



INSTRUCTIONAL MATERIALS ADMINISTRATOR

Welcome Alison Harte!

Home

Change Password

Log-out

Recommendation

Yes

Comments: Great book for on level, needs to be updated with the DSM-v content for abnormal. Great with differentiation

Material for Review

Course: Psychology 1 (2107300)

Title: Thinking About Psychology , Edition: 3rd

Copyright: 2013

Author: Charles Blair-Broeker

Grade Level: 9 - 12

Content

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

To answer each item, select the appropriate rating.

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

To answer each item, select the appropriate rating from the following scale:

5 - VERY GOOD ALIGNMENT

4 - GOOD ALIGNMENT

3 - FAIR ALIGNMENT

2 - POOR ALIGNMENT

1 - VERY POOR/NO ALIGNMENT

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- Justification and Comments are strongly encouraged for each rating. Please use the Justification/Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating. Your comments maybe used by publishers to help them improve their products
- Additional information regarding the Content, Presentation, and Learning requirements are located in the Social Studies K-12 Specifications for the 2016-17 Florida State Adoption of Instructional Materials.

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

A. Alignment with curriculum1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

VERY GOOD ALIGNMENT

GOOD ALIGNMENT

FAIR ALIGNMENT

POOR ALIGNMENT

VERY POOR/NO ALIGNMENT

Justification:

the modules are aligned to the state standards

2. A. The content is written to the correct skill level of the standards and benchmarks in the course.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

3. A. The materials are adaptable and useful for classroom instruction.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
very easy for the teacher to use. good examples of classroom demos

B. Level of Treatment 4. B. The materials provide sufficient details for students to understand the significance of topics and events.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

5. B. The level (complexity or difficulty) of the treatment of content matches the standards.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

6. B. The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
good differentiation

7. B. The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
good review to maximize the time periods

C. Expertise for Content Development 8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
great case studies

9. C. The primary and secondary sources contribute to the quality of the content in the materials.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
good real world examples

D. Accuracy of Content 10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Need to update to the DSM-V in abnormal psych

11. D. The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
good at displaying all cultures

12. D. The content of the material is representative of the discipline? (Material should include prevailing theories, concepts, standards, and models used with the subject area).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

13. D. The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT
Justification:
DSM-V update in abnormal

E. Currency of Content 14. E. The content is up-to-date according to current research and standards of practice.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT

Justification:
DSM-V update in abnormal

15. E. The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
all but the abnormal unit

16. E. The content is presented in an appropriate and relevant context for the intended learners.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
great book for intro psych 9-12

F. Authenticity of Content 17. F. The content includes connections to life in a context that is meaningful to students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

18. F. The material includes interdisciplinary connections which are intended to make the content meaningful to students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

G. Multicultural Representation 19. G. The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

H. Humanity and Compassion 20. H. The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

21. In general, is the content of the benchmarks and standards for this course covered in the material.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
Just need to update the abnormal unit

Presentation

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

To answer each item, select the appropriate rating.

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

To answer each item, select the appropriate rating from the following scale:

- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are

consistently rated 2 or 1 are not expected to be recommended for adoption.

- Justification and Comments are strongly encouraged for each rating. Please use the Justification/Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating. Your comments maybe used by publishers to help them improve their products
- Additional information regarding the Content, Presentation, and Learning requirements are located in the Social Studies K-12 Specifications for the 2016-17 Florida State Adoption of Instructional Materials.

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

A. Comprehensiveness of Student and Teacher Resources1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:
great with the learning outcomes great lessons for teachers

B. Alignment of Instructional Components2. B. All components of the major tool align with the curriculum and each other.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

C. Organization of Instructional Materials3. C. The materials are consistent and logical organization of the content for the subject area.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:
nice flow to the book with the modules

D. Readability of Instructional Materials4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

E. Pacing of Content5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:
I like the modules. Breaks up the unit into days

Accessibility6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:
The whats the points are great

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:
easy flow, has great summary info and thinking about psychology. The colors are great and the book is easy on the eyes

Learning

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

To answer each item, select the appropriate rating.
Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

To answer each item, select the appropriate rating from the following scale:

- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT

2 - POOR ALIGNMENT
1 - VERY POOR/NO ALIGNMENT

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- Justification and Comments are strongly encouraged for each rating. Please use the Justification/Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating. Your comments maybe used by publishers to help them improve their products
- Additional information regarding the Content, Presentation, and Learning requirements are located in the Social Studies K-12 Specifications for the 2016-17 Florida State Adoption of Instructional Materials.

