

Social Studies Textbook Adoption Review
Executive Summary
Submitted by Denise Nystrom, Project Leader
For Florida Citizens Alliance
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Overview

Under the direction of Florida Citizens Alliance, a social studies textbook review was conducted in order to determine if the textbook publishing companies seeking to have their textbooks adopted by school districts adhered to the Florida State statutes. Sixty-nine reviewers throughout the State of Florida were involved in the process of reading a particular textbook, or sections/chapters of a textbook that was assigned to them. In preparation for the textbook review, the reviewers went through an extensive training process. They read numerous articles about critical race theory and social emotional learning, viewed training videos produced by Truth in Textbooks and were taught to identify omission of facts, factual errors, slants, bias half-truths, incorrect terminology, and printing and formatting errors, and used The New B.E.S.T. Standards and State benchmarks to assess the textbooks they read.

Below you will find the results of the textbook review. The majority of the textbooks reviewed contained significant errors or should not be considered for adoption. All of the textbooks that had significant errors, as well as the textbooks that were not recommended for adoption should be disqualified from the adoption process. Critical race theory and social emotional learning permeated these textbooks. The conclusion of the findings is that the textbook publishers and authors are not adhering to Florida Statutes and are promoting their bias.

There were 42 textbooks to review published by the following publishers:

McGraw Hill- 27 books
Florida Studies Weekly, Inc.- 6 books
Florida Transformative Education- 5 books
ABC-CLIO- 2 books
International Empowerment- 1 books
The Lampo Group, LLC. DBA Ramsey Solutions- 1 book

Of the 42 textbooks, 38 were reviewed by 69 reviewers.

The following books were not reviewed:

Florida Studies Weekly, Our Changing State
Florida Transformative Education, Gateway to American Civics and Government
Florida Transformative Education, Gateway to Early American History with Revised Civics and Government Standards
ABC-CLIO, American Government

Textbook Evaluations	Good for Adoption	Minor Changes	Significant Changes	Should Not Be Adopted	Not Reviewed
McGraw Hill- 25 books	1	6	4	16	0
Florida Studies Weekly, Inc.- 6 books		2	2	1	1
Florida Transformative Education- 5 books			1	2	2
ABC-CLIO- 2 books				1	1
International Empowerment- 1 books				1	
The Lampo Group DBA Ramsey Solutions- 1 book	1				

Four textbooks were not reviewed because reviewers who were scheduled to review them could not complete the assignment.

Textbooks That Should Not Be Considered For Adoption

McGraw Hill

- 502 Florida Social Studies, Living, Learning, and Working Together Grade K
- 503 Florida Social Studies, Our Community and Beyond, Grade 1
- 507 Florida Social Studies, United States History, Grade 5
- 509 Civics, Florida Edition
- 510 World History, Voices and Perspectives, Early Ages, Florida Edition
- 511 United States History, Modern Times, Honors, Florida Edition
- 513 United States Government and Civics, Florida Edition
- 515 Sociology, A Brief Introduction
- 516 United States History, Voices and Perspectives, Early Years, Career Planning, Florida Edition
- 519 Civics, Career Planning, Florida Edition
- 520 Civics, Advanced, Florida Edition
- 524 Economics, Honors, Florida Edition
- 525 Economics with Financial Literacy, Florida Edition
- 526 Economics with Financial Literacy, Honors, Florida Edition
- 527 United States Government and Civics, Honors, Florida Edition
- 528 World History, Honors, Florida Edition

Studies Weekly, Inc.

- 539 Florida Studies Weekly: Our State, Our Nation

Florida Transformative Education

- 574 Gateway to American Civics and Government, Advanced
- 573 Gateway to Early American History with Revised Civics and Government Standards

ABC-CLIO

- 586 American History

International Empowerment

- 541 Personal Financial Literacy and Money Management

Significant Errors Found in the Following Textbooks

McGraw Hill

- 506 Florida Social Studies, Florida Studies, Grade 4
- 508 United States History, Voices and Perspectives, Early Years, Florida Edition
- 510 World History, Voices and Perspectives, Early Ages Florida Edition
- 521 Civics, Advanced and Career Planning, Florida Edition

Studies Weekly, Inc.

- 536 Florida Studies Weekly: The World Around Me
- 537 Florida Studies Weekly: My Community, My State

Florida Transformative Education

- 576 Gateway to U.S. History with Revised Civics and Government Standards

Topics Included in Textbooks

Topics included Community History in Florida, Florida State History, Ancient History, Early American History-Present American History, World History, Civics and Government, The African American Experience, the Latin American Experience, Geography, Psychology and Sociology, Economics, and Financial Literacy.

Definitions from State Statutes and the FIMA handbook Used in this Summary

The Department of Education's Policies and Procedures Specifications for the Florida Instructional Materials Adoption Manual (FIMA) - Procedural manual that was developed and is utilized by the Florida Department of Education, Office of Instructional Materials that should align with State Statute and provide the process by which textbooks are adopted in the State of Florida.

Instructional materials (State Statute definition, 1006.29(2)) - Items having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit, or package form and may consist of hardback or soft back textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software (per statute, this exact definition is also found the FIMA handbook).

Digital materials- (State Statute Definition - 1006.29) Digital format means text-based or image-based content in a form that provides the student with various interactive functions; that can be searched, tagged, distributed, and used for individualized and group learning; that includes multimedia content such as video clips, animations, and virtual reality; and that has the ability to be accessed at anytime and anywhere.

Electronic materials- (State Statute Definition- 1006.29) Electronic format means text-based or image-based content in a form that is produced on, published by, and readable on computers or other

digital devices and is an electronic version of a printed book, whether or not any printed equivalent exists.

The terms digital and electronic do not include electronic or computer hardware even if such hardware is bundled with software or other electronic media, nor does it include equipment or supplies.

Major Tool - (FIMA definition; Not defined by State Statute) Major tools refers to materials that provide instructional content and student learning activities for each of the Florida standards that are in the course descriptions for reading, language arts, literature, math, science, social studies, physical education, health, world languages, visual arts and performing arts.

Ancillary Items- (FIMA definition; Not defined by State Statute) Those items that were designed to work with the Major Tool and may be priced or free with order.

