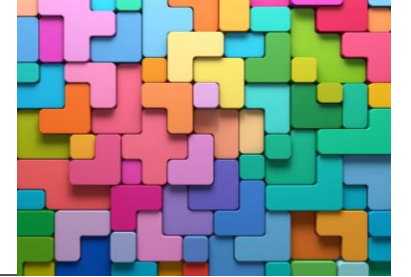
# Agenda



Morning		Afternoon	
• Welcome	8:30-9:00	• Expert in the Field presentation	12:00-12:45
• Review of FLDOE Training Requirements for Instructional Materials Reviewers	9:00-9:30	• Review the Scoring Rubric	12:45-1:15
• FLDOE Specifications	9:30-10:30	• Considerations for Special Populations: ELL, ESE, Gifted	1:15-2:00
• Review of the Standards	10:45-11:15	• Review of the adoption website, publisher's presentations and materials	2:00-4:30
• Lunch	11:15-11:45		



# Required Training Certificates

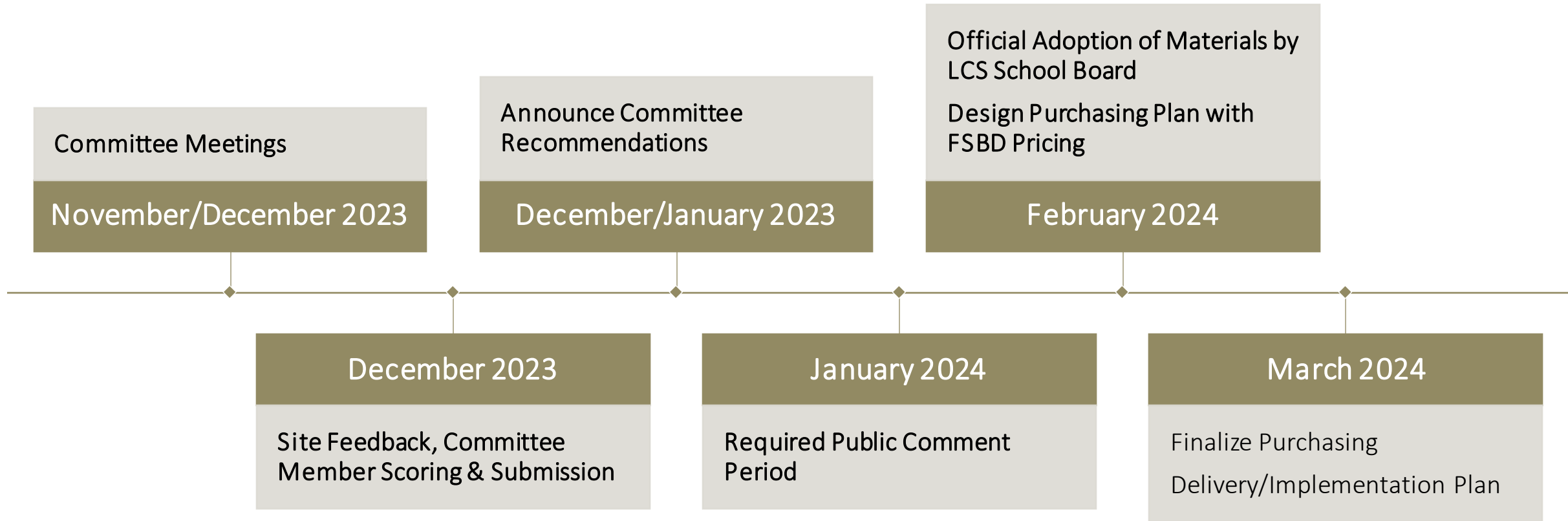
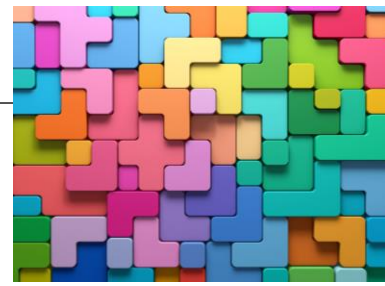


Do I have your  
certificate?