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

A. Motivational Strategies1. A. Instructional materials include features to maintain learner motivation.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
good pictures, current events and the What's the point are current to the students

B. Teaching a Few "Big Ideas"2. B. Instructional materials thoroughly teach a few important ideas, concepts, or themes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

C. Explicit Instruction3. C. The materials contain clear statements of information and outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
The formal assessments are the outcomes then it is good. I do not see a nice outcome learning gain

D. Guidance and Support4. D. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Has the student interacting with the textbook

5. D. Guidance and support must be adaptable to developmental differences and various learning styles.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

E. Active Participation of Students6. E. The materials engage the physical and mental activity of students during the learning process.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
The the whats the point and pause and move on are great for interaction

7. E. Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
The thinking about are great for the extensions

F. Targeted Instructional Strategies8. F. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
great lessons for the teachers

9. F. The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

G. Targeted Assessment Strategies10. G. The materials correlate assessment strategies to the desired learning outcomes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
yes the formative assessments are on target with desired learning goals

11. G. the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
summary and formal and the pause and move on

Universal Design for Learning12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

13. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Standards

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

To answer each item, select the appropriate rating.

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

To answer each item, select the appropriate rating from the following scale:

- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- Justification and Comments are strongly encouraged for each rating. Please use the Justification/Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating. Your comments maybe used by publishers to help them improve their products
- Additional information regarding the Content, Presentation, and Learning requirements are located in the Social Studies K-12 Specifications for the 2016-17 Florida State Adoption of Instructional Materials.

When looking at standards alignment reviewers should consider not only the robustness of the standard coverage but also the content complexity (depth of knowledge level) if appropriate. More information on content complexity as it relates to Florida standards can be found at: http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS_ccdefinitions_140711.pdf For example, if the standard is marked as a level 3 (strategic reasoning and complex thinking) then the materials coverage should reflect this. If the materials coverage is only sufficient to allow for recall (level 1) then this should be reflected in the points assigned.

1. **SS.912.P.1.1:** Define psychology as a discipline and identify its goals as a science.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
5-6

2. **SS.912.P.1.2:** Describe the emergence of psychology as a scientific discipline.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
6-14

3. **SS.912.P.1.3:** Describe perspectives employed to understand behavior and mental processes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 14-17

4. **SS.912.P.1.4:** Discuss the value of both basic and applied psychological research with human and non-human animals.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 22-23

5. **SS.912.P.1.5:** Describe the major subfields of psychology.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 14-17

6. **SS.912.P.11.1:** Identify factors that influence encoding.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 391-398

7. **SS.912.P.11.10:** Discuss the factors influencing how memories are retrieved.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 406-408

8. **SS.912.P.11.11:** Explain how memories can be malleable.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 407-408

9. **SS.912.P.11.12:** Discuss strategies for improving the retrieval of memories.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 406-408

10. **SS.912.P.11.2:** Characterize the difference between shallow (surface) and deep (elaborate) processing.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 391-395

11. **SS.912.P.11.3:** Discuss strategies for improving the encoding of memory.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 396-398

12. **SS.912.P.11.4:** Describe the differences between working memory and long-term memory.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 399-403

13. **SS.912.P.11.5:** Identify and explain biological processes related to how memory is stored.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 403-405

14. **SS.912.P.11.6:** Discuss types of memory and memory disorders (e.g., amnesias, dementias).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 399-403

15. **SS.912.P.11.7:** Discuss strategies for improving the storage of memories.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 402-405

16. **SS.912.P.11.8:** Analyze the importance of retrieval cues in memory.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 406-408

17. **SS.912.P.11.9:** Explain the role that interference plays in retrieval.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 406-408

18. **SS.912.P.12.1:** Define cognitive processes involved in understanding information.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 428-430

19. **SS.912.P.12.2:** Define processes involved in problem solving and decision making.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 430-432

20. **SS.912.P.12.3:** Discuss non-human problem-solving abilities.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 430-432

21. **SS.912.P.12.4:** Describe obstacles to problem solving.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 437

22. **SS.912.P.12.5:** Describe obstacles to decision making.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 432-437

23. **SS.912.P.12.6:** Describe obstacles to making good judgments.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 432-437

24. **SS.912.P.16.1:** Evaluate psychodynamic theories.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 495-505

25. **SS.912.P.16.10:** Discuss self-concept.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 508-509

26. **SS.912.P.16.11:** Analyze how individualistic and collectivistic cultural perspectives relate to personality.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**
 Justification:
 do not see this one

27. **SS.912.P.16.2:** Evaluate trait theories.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 514-520

