1. A bookmark was included with the textbook *Florida Civics, Integrated Civics, Economics and Geography*, summarizing The 7th Grade Civics Adoption Committee's rationale for recommending this book. The committee was made up of 18 teachers, 2 students and one PD&L specialist. Their endorsement of this textbook was based on historical content they considered to be "...dynamic and taught through a narrative vs the listing of facts and dates", History Channel videos and other technology integration, offline resources, bi-lingual materials, and reading level modification. The committee made no reference to endorsing the textbook based on accuracy of information presented in the materials or adherence to Florida Statutes 1003.42.

http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/Sections/1003.42.html

2. No authors are credited for materials presented in this textbook. The front cover indicates only that the textbook was "Developed in Partnership with the Center for Civic Education". Note the mission statement for this Center: "The Center is dedicated to promoting an enlightened and responsible citizenry committed to democratic principles and actively engaged in the practice of democracy in the United States and other countries." Also note the first principal goal of the Center is "...to help students develop (1) an increased understanding of the institutions of constitutional democracy and the fundamental principles and values upon which they are founded..." The mission and principal goal of this organization is suspect given that our form of government is a republic and NOT a democracy in any form. There is a distinct difference in the two forms of government. See this fact in #4.

http://www.civiced.org/about/37

3. While there are 3 pages of acknowledgements for photography credits, there are NO primary source citations or bibliography noted in this entire book. It is NOT acceptable that the only credits given are to the History Channel 2010 A&E Television Network, ABC News website and the Los Angeles Times for an opinion/editorial piece on attitudes toward water restrictions. Media sources are agenda driven and well known for biased reporting.

4. The narrative format of this textbook has been found to omit facts, relate half truths and commit to factual errors. The historical information contained in this book for the Declaration of Independence and the Constitution, along with the definition of a republican government, does not comply with FS1003.42 Sec 2 (a), (b) OR (c). which at the very least requires facts and not constructed history.

http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/Sections/1003.42.html

**Chapter 2, Section 1 (pg 31)** covers three Types of Governments wherein it is stated "In a democracy the people of a nation either rule directly or they elect officials who act on their
behalf. The word democracy comes from an ancient Greek term meaning "rule the people. There are two forms of democracy. In a direct democracy, all voters in a community meet in one place to make laws and decide what actions to take. Historically, direct democracies have been suited only to small communities. In a representative democracy the people elect representatives to carry on the work of the government for them. The people consent to be ruled by their elected leaders. This system of government is called a republic. The United States is a republic."


Chapter 2 con't (pg 31-32)- 3 Purposes of Government are listed as: Helping People Cooperate, Providing Services and Providing Laws. This list is a blatant factual error and completely omits facts.

FACT and source - The sole purpose of government in the lives of citizens is to secure their rights. Declaration of Independence - "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, ..."

Chapter 2, Section 2 (pg 34-42) covers the Declaration of Independence and does not comply with 1003.42(2)(a). Additionally the universal principles of the Declaration of Independence are not explored and this chapter is more constructed than factual. This document is summarized in one brief paragraph containing 4 sentences using "being taxed without their consent" as a main reason to separate from Great Britain. There were 27 facts "submitted to a candid world" and taxation without representation was #17 on the list. This Section is replete with omission of facts, half truths and factual errors and this greatest of all documents has been reduced to "come to mean that all Americans are equal under the law." (pg 35). Pages 38-41 contain the Declaration of Independence but only for the main purpose of a vocabulary lesson with vocabulary words highlighted throughout. This reduces the importance of this document in the eyes of the student. In a side bar a question is asked of the student, "Here the Declaration lists the charges that the colonists had against King George III. How does the language in the list appeal to people's emotions?" These types of questions are meaningless and negate the more important ideals and principals that are embedded in this great document. http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/Sections/1003.42.html

The Constitution of the United States (pg 54-102) - This section covers the Constitution. The document is included in such a way as to shade out the parts that are no longer in force or no longer apply because of later amendments. This makes the Constitution appear to be a "living document". Titles of sections and Articles have been added for easier reference. Bullet points have been placed in the margins. This makes for a very visually busy and confusing layout.
Some of the bullets clearly show omission of fact or half-truths. The bullet point for the Necessary and Proper Clause is referred to as the Elastic Clause because it "has been stretched (like elastic) to allow Congress to meet changing circumstances." The textbook glossary even defines the elastic clause as "..known also as the "necessary and proper clause" that allows Congress to extend its delegated powers." This view supports the popular notion that Congress has all the power to do as it pleases - power grab. FACT: The Necessary and Proper Clause only gives Congress the power to pass laws necessary and proper for carrying out their enumerated powers. http://www.heritage.org/constitution/#!/articles/1/essays/59/necessary-and-proper-clause

The bullet point for the Supremacy Clause states:"When the federal law and state law disagree, the federal law overrides the state law. The Constitution and other federal laws are the "supreme Law of the Land." This clause is often called the supremacy clause." (pg 68). This notion is a blatant omission of fact and factual error. FACT: "made in Pursuance thereof:" has been intentionally left out. The constitutional version of this clause means that the laws are supreme ONLY if made in pursuance of the Constitution. http://www.heritage.org/constitution/#!/articles/6/essays/133/supremacy-clause

While this chapter on the Constitution attempts to satisfy FS1003.42(2) it does so in a weak manner. It fails to drive home the ideas of limited government and glosses over the balance of power among the 3 branches.

A blatantly biased and slanted political cartoon (pg 96), which takes up 2/3rds of the page, attempts to address a presidents attitude toward executive privilege. In this case this cartoon takes on a deliberate partisan slant and bias using President George Bush as the focal point with bullets inserted stating "In June 2007 President George W. Bush invoked executive privilege several times to withhold documents after congressional committees had requested them." A second bullet claims, without naming Congressmen or party affiliation " Many in Congress were frustrated by the president's actions because they felt that the claim of executive privilege upset the system of checks and balances set up in the Constitution." FACT: Throughout history president’s from both parties have invoked executive privilege. This is not a partisan issue. But this is an egregiously biased political cartoon. http://www.libertylawsite.org/2012/07/12/the-constitution-and-executive-privilege/

Seventeenth Amendment (pg 120) - While this short paragraph includes that each state originally elected state senators, it omits the facts of why, incorporates the telling of half truths while at the same time embraces the idea of direct elections (popular vote) of Senators. FACT: the state's ability to elect state senators put a check of the federal government. This very important check was removed when the country adopted the Seventeenth Amendment in 1913. http://www.heritage.org/constitution/#!/amendments/17/essays/178/popular-election-of-senators

The Geography Handbook contains maps with instructions for interpretation. Two maps in particular call into question bias and slant. Pg 441 includes maps of the west coast of Florida
that Project the Impact of Global Warming on Charlotte Harbor. "Maps can be used to predict future conditions. This pair of maps shows how predicted sea-level rise due to global warming might affect the Charlotte Harbor area on Florida's Gulf coast." This takes the perspective that global warming is a known fact, introduces it as fact and an accurate prediction and does not allow for discussion regarding the possibility or denial of global warming. BUT the bullet uses "predicted" and "might" in the same sentence. The Skills box asks questions of the students about elimination of landforms, increase of vegetation and changes in wildlife, fisheries and economies as if global warming is an indisputable fact. FACT: Global warming is argued for and against on many levels by some of the best scientific minds and still there is no conclusive evidence that warrants instruction in the classroom where 'predicted" is considered the correct approach. http://www.nationalreview.com/article/425232/climate-change-no-its-not-97-percent-consensus-ian-tuttle

The second map of concern is on pg 440 - Beach Erosion and Buildup in Northeast Florida The map is difficult to interpret and the skills block shows clear omission of facts, half truths and bias with the statement "Dredging and the construction of jetties at inlets used by commercial and recreational boats have been blamed for shoreline erosion." This statement sounds like fact but there are no citations indicating such. Natural causes for beach erosion have not been introduced. FACT: Natural causes should be included in this biased statement against dredging, man-made jetties, commercial and recreational boating but are not are not taken into account for beach erosion. https://pubs.usgs.gov/of/2003/of03-337/landloss.pdf

While the book tries to maintain a focus on civics instruction with geography and economics thrown in, I find it to be very visually difficult to read through while at the same time trying to glean the information I need to have. There are a lot of additional skills requirements i.e. reading, vocabulary, section assessments, blocks for civics in practice, quick facts, econ 101 and math 101 focus (?), civics skills, essential questions, full page art, media investigation blocks, Law 101 blocks, the Student Takes Action pages which focus on student activism of questionable leanings, inserts with pictures and text of "famous Americans" which are mostly women, and finally all of the Florida Next Generation Sunshine State Standards embedded with Florida content expectations.

While I have not reviewed any other 7th Grades Civics books on the market I can honestly say I have serious reservations and cannot recommend this book to be used in our school district. The chapters I have had time to review contain omission of facts, half-truths, factual errors, bias and slants and call into question compliance with the Florida Statutes 1003.42.