A screenshot of the Florida Department of Education website. The header includes the Florida Department of Education logo, a search bar with the text "What are you looking for today?", and navigation links for "DIVISIONS", "EXPLORE", and "FEATURED TOPICS". The main heading is "Standards &amp; Instructional Support". Below this is a breadcrumb trail: "Home | Academics | Standards &amp; Instructional Support | Instructional Materials". On the left is a sidebar menu with links: "Archive", "Contract Extensions", "Instructional Materials", and "Statutes". The main content area is titled "INSTRUCTIONAL MATERIALS" and contains a notice: "If you have trouble accessing any of the files below please contact the Bureau of Standards and Instructional Support at 850-245-0423." Below the notice is a section titled "General Information" with a bulleted list. The first item, "Library Media Training", is circled in green and has a sub-link "Library Media Training Transcript (PDF)". The second item is "Policies and Procedures Specifications for the Florida Instructional Materials Adoption (PDF) Updated 1/11/2023".



# Process Overview



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# Committee Makeup

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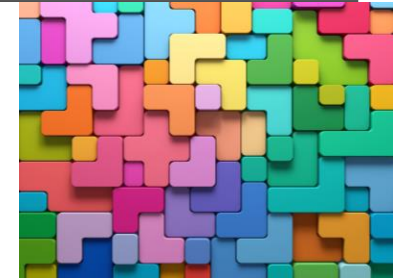


- LCS Social Studies Teachers
- Instructional Leaders/Coaches
- Instructional Practice Experts
- District-Based Representatives for Special Populations
  - ESE, ELL, Gifted, Media Specialists, Title I
- Parents and/or Community Members

Please note: Anyone who has (or has had in the previous 3 years) a business interest in any company represented may NOT serve as a voting committee member. This meeting HAS BEEN PUBLICLY NOTICED via the LCS website.



October 30, 2023	--Introductory Virtual Meeting with committee	
November 7-8, 2023	--Conduct 2 days of content training/standards	Workgroups for: Civics, U.S. History, World History, Economics with Personal Finance, Personal Financial and Money Management, U.S. Government, Psychology
November 9-10, 2023	--Share pre-recorded sales presentations	
November 10, 2023	Committee Voting Ends	Microsoft Form
November 13-17, 2023	--1 <sup>st</sup> round of book review at schools (faculty meeting)	Announce at Faculty Meeting, share Microsoft Form link.
Nov. 27-Dec. 8, 2023	--Remind/assist in school-based review process --Individual teacher reviews (collect votes)	Microsoft Form/Tally votes (3 hours pay for answering questions and tallying votes)
Dec. 12, 2023, or January 2024	--Send committee recommendation for school board consideration --Begin 20-day period for public review of recommendation	



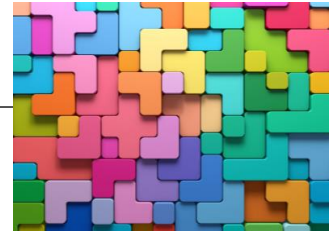

# Adoption Process Plan



This process is governed by Florida Statute...



6-12 Social Studies  
2023-2024



November 3, 2023    Search Statutes:      [Advanced Legislative Search and Browse](#)

Official Internet Site of the Florida Legislature

Select Year:

### The 2023 Florida Statutes

<a href="#">Home</a>	<a href="#">Title XLVIII</a>	<a href="#">Chapter 1006</a>	<a href="#">View Entire Chapter</a>
<a href="#">Senate</a>	EARLY LEARNING-20 EDUCATION CODE    SUPPORT FOR LEARNING		
<a href="#">House</a>	<b>F. Instructional Materials for</b>		
<a href="#">Citor</a>	<b>K-12 Public Education</b>		
<a href="#">Statutes, Constitution, &amp; Laws of Florida</a>			
<a href="#">Florida Statutes</a>			
<a href="#">Search Statutes</a>			
<a href="#">Search Tips</a>			
<a href="#">Florida Constitution</a>			
<a href="#">Laws of Florida</a>			
<a href="#">Legislative &amp; Executive Branch Lobbyists Information Center</a>			
<a href="#">Joint Legislative Committees &amp; Other Entities</a>			
<a href="#">Historical Committees</a>			
<a href="#">Florida Government Efficiency Task Force</a>			
<a href="#">Legislative Employment</a>			
<a href="#">Legistore</a>			
<a href="#">Links</a>			

[Interpreter Services for the Deaf and Hard of Hearing](#)

[Finding Florida](#) Grades **K-5**

[1006.28](#) Duties of district school board, district school superintendent; and school principal regarding K-12 instructional materials.