28. **SS.912.P.16.3:** Evaluate humanistic theories.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
506-511

29. **SS.912.P.16.4:** Evaluate social-cognitive theories.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 521-525				

30. **SS.912.P.16.5:** Differentiate personality assessment techniques.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 508-509				

31. **SS.912.P.16.6:** Discuss the reliability and validity of personality assessment techniques.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 508-509				

32. **SS.912.P.16.7:** Discuss biological and situational influences.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 515-517 527-528				

33. **SS.912.P.16.8:** Discuss stability and change.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 508-509				

34. **SS.912.P.16.9:** Discuss connection to health and work on personality.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 506-508				

35. **SS.912.P.17.1:** Define psychologically abnormal behavior.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 533-538				

36. **SS.912.P.17.2:** Describe historical and cross-cultural views of abnormality.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 534-541				

37. **SS.912.P.17.3:** Describe major models of abnormality.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 539-542				

38. **SS.912.P.17.4:** Discuss how stigma relates to abnormal behavior.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 543-546				

39. **SS.912.P.17.5:** Discuss the impact of psychological disorders on the individual, family, and society.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 536-541				

40. **SS.912.P.17.6:** Describe the classification of psychological disorders.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 539-541 Make sure it is up to date with DSM-V				

41. **SS.912.P.17.7:** Discuss the challenges associated with diagnosis.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 539-541				

42. **SS.912.P.17.8:** Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 549-568				

43. **SS.912.P.17.9:** Evaluate how different factors influence an individual's experience of psychological disorders.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 536-541, 562-563				

44. **SS.912.P.18.1:** Explain how psychological treatments have changed over time and among cultures.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 587-606, 607-620				

45. **SS.912.P.18.10:** Identify ethical challenges involved in delivery of treatment.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 326, 608-609, 614-617				

46. **SS.912.P.18.2:** Match methods of treatment to psychological perspectives.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 587-606, 607-620				

47. **SS.912.P.18.3:** Explain why psychologists use a variety of treatment options.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 587-606, 607-620				

48. **SS.912.P.18.4:** Identify biomedical treatments.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 607-620				

49. **SS.912.P.18.5:** Identify psychological treatments.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 587-606				

50. **SS.912.P.18.6:** Describe appropriate treatments for different age groups.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 599-606				

51. **SS.912.P.18.7:** Evaluate the efficacy of treatments for particular disorders.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 587-606, 607-620				

52. **SS.912.P.18.8:** Identify other factors that improve the efficacy of treatment.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 587-606, 607-620				

53. **SS.912.P.18.9:** Identify treatment providers for psychological disorders and the training required for each.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: A-1- A-10				
54. SS.912.P.19.1: Define stress as a psychophysiological reaction.				
VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 622-626				
55. SS.912.P.19.2: Identify and explain potential sources of stress.				
VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 625-627				
56. SS.912.P.19.3: Explain physiological and psychological consequences of stress for health.				
VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 629-632				
57. SS.912.P.19.4: Identify and explain physiological, cognitive, and behavioral strategies to deal with stress.				
VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 622-625				
58. SS.912.P.19.5: Identify ways to promote mental health and physical fitness.				
VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 635-640, 646-651				
59. SS.912.P.19.6: Describe the characteristics of and factors that promote resilience and optimism.				
VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 641-645				
60. SS.912.P.19.7: Distinguish between effective and ineffective means of dealing with stressors and other health issues.				
VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 622-625				
61. SS.912.P.6.1: Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.				
VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 191-212, 213-230, 231-245				
62. SS.912.P.6.10: Describe newborns' reflexes, temperament, and abilities				
VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 194-195				
63. SS.912.P.6.11: Describe physical and motor development in infancy.				
VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 194-200				
64. SS.912.P.6.12: Describe how infant perceptual abilities and intelligence develop.				
VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 198-199				
65. SS.912.P.6.13: Describe the development of attachment and the role of the caregiver.				
VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification:				

205-209

66. **SS.912.P.6.14:** Describe the development of communication and language in infancy.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 200-201				

67. **SS.912.P.6.15:** Describe physical and motor development in childhood.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 191-203				

68. **SS.912.P.6.16:** Describe how memory and thinking ability develops in childhood.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 198-199				

69. **SS.912.P.6.2:** Explain issues of continuity/discontinuity and stability/change.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 191-212, 213-230, 231-245				

70. **SS.912.P.6.3:** Distinguish methods used to study development.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 192-194, 214-215, 232-233				

71. **SS.912.P.6.4:** Describe the role of sensitive and critical periods in development.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 192-194, 214-215, 232-233				