Supplementary Materials- (FIMA definition; Not defined by State Statute) - Supporting materials that do not qualify as the Major Tool and are not designated to accompany the specific Major Tool with which they were submitted but could be used with any publisher's materials. Florida does not have a process for the adoption of supplementary materials.

Analysis of Textbook Review

This textbook review was successful in determining that the majority of textbooks reviewed do not comply with Education Rules and State Statutes and should not be adopted or are in need of significant changes before they can be considered for adoption. The review also brought to light that the textbook adoption process established by the State Education Department is not well enough defined In terms of adhering to the intent of Education Rules (2022) and Statutes (2022) set forth by Florida State Legislators and the initiatives of Governor Ron DeSantis to rid the textbooks and teaching materials and methods of critical race theory and social emotional learning.

To understand why the process needs to be refined, one must understand the Freedom Act (HB7 2022), State Statutes, Education Rules, and The Department of Education's Policies and Procedures Specifications for the Florida Instructional Materials Adoption manual (2022) (herein referred to as **FIMA** handbook) and the terminology found in FIMA that is NOT defined by State Statute (see attached Acts, Rules, Statutes, and Manual). Specifically, definitions for ancillary items and supplementary materials are found in the FIMA manual but are undefined in statute. Additionally, the State Education Department only provided reviewers access to the student textbooks and no other instructional materials as defined in Statutes. Two items that reviewers reported that they found references to in the student textbooks were videos and an app that contained coursework, activities, videos, and more.

It should be noted now and will be addressed later in this summary that there are Statutes that describe instructional materials that do not read, **excluding teacher editions**; but there is a Statute that specifically state that **teacher editions are excluded**. Later in the summary, I will explain why I believe that the textbook adoption process does not adhere to the Freedom Act, Education Rules, and State Statutes. I will further explain how the Education Rule and State Statutes that were established to guide the adoption process contradict each other. However, in order to understand these contradictions, I will first provide information about how this process unfolded.

The review was to begin on January 6th with the opening of the State Education portal. Florida Citizens Alliance was given thirty days in which to complete the review and submit our findings to the Education Department making the due date February 3rd. The submission needed to include a completed template detailing errors contained in the textbooks and an online review required by the State Education Department. There were several delays that prohibited textbook reviewers from gaining immediate access to their textbooks that I will discuss in detail after summarizing the Education Rules and Statutes that are not defined well enough to make the adoption process inherently successful.

Approximately two weeks into the review process I was alerted that a reviewer found references to videos in the student textbook. However, there were no links to the videos, so reviewers could not access them. That is when I concluded that the video links might be in the teacher editions and requested access to the teacher editions and to the videos. It was then that the Education Department Representative denied reviewers access to the teacher editions citing State Statute 1006.28(2)(e)1. that does in fact read that the public has to be provided with “all materials, **excluding teacher editions**,” in accordance with Statute 1006.283(2)(b)8.a, a Statute that appears to be in conflict with Education Rule 6A-7.0710.

In response to our request to access the teacher editions, a representative from the DOE stated that the teacher editions are excluded because they contain test, or assessment information that the publishers do not want to give the public access to. That actually begs another question. Since the State Education Department has senior reviewers that review instructional materials, specifically what instructional materials/ancillary items/supplemental materials are these senior reviewers given access to?

What you need to understand now is that Rule 6A-7.0710 reads that student and teacher editions of the major tools of instruction, along with any ancillary materials deemed appropriate by the department, will be evaluated for alignment to the applicable State standards. It further reads that electronic samples of the student and teachers editions, along with any ancillary materials deemed appropriate for sampling by the department, will be evaluated.

Keeping in mind that our reviewers were denied access to teacher editions and were offered no other ancillary materials to review, two points are worth mentioning. 1. This Rule clearly indicates that

reviewers should have access to teacher additions; and 2. Discretion is given to the State Education Department to determine what other ancillary materials should be made available to reviewers.

In response to the videos being referenced in the student textbook, we were provided with an extra 7 days to review the videos making the deadline February 10th. This seemed like a fair compromise, but 1/3 of the reviewers had already submitted their templates to me and their online review to the State Education Department. Once a reviewer submits their online review through the Education Department's portal, they no longer have access to their textbooks. Other reviewers were too far along into the process to backtrack and begin to review the videos. The textbook review process is a time-consuming process, and if reviewers are to review ancillary materials, we should know and have access to those materials before the review begins.

But, when I asked reviewers to check their textbooks to see if there were any videos referenced, another relevant issue surfaced. One reviewer found information in the McGraw Hill Sociology book about an app called Mobile Ready that if accessed would provide students with coursework. In addition to coursework, this digital app also has assigned activities, resources and assessments, an interactive eBook, adaptive Smartbook assignments, and interactive activities in which students view issues through a sociological lens. This coursework contains videos with assessments, interactivities, real life scenarios, and adaptive tools.

The Representative from the Education Department was again notified that we would like access to this app. The response from this representative was that this app was considered ancillary and not part of the student edition. Hence, we were not going to be given access to this app. I asked that the Representative provide the definitions for what constituted instructional materials, ancillary items, and supplemental materials. I was told that at the State level, only instructional materials designed to serve as a major tools are available to review and that major tools are typically comprised of the teacher and student editions. I was also informed that at the State level, they did not review supplemental or ancillary materials.

Again, in my opinion based on reading the Rules and Statutes, reviewers should have access to digital and electronic materials. I later learned from reading the Rule 6A-7.0710 that the following language is used to define what reviewers should have access to, "The student and teacher editions of the major tool of instruction, along with any ancillary materials **deemed appropriate by the department.**" The response I received about the teacher editions and the app did not seem viable and led me to complete an in-depth reading of the Education Laws, the Statutes, and the FIMA manual.

The Freedom Act, the Education Rules, and the State Statutes (2022)

The definitions for the following Act, Education Rules, and State Statutes are presented to explain why the textbook adoption process is not well enough defined. After summarizing the pertinent points of these documents, I will summarize my position.

HB7 Individual Freedom (2022)

This bill was written to protect individual freedoms and to prevent discrimination in the workplace and in public schools. It is based on the fundamental truth that all individuals are equal before the law and that no person is inherently racist, sexist, or oppressive, that a person by virtue of his or her race or sex does not bear responsibility for actions committed in the past or by other members of the same race or sex, that a person should not be instructed to feel guilt, anguish or other forms of psychological distress for actions committed in the past that he or she played no part of, and that age appropriate discussions and curricula may not be used to indoctrinate or persuade students to a particular point of view.

Education Rule 6A-1.094124: Required Instructional Planning and Reporting (2022)

Efficient and faithful teaching requires topics that must be factual and objective, and may not suppress or distort significant historical events, such as the Holocaust, slavery, the Civil War and Reconstruction, the Civil Rights Movement and the contribution of women, African Americans and Hispanic people to our country. Examples of theories that distort historical events and are inconsistent with the approved standards include the denial or minimization of the Holocaust, and the teaching of Critical Race Theory, meaning the theory that racism is not merely the product of prejudice, but that racism is embedded in American Society and its legal system in order to uphold the supremacy of white persons. Instruction may not utilize material from the 1619 Project and may not define American History as something other than the creation of a new nation-based largely on universal principle stated in the Declaration of Independence. Instruction must include the United States Constitution, the Bill of Rights and subsequent amendments.

Education Rule 6A-7.0710: Instructional Materials Evaluation Procedures (2022)

Publishers and manufacturers of instructional materials may submit sealed bids or proposals for the adoption of instructional materials by the Department of Education in response to the advertisement submitted. The student and teacher editions of the major tool of instruction, along with any ancillary materials deemed appropriate by the department, will be evaluated for alignment to the applicable State standards, course descriptions, and other requirements outlined in the specifications. Electronic samples of the student and teacher editions, along with any ancillary materials deemed appropriate for sampling by the department, will be evaluated. Forms IM19 and IM20, the Principles of Individual Freedom Assurance for publishers, must be signed by the publishers to acknowledge that they are aware of and are complying with Statute and Standards.

Statute 1006.29: State Instructional Materials Reviewers (2022)

This statute serves to detail what publishers are required to do in order to submit bids for textbook adoption. 1006.29 (2) states that for the purpose of this part, the term instructional material means having intellectual content that by design serves as a major tool for assisting in the instruction of a particular subject or course. These items may be available in bound, unbound, kit, or package form and may consist of hardback or soft back textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software. This statute

further defines the definitions for electronic format and digital format as referenced above in the definition section.

Statute 1006.28 Duties of District School Board, District School Superintendent; and School Principal Regarding K-12 Instructional Materials (2022)

Subsection 1006.28(1)2. States that instructional materials have the same meaning as in statute 1006.29(2).

Statute 1006.29(1)(b) State Instructional Materials Reviewers (2022)

This statute is designed to explain the Commissioner of Education's responsibilities with regard to textbook adoption and the requirement to appoint state or national experts to review the instructional materials to make sure that they are in alignment with the Next Generation Sunshine State Standards. **Statute 1006.29(2) State Instructional Materials Reviewers (2022) Statute 1006.29(2)** follows statute 1006.29(1)(b) and reads for the purpose of this part, the term instructional material means having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. These items may be available inbound, unbound, kit, or package form and may consist of hardback or soft back textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer coursework or software. The definitions for electronic format and digital format are described in the definition section above.

State Statute 1006.28(2)(e)1. Duties of District School Board, District School Superintendent; and School Principal Regarding K-12 Instructional Materials: Public Participation

This statute serves to detail the school district's responsibility in terms of public participation with regard to reviewing textbooks prior to adoption. It specifically reads that district school boards must provide access to all materials, ***excluding teacher editions***, In accordance with **statute 1006.283(2)(b)8.a.** before the school district takes any official action on such materials.

The Education Rule 6A-7.0710 includes access to teacher editions but gives the Education Department the discretion to determine if any other instructional/ancillary/supplemental materials may be reviewed. I am intently using these terms interchangeably, as there is no specific definition for ancillary or supplementary materials in the Statutes, but there is a definition for instructional materials. Despite the Rule that indicates reviewers should be able to access the teacher editions, the Education Department denied access to the teacher editions. The Education Department was amenable to giving us access to the videos but denied us access to the app calling it an ancillary material, which according to some Statutes gives them the authority to deny access.

Statute 1003.41 Next Generation Sunshine State Standards

This statute defines what should be taught in the various subject areas. For the purpose of the social studies review, I focused on the social studies standards and the core content areas that should be taught which do adhere to Education Rule 6A-1 094124.

Statute 1003.42 Required Instruction

This Statute speaks in great depth about what should be taught, as it relates to social studies and other content. It also addresses what was stated in the Individual Freedom Act with regard to this Statute. Specifically that “classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view, that no person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race, that a person, by virtue of his or her race, does not bear responsibility for actions committed in the past by other members of the same sex or race, and that 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 sex or race.”

What Should Textbook Reviewers Be Given Access To, and Why?

Rule 6A-1.094124 was established to require school districts to submit a report to the Commissioner of Education that described how instruction was provided during the previous school year. Instruction on required topics had to be factual and objective, and could not suppress or distort significant historical events, such as the Holocaust, slavery, the Civil War and Reconstruction, the civil rights movement and the contributions of women, African American and Hispanic people to our country.

This information was relayed to all School Superintendents in a memorandum written by Mr. Jacob Oliva, the Chancellor of Education in June of 2021.

The Education Rule 6A-7.0710 includes access to teacher editions but gives the Education Department the discretion to determine if any other instructional/ancillary/supplemental materials may be reviewed. I am intently using these terms interchangeably, as there is no specific definition for ancillary or supplementary materials in the Statutes, but there is a definition for instructional materials. Despite the Rule that indicates reviewers should be able to access the teacher editions, the Education Department denied access to the teacher editions. The Education Department was amenable to giving us access to the videos but denied us access to the app calling it an ancillary material, which according to some Statutes gives them the authority to deny access. Simultaneously, the term instructional materials is defined in Statute, and in my estimation based on the definition, we should have been given access to all materials that impact what students are learning from, teacher editions, videos, apps, digital coursework, electronic coursework, electronic activities, and more.

It is clear based on the Individual Freedom Act and Statutes 1003.41 and 1003.42 that the intent of the law is to eliminate critical race theory and social emotional learning from all coursework K-20. Some statutes seem in direct violation of this intent.

To give the State Education Department discretion to determine what ancillary materials are, and consequently withhold instructional materials that are part of teaching defeats the purpose of our textbook adoption process. The State Education Department should use the terminology instructional

materials as defined in the Statutes. Further, for the State Education Department to deny access to the teacher editions because tests, or assessments are in the teacher editions is also defeats the purpose of the textbook adoption process.

The publishing companies should put their tests in a separate manual or an appendix at the back of the teacher editions, so that the teacher editions, minus the appendix, can be provided to reviewers. Reviewers should not be in the position of proving that bids, meaning textbooks and other instructional materials, meet the Florida State Statutes and Standards when the reviewers do NOT have complete access. The publishers should be in the position of proving that the materials they want adopted contain no critical race or social emotional learning whatsoever.

In the FIMA manual there is a form IM19 titled, Principles of Individual Freedom Assurance for Publishers that was created by the State Education Department which must be signed by the publishers and their representatives and submitted to the Florida Department of Education. It assures that the instructional material submitted by a publisher for review to the Florida State are consistent with Statute 1003.42(2). Therefore, not providing all instructional materials to reviewers should be in direct violation of our Standards.

Once a publisher's bid is accepted, the contract with the publisher must contain a full financial indemnification for any written or electronic materials subsequently found to contain critical race theory or social emotional learning.

According to Statute, the Commissioner of Education has the authority to disqualify any bid proposal. In my opinion, the majority, if not all of the textbooks that have been reviewed should be disqualified. I will summarize the reasons why in the next section. Underneath conclusions and recommendations, you will find excerpts from some of the summaries that reviewers submitted.

The Textbook Adoption Process and Its Challenges

The Department of Education told Florida Citizens Alliance that the textbook adoption process would begin on Friday, January 6th because that is when the portal would be opened. The DOE then informed Florida Citizen Alliance that there may be a delay in opening the portal on January 6th, and they were hoping to have it opened by Monday, January 9th. Reviewers, who were expecting to access the State website on the 6th were sent an email telling them that they may not be able to access it until Monday.

The DOE did open the portal on January 6th, but by that time reviewers were thinking that they would not have access until Monday, so most reviewers did not begin to set up their accounts until Monday. Obtaining access to the textbooks was actually a two-step process. Reviewers first had to create an account with the State Education Department and wait for an email response that said that their account had been created. After the initial account was created, reviewers had to create **another** account in order to access their textbooks and wait for yet another response to let the reviewers know that their guest review accounts had been created. For these reasons, most reviewers lost 5 days out of the 30 that we were given to review textbooks. A Friday is simply not a good day to begin a process such as this because if one needs assistance, they will not receive it until Monday.

Some publishers did not have their textbooks available, and Representatives from DOE had to be contacted to let them know that the books were not available. The Representatives then had to reach out to the publishers, and it took another 3 to 5 days for some reviewers to gain access to their textbooks.

Conclusions and Recommendations

1. Provide to every school district a recommended list of primary source documents that can be utilized for instruction in place of textbooks and materials provided by publishing companies.

The use of primary source documents was recommended by Deputy Chief of Staff for Education, Mr. Alex Kelly in his PowerPoint presentation titled, Enacting the DeSantis Education Agenda (December 2022) where he wrote, “move away from the publishers.”

2. Textbooks should not be adopted if reviewers cited (a) that textbooks were found to have significant errors or (b) should not be considered for adoption. The potential that they could be utilized by our students for at least the next 5 years is too great. Proof that minor errors were corrected should be required before school districts begin their adoption process.
3. A thorough review of the language in the State Statutes and rules needs to be reviewed and updated to comply with the intent of the Individual Freedom Act. The Statutes (2022) which permit the review of instructional materials in some Statutes but exclude the teacher editions in others are in conflict with the Education Rules 6A-1.094124 and 6A-7.0710. **All** instructional materials including the teacher editions need to be available for reviewers. The Statutes need clarification and to include what defines **all** instructional materials.

Update Education Rules 67-7.0710 to add language to include what constitutes all instructional materials.

The legislature must update State Statute 1006.28(2)(e)1 and State Statute 1006.283(2)(b)8.a eliminate the words ***excluding teacher editions***.

Update all State Statutes to define instructional materials to include teacher editions, apps, online digital course work, online digital electronic work, videos, and any and all other materials whether physical in nature such as a textbook or online, to account for future ways that materials will be presented to students.

Thereafter, update the FIMA manual to include the updated language in Education Rule 67-7.0710 to reflect the intent of the Individual Freedom Act, utilize the terminology found in the Statutes, and define ancillary items and supplemental materials as instructional materials per

updated State Statutes. Update the textbook review process to include sufficient time to review all teaching materials and require publishers to supply access to all of those materials as a major tool of instruction. Establish a timeline for reviewing this information that allows for sufficient time for an extensive review to be conducted. If through no fault of the reviewer, the reviewer is not able to access these materials directly after the portal is open, allow for a time extension. Create an internal process whereby a reviewer does not have to go through four or five steps in order to find the materials they need to review. Notify the publisher that when a reviewer is searching for materials that will potentially be adopted, if those materials are not readily available in anticipation of a textbook review, the publisher will be disqualified until the next textbook adoption process. Instruct the publishing companies to use the terminology set forth by Florida State Statute.

4. Recommend to the Governor, the Florida State Legislators, the Commissioner of Education, and other necessary Representatives that textbooks should not have to be purchased in a cyclical manner as it is currently but on an as needed basis.
5. Organize the textbook adoption process with the Department of Education in a way that is conducive to effectively reviewing the textbooks in a timely manner with all materials available at the time the review begins. The review time should begin when the reviewer has access to his or her books, not from the time the portal is opened.

Documents Attached

CS/HB 7 Individual Freedom- Referred to as the Freedom Act

Education Rule 6A-1.094124: Required Instructional Planning and Reporting (2022)

Memorandum from Commission of Education Jacob Olivia to District Superintendents Regarding Rule 6a-1.094124

Education Rule 6A-7.0710: Instructional Materials Evaluation Procedures (2022)

Statute 1006.29: State Instructional Materials Reviewers (2022)

Statute 1006.28 Duties of District School Board, District School Superintendent; and School Principal Regarding K-12 Instructional Materials (2022)

Statute 1006.29(1)(b) State Instructional Materials Reviewers (2022)

State Statute 1006.28(2)(e)1. Duties of District School Board, District School Superintendent; and School Principal Regarding K-12 Instructional Materials: Public Participation

Statute 1003.41 Next Generation Sunshine State Standards

Statute 1003.42 Required Instruction

The Department of Education's Policies and Procedures Specifications for the Florida Instructional Materials Adoption manual (2022)

Reviewers Conclusions About the Textbooks

My summary is based on discussions that I had with textbook reviewers and reviews that were submitted to me via a template. While a few of the textbooks were satisfactory, the majority of textbooks either had significant changes that needed to be made in order to be adopted or should be disqualified. The reviewers submitted independent online evaluations required by the State Education Department. Therefore, Representatives from the State Education Department will be able to read these independent evaluations.

There were consistent themes that textbook reviewers brought to my attention. These themes included:

- If the Publishers and authors of the textbooks understand that the material presented must adhere to standards and benchmarks set forth by Statute, why do the books have so many factual errors, omission of facts, half-truths, slants and biases?
- There was a disproportionate amount of information that revolved around certain topics such as slavery and much less information about other topics. All standards and benchmarks should be discussed proportionally with as much importance.
- There were several times that the reader was told to research a subject on the Internet without an introduction as to why this person or topic merited research. There were no specific questions to answer.
- As a project leader, I asked the DOE for access to all textbooks, but was not given access to all textbooks. I was not able to use the textbook to understand the reviewer's findings.
- Many reviewers stated that the textbooks were slanted but cleverly written in such a way that they struggled to explain how the information was slanted. Reviewers stated that there was often only one side of a story told. This is an example of social emotional learning.
- There were reviewers who dropped, some as late as January 27th and some that just stopped replying to emails. Because all reviewers had already been assigned books, not all books were reviewed.

- Several people that were sharing books said that they did not find much critical race theory or social emotional learning in the first several chapters of the textbooks, but as they moved on the chapters became more filled with critical race theory and social emotional learning.
- Many authors were researched by the reviewers and are affiliated with liberal colleges and/or belong to organizations that focus on critical race theory.
- Reviewers said that there was little discussion on the struggle of women or the struggle of other cultures that came to the United States but there was a major emphasis on the struggle of Native American Indians and blacks. Reviewers found no information on illegal immigration and the problems associated with it. They also noted that there was a lack of contributions affiliated with white people. White people were sometimes characterized as bad or oppressive people. It was as though white people were left out of the textbooks unless they were characterized as the people that brought disease and tortured the Native American Indians and slaves. The definition in the glossaries was also a problem because they were not dictionary definitions but definitions that were used in context to justify the subject matter. The United States was often referred to as a democracy as opposed to a constitutional republic.

Excerpts from Reviewers Summaries of Textbooks

Below are a few books and summaries provided by textbook reviewers that reflect the themes that reviewers shared that have significant issues. Many textbooks were divided into thirds, and all three reviewers independently found consistent themes in the textbooks which validated their findings.

Bid 502 McGraw Hill / Living, Learning, and Working Together / 2024

As a professional educator with a doctoral degree and more than 30 years of experience – ranging from elementary, middle school, and high school teaching/administration to college teaching (at the undergraduate and graduate levels) and college administration – I have grave concerns about the adoption of this textbook for Florida’s public schools.

While many of the concepts associated with the material presented in this textbook are acceptable, the textbook itself is written at a level far beyond the capacity of Kindergarten, 1st Grade, and even 2nd grade students to read and comprehend the content presented. The vocabulary is far too advanced for children of this age, and the tasks given to the students are beyond the level of their mental/cognitive processing capacity.

We were unable to access the on-line links or videos associated with this material. That raises concerns with what material is being presented in them, since that is probably the media that students might get the most instructional information from.

In regard to the general tone of the subject material, there appears to be a very definite political slant being transmitted by the authors. Some groups within the general culture receive a great deal of positive coverage, while others are either left out or portrayed in an unflattering manner. It is not

appropriate for a textbook in a public school to seek to persuade students at this very young and impressionable age to adopt feelings or beliefs about our society based on the biases of the authors/publisher.

Bid 505 McGraw Hill/The United States: Its Regions and Neighbors/2024, Grade 3

There were a few half-truths, slants, and bias in this textbook. Some corrections need to be made. This textbook inaccurately cited the Declaration of Independence. There was a bias against White people. There was inaccurate information with regard to covid.

Bid 506 McGraw Hill, Florida Social Studies, 2024, Grade 4

In this book, there were factual errors, omission of facts, slants, and bias. Without making significant adjustments to this book this book should not be utilized in the classroom. Please see template submitted by Denise Nystrom.

Bid 506 McGraw Hill, Florida Social Studies, Grade 4

The topics in the standards were addressed in the content of the textbook to varying degrees. Slavery is a central theme in the book and can be found throughout the textbook while other standards are discussed in much less depth. There is a heavy emphasis on Black individuals and their contributions and/or stories and very little on white people.

Bid 507 McGraw Hill, US History, Grade 5

Wherever possible this text labels slaves as Black or African American, and settlers/colonists as White. While this is true for the majority of these groups, it is not the entire truth and leads the student to believe these generalizations are the entire truth. It is factual error and non-inclusive to omit other ethnicities from America's history.

Bid 507 US History-5th grade -McGraw Hill

Although well written with a lot of historical information provided throughout the book, it was slanted throughout to tell mostly a negative narrative.

There was a disproportionate mention of the word slavery or enslaved. In chapters 2-6 of this book, slavery was mentioned 189 times. There were also references saying that Americans were racist. In Chapter 4 on the American Revolution the Declaration of Independence is only called the Declaration 14 times. In this same chapter, America is called a democracy 14 times and yet there is no mention of America being a democracy in any of our founding documents. In Article 4 Section 4 of the U.S. Constitution, it says that we are a Republic. We are a constitutional republic. In Chapter 5 page 373, in regard to Shay's rebellion, it gives Samuel Adams credit for a quote that was not said by him but in a Proclamation made by Governor James Boudoin of Massachusetts on September 2, 1786. The quote said, "In monarchies the crime of treason and rebellion may admit of being pardoned or lightly punished, but the man who dares rebel against the laws of a republic ought to suffer death."

The book appeared to be slanted throughout, only showing the negative side of history. Where were the inspirational true stories? I believe it is a disservice to our children to only show the negative side of history. There are two sides to a coin. Even in a jury trial one side seems to be right until you hear the other side.

Why not add in some true stories of inspirational figures in American history who against all odds made our country a better place because they lived. George Washington Carver, though a slave in the early years, helped turn the farming industry around and discovered over 300 uses of the peanut. George Washington's inspirational farewell address used to be read by students for over a hundred years and gave direction to see our country morally go in the right direction. Martin Luther King's "I Have a Dream" speech inspired people to treat each other "equally" and not by the color of their skin. John F. Kennedy's speech showed people that they can do positive things for their country, and not to just sit back waiting for your country to do for you. These are only a couple of positive scenarios, there are many more. Let's tell children the TRUTH, the WHOLE TRUTH and leave them with hope.

Bid # 509 McGraw Hill Civics

The book sometimes misses important requirements written in the standards. Examples include explaining how the Judeo-Christian ethical ideas of justice, individual worth, personal responsibility and the rule of law influenced America's constitutional republic (4th bullet in SS.7.CG.1.1), identifying important ideas from Common Sense e.g., representative self-government (SS.7.CG.1.3), the definition of citizen as written in the 14th Amendment (SS.7.CG.2.1), the purpose of the Electoral College (SS.7.CG.3.14), etc. The material has multiple examples of bias and contradictions. The book tries to elicit empathy for illegal aliens while disregarding accountability to the law, says that it is against the law to question elections and later talks about the Bush v Gore election case in 2000, says that there is voter suppression today due to Trump supporters who claim there were illegally cast votes in 2020 and lawmakers who believed them, has a whole section criticizing the Electoral College, and has an alarmist attitude towards climate change. The content in the material contains factual errors. To name a few, "citizen" is not defined by the 14th Amendment, the claim that there was Russian interference in the 2016 presidential elections, that there has never been a "true communist economy," and consistently refers to the United States as a "democracy." The instructional material contains many examples of Critical Race Theory and s. 1003.42(3), F.S.(Principles of Individual Freedom). History during the time of the founding was falsely misrepresented as being designed to protect white males, and that citizenship was only for white men who owned property. In fact, the book constantly portrays white men negatively using inaccurate statements, half-truths, or by omitting facts. One example was by omitting the fact that African American slaves were offered freedom at the end of their service in the Revolutionary War while highlighting that the war offered the free white men "a fabulous opportunity for upward social mobility." Rather than celebrate the beginning of diversification of Congress in 1870, the book states, "Congress consisted of only white men for many years." Based on my findings, I feel this book is too biased and would not recommend it for approval to any K-12 students. Though many of the standards are met, the weaknesses of the content, critical race theory, consistent negative portrayal of white men, and inaccurate representation of historical events far outweigh the strengths. Printed On: 1/26/2023 9:01:13 PM

513 United States Government and Civics

This book is riddled with CRT, SEL, and separation. This book should stick to teaching the factual history of the US Government instead of lots of “interpretation” and “feelings” about the founders, the founding documents, and comparisons to other nations. More emphasis should be placed on the pilgrims, puritans, separatists, and how the Bible is the critical source for the forming of the US Government.

I could have easily needed 30-45 days to accurately and thoroughly review the books. Given the reluctance of the powers that be to release the teacher’s edition in a timely manner, a thorough examination will not be achieved at all without the teacher’s materials.

Too flawed for adoption

It started out great and I was excited that it would be a good book. Certain sections are very well written, objective and excellent...then the bias started. It escalated and got worse throughout. The political bias portrays President Trump constantly in a terrible way, and praises Obama and the current Biden/Harris Administration. It omits facts and in some cases lies, in order to persuade the reader to draw the conclusion the author wants.

There's also a lot of indoctrination "fact dropping" in places, like repeating things about COVID that aren't facts, and aren't otherwise material to the content. Like, "Since the COVID-19 pandemic that required the government to lock citizens up for their health safety..." that kind of propaganda game.

I wouldn't recommend adopting this text for those reasons. I'll give you all the specific page numbers and text in the form matrix as soon as I can...

Bid #515, McGraw Hill, Sociology

Themes included:

1. Become a victim and identify with a victim mentality
2. Leave children with a guilty and defeated mentality
3. Create division and /or look to create division between people through the guise of education
4. Create division through race and finances
5. False opinion and bias by the editors/author who provide information that would be considered actual truths in a child’s learning -false doctrines.

This book lacks a diversity of perspectives to study the concept of “society.” Its Marxist and feminist slant permeates the presentation of the content and normalizes its materialist view of society (i.e.. Social stratification based on class, gender, race, sexual preference, ability, etc.). For example, the foundational documents of the United States, the Constitution and Bill of Rights, are not mentioned and not listed in the reference section, in the Index or the Glossary, compared to a multitude of United Nations publications listed.

This text displays a significant bias in favor of Marxist/Conflict Theory and its subsets over other sociology theories through omission or alteration of historical context, disproportionate attention,

guiding of the critical discussions, choice of examples, and grooming revolutionaries. The first mention of Marx casually mentions the communist revolutions of Russia, China, North Korea, and Cuba while quickly moving on to what great influence Marxism has on today's world with no mention of the estimated 94 million people killed by the Marx-inspired totalitarian governments. This omission appears to be made deliberately to avoid souring the student reader to the reality of this world-view in practice as the text will go on to mention Karl Marx 83 times (that's once every 6 pages on average) and Conflict Theory 297 times. This contrasts with only 128 mentions of Functionalist Theory and even the word "sociology" 170 times. The first Conflict Theory author is mentioned by name on page 10 but not until page 113 for a Functionalist author. Chapter vocabulary and "Thinking Critically" discussions are frequently centered around Conflict Theory terms or viewpoints, often with the figures and graphics chosen to facilitate answers centered on this viewpoint. Nearly all of the contextual examples were hot-button political issues consistent with progressive politics to frequently include climate change, gender identity, BLM, and class & race power disparities. The book concludes with a chapter on global social change with heavy references to Marx and emphasis on the preconditions for mobilizing discontent into action.

The McGraw Hill textbook, *Sociology a Brief Introduction 2019*, is written in a presumptive, biased, and subjective context with a deconstructive undertone in its chapters especially pertaining to unity in communities and for the United States as a whole. The textbook reverts backwards from the progress of racial and ethnic events and unity in the United States while trying to recreate the feel and context in society of one that has sustained current racial division as a country in its entirety using devices (citing private books written by individuals) when commencing chapter 10 with information that is over ½ a century old and erroneously fails in the beginning Chapter 10 to balance the past of "what was" to the actual "present" of United States and how society has progressed, therefore making the reader (students) indoctrinated to the authors viewpoints of a current state of inequality. This textbook is designed to train a student on "what to think" as opposed to "how to think." The young developing mind reading this book will digress backwards in their viewpoints and place in their society as well in personal growth and development. Chapter 10's title is the stated objective for the entire chapter to focus on, create, and portray Racial and Ethnic Inequality. Once done reading the chapter, the reader is physiologically conditioned to view themselves as confused, disempowered, guilty, or a victim based on where they fit according to text description of ethnos in the United States. The undertone and text used in this book is divisively covert and insidiously woven in the context of current events and statements that is not readily observable to a developing and learning student. This book is not only disruptive and divisive sociology, the text is physiologically damaging to students.

Bid 516, McGraw Hill, United States History: Voices and Perspectives, Early Years, Career Planning, Florida Edition

Parent permission is required for sex education classes. The discussion of **sexual violence (rape)** in this text would require parent permission for use and violates Statute.

Overall, the chapters and appendix (which includes accounts of the Holocaust) reviewed were ambiguous, often missing the historical event retold in completion.

The text references communism once with the word "communist" on page A8 (572 digital format). Does not delve into the dangers of communism within the appendix section of "Anti-Semitism and The Holocaust."

The treatment of Native Americans is addressed in the book predominantly in two topic areas: Topic 6 Section 07 (Pages 271-276) and Topic 7 Section 03/04 (Pages 311-322)

The subject matter discussed is reasonably presented. However, the total pages (16) devoted to the negative side of the question far outweighs the pages (2) given for the aggression perpetrated by the Native Americans. Balance seems to be lacking.

My examination of the book doesn't find the Jamestown Massacre – 347 dead not even mentioned. Highlighting the issue tips the scale towards one side unfairly.

The only two instances (Page 324, The Whitman Mission, and the Tecumseh Segment (Page 266-267) that detail an opposing view appear weak in comparison.

519 Civics, Career Planning

This specific textbook has numerous factual errors, incorrect terminology, omissions of factual information, slant that changes the objective purpose of FL Standards, bias that directs students toward specific political ideologies, and racial / gender rhetoric that epitomizes CRT / SEL education which is not permitted by FL law. For these reasons, I do not recommend this textbook for adoption.

Bid # 520 McGraw Hill, Civics, Honors

Most of the information that I reviewed was factual however there were many instances of half-truths, pictures with descriptions that were slanted or had information that wasn't completely truthful or had information that wasn't necessary. Without seeing the Teacher's Edition, it is difficult to know how the lesson will be taught. I could not view videos which must be in the Teacher's Edition. This book should not be used in the classroom.

I could have easily needed 30-45 days to accurately and thoroughly review the books. Given the reluctance of the powers that be to release the teacher's edition in a timely manner, a thorough will not be achieved at all without the teacher's materials.

521 McGraw Hill, Civics, Advanced & Career Planning, Florida Edition

Moderate number of changes, contains slants and bias

Bid 523 McGraw Hill United States History Modern Times Honors

There is quite a strong globalist slant to this textbook with an emphasis on negative history. Most of it is factually correct, but it tells only part of the story of America. It is unlikely that any student reading this text would finish the course feeling proud to be an American. There is more focus on Roosevelt and the Progressive movement than the formation of the country and our founding fathers. In completing a thorough search of the text, Thomas Jefferson's name appears on 8 pages- a few of them because it was signed on documents, while Franklin Roosevelt appears on 124. There are 34 pages that discuss the New Deal and 30 more that speak of progressive ideals and reform, while

there is a failure to differentiate the progressives of the era from current Progressivism in the United States. It is almost as though the authors wish to present Franklin Roosevelt as the greatest hero in American history and drive students toward current progressive political ideas.

In the first half of the text, pages 70-156 deal with the founding of our nation. From there begins the history of America almost exclusively through the lens of every subjugated group in American history. With every mention of prosperity, there is the well-worn, phrase, "But not everyone experienced the prosperity of..." The text does not present America as the land of opportunity where anyone can succeed with some grit and hard work. Instead, there is a sense that it is the government's responsibility to rectify wage differences.

In the few places that Christianity is mentioned, the people are referred to as "religious" or "Fundamentalists" rather than Christians, and Christianity is generally related in a negative light and the source of racism and a feeling of superiority. The authors fail to recognize the rich Christian heritage of the United States and its value in our culture despite the fact that it was the faith of all of our founding fathers and remains the faith of a large majority of our student body.

Regarding the text's treatment of Socialism, there is a comparison of America's policies during World War I with socialism and a flyer by the American Socialist Party encouraging people to come sign a petition to protect the Constitution. The accompanying question to the students asks, "How does this excerpt contrast with popular perceptions of socialism?" There is no effort to expose the evils of socialism as required under Florida law. There is also a real failure to teach American Exceptionalism.

I appreciate the honest look at American History and our mistakes and failures, but there is very little praiseworthy history presented in the text. My criticism of the book is general, but I have listed specific examples for consideration, though it should be noted that there are hundreds more. I fail to see how to recommend a correction to such things with a few lines for each page as requested. The entire book is so biased, it's hard to find a simple way to redeem it. It is the most depressing history of America than I have ever seen in a single volume, focusing almost exclusively on immigration and racism, labor unions and income disparity rather than an overall history of the United States.

There is quite a strong slant to this textbook with an emphasis on negative history. None of it is false, but there is very little positive. There is also a real failure to teach American Exceptionalism. It does not present socialism in a negative light at all. There is actually a point where there is a comparison of America's policies during World War I with socialism and a flier by the American Socialist Party encouraging people to come sign a petition to protect the Constitution. The accompanying question to the students asks, "How does this excerpt contrast with popular perceptions of socialism?"

I appreciate the honest look at American History and our mistakes and failures, but there is very little praiseworthy history presented in the text. My criticism of the book is general, but I have specific examples. I fail to see how to recommend a correction to such things with a few lines for each page as they demonstrated in the video. The entire book is so biased, it's hard to find a simple way to redeem it.

524 McGraw-Hill Economics Honors

This book promotes a preference for demand-side economics and globalism, yet fails to explore, in a significant way, the dangers that a massive and mounting federal debt and large trade deficits pose. Significant errors that need to be corrected.

Bid 525, McGraw Hill, Economics with Financial Literacy

This author completely utilized his bias and slanted what occurred with tax codes based on Republican and Democrat Presidents.

Pages 513- 516

The book cites several Presidents and what occurred with the tax codes during their term in office.

- Kennedy/Johnson- a huge success
- Reagan- benefited the rich
- Clinton- a success but had to give Republicans concessions
- Bush - gave tax relief to the majority but all eliminate estate tax on the wealthiest 2% and after 10 years we were heading for record budget deficits
- Obama- was subject to the Bush era and faced the Great Recession, but The Affordable Care Act was his signature tax act
- Trump- lowered the tax bracket for the wealthiest people and by the time he left office the government was borrowing as much as it was spending

Everything written above can be argued to the contrary by economists. The Affordable Care Act was an economic disaster for many who were the poorest in the country. People lost jobs and paid a penalty when they did not sign up for "affordable care."

Most recently a Democrat Congress under a Democrat President has put the United States into trillions of debt.

ABC-CLIO American History

For example, in the American history book published by ABC-CLIO, reviewers also stated that students are being directed to specifically go to sites such as CNN, MSNBC, and FOX to obtain factual news These are not primary source documents are clearly slanted in their views

Bid 528, McGraw Hill, World History, Honors

Overall, the book is pretty biased.

1. Christianity - had a bad influence on world history overall
2. Globalism is good
3. Globalist entities like the UN and World Bank are good
4. Tons of environmentalist propaganda
5. Trump bad bad bad. I am not sure they had one good and accurate thing to say about his Presidency.

They leave a lot of relevant historical facts out as part of their narrative push.

539 Florida Studies Weekly: Our State, Our Nation

This book was too flawed to be considered for adoption. Here are several examples that validate my reasoning. While there were pictures of primary source documents, they were blurred out so the students could not read them. They were not discussed in detail and a lot of the factual information from the primary source documents, as well as statements from the Founders were omitted. I found religious bias, in that anything mentioned about religion showed a negative slant. There were half-truths, as any mention of God or religion in the documents was either omitted or simply not mentioned. See the Mayflower Compact, and Patrick Henry's speech. The Continental Congress was omitted entirely. There is an obvious bias noted, in that there is more information about the Native Americans, tribes, etc., than of the Pilgrims, Founders and the American philosophy of government.

541 Personal Financial Literacy and Money Management

Too flawed to adopt.

This online course was developed by the company, International Empowerment, LLC, described by the owner as a “social impact education” company. Social impact means any significant or positive changes that solve or address social injustice and challenges. Businesses or organizations achieve these goals through conscious and deliberate efforts or activities in their operations and administrations. The content of this course includes methods to implement psychological changes to students’ beliefs, attitudes, behaviors, and values around money.

It is a step-by-step guide for students on how to change their own and their families’ belief systems around money. These are social emotional learning methods. Examples from the course include exploring students’ “traumas relating to money scarcity,” telling them to “acknowledge their feelings about money”, “embrace a new identity” and “inner guide on money mindset”, one that is “unaffected by the stories told about money and imprinted in your subconscious from family, society, and life experiences”. Publisher/Author, Adina Appelbaum describes herself as a “social entrepreneurship financial coach” on her podcast “The Business of Purpose”(source:

<https://open.spotify.com/show/1FSWwhBqMce8tuXsRXEc9E>). Social entrepreneurs “draw upon the best thinking in both the business and nonprofit worlds to develop strategies that maximize their social impact.”(source: <https://centers.fuqua.duke.edu/case/about/what-issocial-entrepreneurship/>

This information serves as evidence that the publisher has a specific agenda that is separate from the Florida State Civics Standards. The publisher also acknowledges in the Introduction section “our website may be compensated by companies mentioned through advertising, affiliate programs, or otherwise”. This is another example of the publisher having a specific agenda (financial gain) from the actions and behaviors of the students in Florida schools. This serves as an example of social impact education when the business uses human capital (students) for the purpose of financial gain for its stakeholders.

This book has some good teaching about finances. Terms like “live within your means” I believe are so important to teach our youth. I understand the updating on terms like “needs and wants” to “flex and fixed” to connect more with young people. I liked the teaching of waiting 72 hrs. before making a flex purchase. Where the book loses me is the constant injecting of “immigrants” when in reality they

are talking about illegal immigrants. The instruction of getting a ITIN number when they can't qualify for a SSN due to their illegal status I do not see how that is relevant to High school instruction on personal finances.

574 Gateway to American Civics and Government Advanced

1. Misquoted primary sources 8 times in material ways, thereby creating factual errors, omissions of fact, and the appearance of bias and slant

Examples: eliminated all words referring to God (including Creator, divine Providence, etc.) in the Mayflower Compact and the Declaration of Independence

Example: Used partial quote by John Adams which showed his admiration for Greek pure democracy, and left out the next sentence which stated that the government descended into anarchy after a period of time. In fact, Adams was very concerned about "Mob rule".

2. Failure to provide descriptions and adequate explanations of pictures, photographs, images and cartoons, etc. a total of 20 times. These images included images of war, famous people, numerous places and situations.

Example: These deficiencies were in every chapter.

3. Factual Errors which were material to the accurate presentation of the materials: 38 times

Example: Stated that felons in Florida do not have voting rights.

Example: Stated that the "Law of the Soil" is that any person born in the US is automatically a citizen. This appears to be bias toward illegal immigration.

4. Half Truths, which also included bias and slant and factual errors: 38 times

Omissions of fact which were material to accuracy and context: 32 times (includes lack of identification in pictures)

Incorrect Terminology: 6 times