[1006.283](#) District school board instructional materials review process.

[1006.29](#) State instructional materials reviewers.

[1006.30](#) Affidavit of state instructional materials reviewers.

[1006.31](#) Duties of the Department of Education and school district instructional materials reviewer.

[1006.32](#) Prohibited acts.

[1006.33](#) Bids or proposals; advertisement and its contents.

[1006.34](#) Powers and duties of the commissioner and the department in selecting and adopting instructional materials.

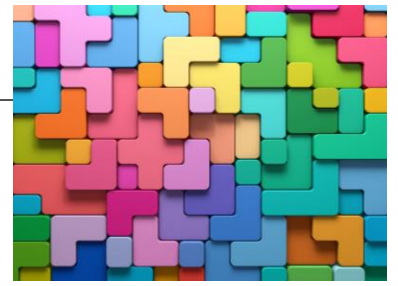
[1006.35](#) Accuracy of instructional materials.

[1006.36](#) Term of adoption for instructional materials.

[1006.37](#) Requisition of instructional materials from publisher's depository.

[1006.38](#) Duties, responsibilities, and requirements of instructional materials publishers and





# Committee Responsibilities

## Everyone

- Attend and participate at each meeting
- Disseminate information about what you have learned about this process.

## Parents

- Give careful consideration to how various materials will support your students
- Give careful consideration to how various materials will support students our teachers in supporting your students

## Site Reps

- Inform colleagues at your sites disseminate information and resources previews deliberately
- Collect site feedback and rubric scores and submit as evidence of process





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# Our Guiding Documents Are: The **Florida Social Studies Standards**

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## Grades 6-8

- Strands:
  - Foundations of Holocaust Education
  - African American History
  - Geography
  - Economics
  - World History
  - Civics and Government

## Grade 7

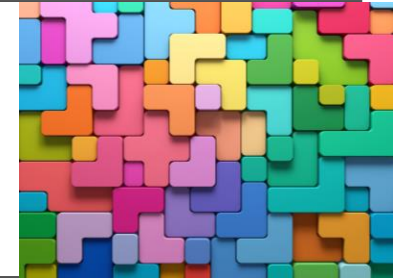
- Strands:
  - Geography
  - Economics
  - Civics and Government

## Grade 8

- Strands:
  - American History
  - Geography
  - Economics
  - World History
  - Civics and Government
  - Financial Literacy



# For which courses will we adopt?



## GRADES 6 - 8

- M/J U.S. History
  - (Standard/Advanced/Career Planning)
- M/J Civics
  - (Standard/Advanced/Career Planning)
- M/J World History
  - (Standard/Advanced/Career Planning)

## GRADES 9 - 12

- U.S. History (Standard/Honors)
- U.S. Govt. (Standard/Honors)
- World History (Standard/Honors)
- Economics, Economics w/Financial Literacy, (Standard/Honors)
- Personal Financial Literacy (Standard/Honors)



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# Our Guiding Documents Are: The **Florida Social Studies Standards**

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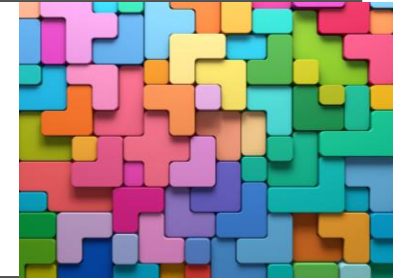


## Grades 9-12

- Strands:
  - American History
  - Geography
  - Economics
  - World History
  - Humanities
  - Psychology
  - Civics and Government
  - Sociology
  - Holocaust Education
  - Financial Literacy
  - African American History



# What does it mean to 'adopt?'



- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Textbooks should be reviewed for their alignment to the Florida determined standards of performance (or benchmarks) that have been designated for a course.</li><li>• While reviewers should consider certain needs of special populations of students in who they may encounter in their classes (SWD, ELL), the academic outcomes and expectations for what is considered "on grade level" and adhering to the standards should be the same for all students taking the course.</li></ul> | <ul style="list-style-type: none"><li>• One helpful way to look at this rather than framed as a text is "too hard" or "too easy" for a group of students would be to determine how much of the appropriate complexity within a benchmark is presented within a book to provide easy points of introduction, practice, and extension there will be for each student we may encounter.</li></ul> |
|---|--|



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# So, when we 'adopt'

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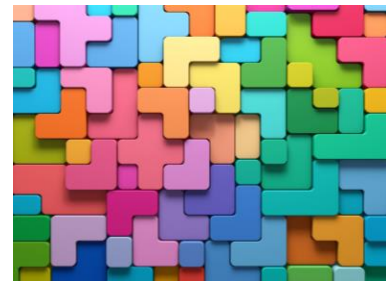


In Florida, to adopt a text as a district means to select a main "major tool" of instruction for use in a specific course.

- In LCS (and a majority of Florida schools), the adoption process considers only texts that have been pre-selected by FLDOE and their committee.
- In Florida review, the process covers only the review of the major tool within a series or series of works. The supplementary content is considered but is not the main concern of the Florida review process.



# From the FLDOE Training



## Common Selection Criteria for Instructional Materials, Library Materials and Reading Lists

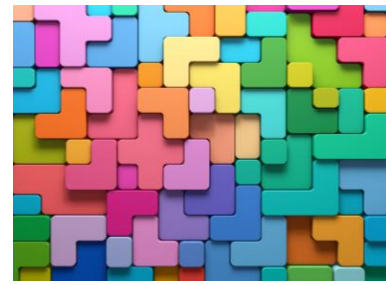
### Factors to consider for any material include:

- Avoiding unsolicited theories that may lead to student indoctrination.
- Meetings for the purpose of selecting instructional materials must be open to the public, including parents (s. 1006.28(2)(a)4, F.S.)
- Consultation with school community stakeholders, including parents is required in the purchasing of new library media materials (s. 1006.28(2)(d), F.S.)
- Age of the students who normally could be expected to have access to the material
- Educational purpose to be served by the material
- The degree to which the material will be supplemented and explained by classroom instruction
- The broad racial, ethnic, socioeconomic and cultural diversity of the students of this state
- Materials must be free of pornography and prohibited by s. 847.012, F.S.





# From the FLDOE Training



## Additional Selection Criteria for Instructional Materials

### **Instructional Materials must be:**

- Accurate, objective, balanced, noninflammatory and current
- Aligned with state academic standards
- Suited to student needs, including academically talented students
- Suited to students' ability to comprehend material and maturity levels
- Readable, contain appropriate pacing, and easy to use

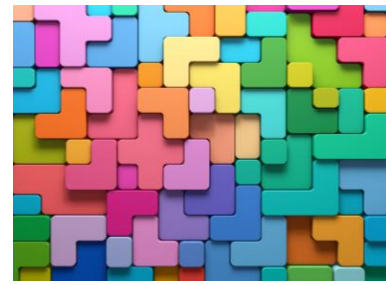
### **Instructional Materials should:**

- Not contain any matter reflecting unfairly upon persons because of their race, color, creed, national origin, ancestry, sex, religion, disability, socioeconomic status or occupation.
- Accurately portray the ethnic, socioeconomic, cultural, religious, physical and racial diversity of our society.





# From the FLDOE Training



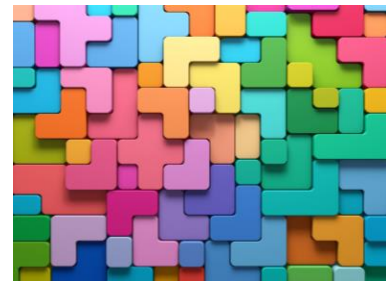
## Instructional Materials and the Principles of Individual Freedom (s. 1003.42(3), F.S.)

Instructional Materials may not contradict the principles enumerated under [s.1003.42\(3\)](#). These six principles are set forth below:

- (a) No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.*
- (b) No race is inherently superior to another race.*
- (c) No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.*
- (d) Meritocracy or traits such as a hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.*
- (e) A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.*
- (f) A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.*



# From the FLDOE Training



## Other Criteria for Instructional Materials

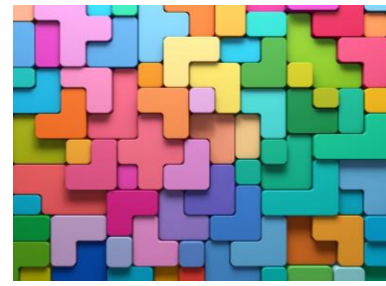
s. 1006.31(2), F.S.

Whenever appropriate, include instructional materials that portray

- The necessity to protect the environment and conserve natural resources
- The effects of the use of tobacco, alcohol, controlled substances and other dangerous substances.
- Humane treatment of people and animals
- Fire prevention
- Thrift – using money and other resources wisely and not carelessly.



# From the FLDOE Training



## Other Criteria for Instructional Materials (cont.)

**s. 1006.31(2), F.S.**

Whenever appropriate for social science, history, or civics courses, the materials submitted must contain:

- The Declaration of Independence
- The Constitution of the United States



6-12 Social Studies  
2023-2024



# From the FLDOE Training



## Core Questions Rubric for IM Reviewers

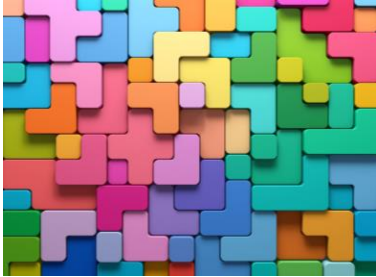
The full rubric may found at:  
<https://www.fldoe.org/academics/standards/instructional-materials/>

Core Questions Rubric
<i>This serves as the rubric used for evaluation of all instructional materials bid for state adoption.</i>
Content
1. <b>A. Alignment with curriculum:</b> The content aligns with the state’s standards, benchmarks and clarifications for subject, grade level and learning outcomes.
2. <b>A. Alignment with curriculum:</b> The content is written to the correct skill level of the standards, benchmarks and clarifications in the course.
3. <b>A. Alignment with curriculum:</b> The materials are adaptable and useful for classroom instruction.
4. <b>B. Level of Treatment:</b> The materials provide sufficient details for students to understand the significance of topics and events.
5. <b>B. Level of Treatment:</b> The content matches the standards.
6. <b>B. Level of Treatment:</b> The content matches the student abilities and grade level.
7. <b>B. Level of Treatment:</b> The content matches the time period allowed for teaching.
8. <b>C. Expertise for Content Development:</b> The primary and secondary sources cited in the materials reflect expert information for the subject.
9. <b>C. Expertise for Content Development:</b> The primary and secondary sources contribute to the quality of the content in the materials.
10. <b>D. Accuracy of Content:</b> The content is presented accurately. (Material should be devoid of typographical or visual errors.)

[www.FLDOE.org](https://www.FLDOE.org)



# From the FLDOE Training



## Core Questions Rubric for IM Reviewers (cont.)

The full rubric may found at:  
<https://www.fldoe.org/academics/standards/instructional-materials/>

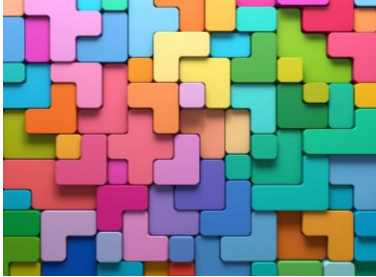
Florida Statutes and State Board of Education Rule
<b>1. Critical Race Theory:</b> Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT) in instructional materials?
<b>2. Culturally Responsive Teaching:</b> Do instructional materials omit Culturally Responsive Teaching as it relates to CRT?
<b>3. Social Justice:</b> Do instructional materials omit Social Justice as it relates to CRT?
<b>4. Social Emotional Learning:</b> Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?
<b>5. Principles of Individual Freedom:</b> Do instructional materials align to s. 1003.42(3), F.S., by acknowledging that all people are equal before the law and have inalienable rights and materials are consistent with the following principles: <i>(a) No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex</i> <i>(b) No race is inherently superior to another race.</i> <i>(c) No person should be discriminated against or receive adverse treatment solely or partly on the bases of race, color, national origin, religion, disability, or sex.</i> <i>(d) Meritocracy or traits such as hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.</i> <i>(e) A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.</i> <i>(f) A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.</i>
<b>6. Student Welfare:</b> Do instructional materials align to s. 1001.42(8)(c)3., F.S., in grades K-3 to EXCLUDE any instruction regarding sexual orientation or gender identity?

[www.FLDOE.org](http://www.FLDOE.org)



6-12 Social Studies  
2023-2024

# From the FLDOE Training



## Core Questions Rubric for IM Reviewers (cont.)

The full rubric may found at:  
<https://www.fldoe.org/academics/standards/instructional-materials/>

Florida Statutes and State Board of Education Rule
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[www.FLDOE.org](http://www.FLDOE.org)



6-12 Social Studies  
2023-2024

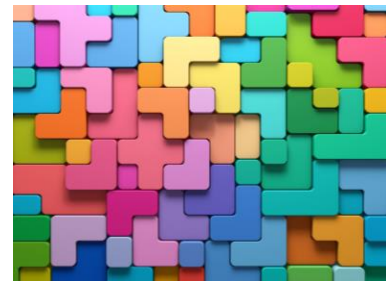


# From the FLDOE Training



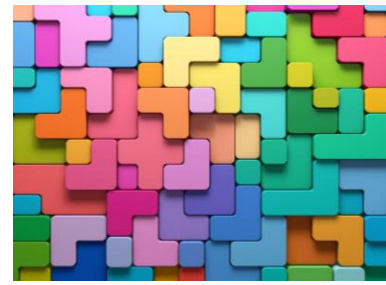
## Instructional Materials – District Responsibilities

- The responsibility of the content of instructional materials lies with those that choose the materials. Parental feedback is important and parents should be included in all aspects of choosing materials.
- The district school board oversees the final process of instructional materials after a vetting process that involves all stakeholders, including teachers, students, district staff, and community members.
- Districts must adopt procedures to permit a parent or resident to object to the adoption or use of any instructional material if it doesn't meet the criteria of 1006.31(2) or 1006.40(3)(d).





# From the FLDOE Training



## Copyright and Fair Use

When using instructional materials, know the guidelines and permissions for use.

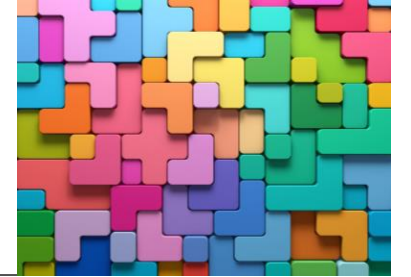
- Please discuss copyright and fair use guidelines with publishers before purchase.
- Follow district policies.
- Potential violations may include:
  - Reproducing pages in textbooks without publisher permission or watching videos without having a license.
  - Use of streaming services may violate individual contracts with service.



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# Where can I review copies of the materials?

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## Online–I.M. Website–UNDER CONSTRUCTION!

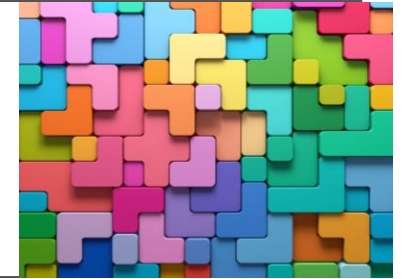
- Note: Public level of access to online materials is different from LCS employee access. The public cannot access full teacher's editions with answer keys, and therefore different access sub-pages are provided on the website.
- The LCS access level may be shared with any LCS employee. They will need to "request access" the first time they log on to the site and may have to provide LCS email credentials.

## Hard Copies

- Available at sites – note the list of materials for review on the main area of the adoption web page.
- Available at the Howell Building – please email to make an appointment OR arrive during business hours and check in at the front desk. Sample materials may not leave the building.



# Common Questions about site scoring



LCS site representatives should

**Provide** all necessary information to their colleagues with a stake in the instruction of math.

**Document** that you provided information and access to adoption options by sending an official email or recording the announcement via an agenda item. This will need to be turned in to receive stipends.

**Document** that feedback was collected from colleagues to assist you in providing your final scores. This could be documented as meeting notes with comments relevant to the adoption rubric, actual copies of the adoption rubric being completed by your colleagues, or by using duplicate links provided and asking for submission of feedback via your own forms (and you will submit the forms spreadsheet you receive as documentation).

**ONLY OFFICIAL SITE REPRESENTATIVES  
WILL USE THE OFFICIAL SCORING LINKS  
PROVIDED! SCORES PROVIDED FROM  
OTHER SITE REPS MAY BE DISCARDED IN  
FINAL CALCULATIONS.**

**Documentation mentioned above should  
be submitted to Kathleen Malloy.**