72. **SS.912.P.6.5:** Discuss issues related to the end of life.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 244-245				

73. **SS.912.P.6.6:** Discuss theories of cognitive development.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 198-203, 218-220, 237-240				

74. **SS.912.P.6.7:** Discuss theories of moral development.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 219-221				

75. **SS.912.P.6.8:** Discuss theories of social development.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 204-208, 221-226, 240-244				

76. **SS.912.P.6.9:** Describe physical development from conception through birth and identify influences on prenatal development.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 192-197				

77. **SS.912.P.7.1:** Describe the principles of classical conditioning.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 249-265				

78. **SS.912.P.7.2:** Describe clinical and experimental examples of classical conditioning.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 253-260				
79. SS.912.P.7.3: Apply classical conditioning to everyday life.				
VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 255-263				
80. SS.912.P.7.4: Describe the Law of Effect.				
VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 268-271				
81. SS.912.P.7.5: Describe the principles of operant conditioning.				
VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 266-288				
82. SS.912.P.7.6: Describe clinical and experimental examples of operant conditioning.				
VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 268-284				
83. SS.912.P.7.7: Apply operant conditioning to everyday life.				
VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 271-284				
84. SS.912.P.7.8: Describe the principles of observational and cognitive learning.				
VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 289-297				
85. SS.912.P.7.9: Apply observational and cognitive learning to everyday life.				
VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 289-297				
86. SS.912.P.8.1: Describe the structure and function of language.				
VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 298-307				
87. SS.912.P.8.2: Discuss the relationship between language and thought.				
VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 304-306				
88. SS.912.P.8.3: Explain the process of language acquisition.				
VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 302-305-306				
89. SS.912.P.8.4: Discuss how acquisition of a second language can affect language development and possibly other cognitive processes.				
VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 297, 305-306				
90. SS.912.P.8.5: Evaluate the theories of language acquisition.				
VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: 302-303				

91. **SS.912.P.8.6:** Identify the brain structures associated with language.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 299-303

92. **SS.912.P.8.7:** Discuss how damage to the brain may affect language.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 305

93. **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:

94. **ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 great with the vocab

95. **HE.912.C.2.4:** Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 no overt unit on this

96. **LAFS.910.RH.1.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:

97. **LAFS.910.RH.1.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:

98. **LAFS.910.RH.2.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:

99. **LAFS.910.RH.2.5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 apply what you learned

100. **LAFS.910.RH.2.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**
 Justification:
 no two or more authors

101. **LAFS.910.RH.3.7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:

102. **LAFS.910.RH.3.8:** Assess the extent to which the reasoning and evidence in a text support the author's claims.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

103. **LAFS.910.RH.3.9:** Compare and contrast treatments of the same topic in several primary and secondary sources.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

104. **LAFS.910.SL.1.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

105. **LAFS.910.SL.1.2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

106. **LAFS.910.SL.1.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

107. **LAFS.910.SL.2.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

108. **LAFS.910.SL.2.5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

109. **LAFS.910.SL.2.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

110. **LAFS.910.WHST.1.1:** Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:

111. **LAFS.910.WHST.1.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 great with the experiments

112. **LAFS.910.WHST.2.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:

113. **LAFS.910.WHST.2.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:

114. **LAFS.910.WHST.2.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:

115. **LAFS.910.WHST.3.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:

116. **LAFS.910.WHST.3.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:

117. **LAFS.910.WHST.3.9:** Draw evidence from informational texts to support analysis, reflection, and research.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:

118. **LAFS.910.WHST.4.10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:

119. **MAFS.K12.MP.1.1:** Make sense of problems and persevere in solving them.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:

120. **MAFS.K12.MP.3.1:** Construct viable arguments and critique the reasoning of others.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:

121. **MAFS.K12.MP.6.1:** Attend to precision.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:

If you have questions contact Office of Instructional Materials, imstaff@fldoe.org or 850-245-0425

[DOE Home](#) | [Commissioner](#) | [Board of Education](#) | [Contact Us](#) | [DOE Paperless](#) | [Open Government](#) | [Site Index](#)

For questions & comments regarding education issues: Commissioner@fldoe.org | For questions & comments regarding this Web site: [E-mail Webmaster](#)

[Accessibility](#) | [Copyright Florida Department of Education ©2005](#) | [Privacy Statement](#) | [Public Records](#)

Free Downloads: [Acrobat Reader](#) | [Excel Viewer 2003](#) | [Word Viewer 97/2000](#) | [PowerPoint Viewer 2003](#)

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public-records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing.