Florida Department of **EDUCATION**

my

INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

Yes

Comments: This text does a good job of introducing psychology to high schools students. The text is reader friendly, the vocabulary would not be overwhelming for the typical high school student. The text provides examples, and visuals that are inviting to the reader and allows for self checks with the questions throughout the chapters and at the end.

Material for Review

Course: Psychology 2 (2107310)
Title: Psychology , Edition: 11th
Copyright: 2016
Author: David Myers
Grade Level: 9 - 12

Content

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

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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:
Well done with the information and reader friendly for high school students.

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:
See abovd

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:
Psychology 2 lists all if the resources available for instructor use. (Video clips, presentations, etc.

B. Level of Treatment4. 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:
Well done. Clear headings with details to support.

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:
Well done with the content hitting the standard.

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:
Well done. Information is detailed, but not beyond the capabilities of high school.

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:
The content is broken up intractable chunks and is a length that can be accomplished in a typical high school psych class.

C. Expertise for Content Development8. 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:
Well done and lots of diversity with the sources

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:
Sources are used to expand and add expertise to the given topics

D. Accuracy of Content10. 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:
Well done

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:
Well done. Lots of diversity and non bias information

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:
No noticed errors

E. Currency of Content14. 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:
Has the leading research and new treatment and diagnosis

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:

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:
Student friendly

F. Authenticity of Content17. 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:
Includes stories and information for students to connect to material

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:
This edition seems to do a better job with this than most I've seem

G. Multicultural Representation19. 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:
Well done.

H. Humanity and Compassion20. 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:
As much as could be done given the famous experiments that utilized animals

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:
Great job

Presentation

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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 job with vocabulary, introducing topics and keeping students focused with the objective questions

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:
The text flow makes sense and builds off he precious chapters

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:
Great use of visuals. People, experiments, etc are visually represented

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:
Chucked in a fair balanced way that would not be overwhelmed for teacher or student.

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:
Launch pad is great for this!

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:

Learning

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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:
Well done with the questions for checking comprehension and shows where' student may benefit from the launch pad for additional materials.

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:
Broken down well and has the clear ideas.

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:

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:
Questions. Launch pad and other additions for student use

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:
The information on the launch pad shows it has quite a bit of supplemental materials and extra quizzes and videos to help students of all levels

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 information on the launch pad shows it has quite a bit of supplemental materials and extra quizzes and videos to help students of all levels

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 information on the launch pad shows it has quite a bit of supplemental materials and extra quizzes and videos to help students of all levels.also have the comprehension questions.

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:
Teachers edition not available for review, but description included of what the materials offer.

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:
Teachers edition not available for review, but description included of what the materials offer.

G. Targeted Assessment Strategies 10. 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:

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:

Universal Design for Learning 12. 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:
The launchpad includes materials, videos, activities.

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:
This text does a good job of satisfying the learning requirements with the text and supplemental website

Standards

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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.10.1:** Define culture and diversity.

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

Justification:
Well done in Ch 4 with nature and nurture. Discusses culture and diversity and gives examples

2. **SS.912.P.10.10:** Discuss psychological research examining gender similarities and differences and the impact of gender discrimination.

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

Justification:
Also in Ch 4.Discusses the similarities and differences and the impact of gender discrimination

3. **SS.912.P.10.11:** Discuss the psychological research on gender and how the roles of women and men in societies are perceived.

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

Justification:
Ch. 4 has a great deal of information about this. Discusses the roles of each gender

4. **SS.912.P.10.12:** Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.

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

Justification:
Discussed in Chapter 13. Lots of examples of various perspectives and the affects

5. **SS.912.P.10.13:** Discuss psychological research examining differences in individual cognitive and physical abilities.

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

Justification:
Discussed in Ch 10.

6. **SS.912.P.10.14:** Examine societal treatment of people with disabilities and the effect of treatment by others on individual identity/status.

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

Justification:

7. **SS.912.P.10.2:** Identify how cultures change over time and vary within nations and internationally.

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

Justification:
well done. Has a section dedicated to cultures changing over time.

8. **SS.912.P.10.3:** Discuss the relationship between culture and conceptions of self and identity.

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

Justification:

9. **SS.912.P.10.4:** Discuss psychological research examining race and ethnicity.

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

Justification:
Discussed a great deal throughout the text.

10. **SS.912.P.10.5:** Discuss psychological research examining socioeconomic status.

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

Justification:
touched on but not clearly stated

11. **SS.912.P.10.6:** Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.

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

Justification:
Section called Social Inequalities touches on this.

12. **SS.912.P.10.7:** Discuss psychological research examining gender identity.

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

Justification:
discussed in Nature Nurture chapter and how gender roles and identity differ..

13. **SS.912.P.10.8:** Discuss psychological research examining diversity in sexual orientation.

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

Justification:
Well done in nature nurture chapter

14. **SS.912.P.10.9:** Compare and contrast gender identity and sexual orientation.

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

Justification:
Well done in nature nurture chapter

15. **SS.912.P.13.1:** Discuss intelligence as a general factor.

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

16. **SS.912.P.13.2:** Discuss alternative conceptualizations of intelligence.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Discusses the various types of intelligence and different theories regarding intelligence.

17. **SS.912.P.13.3:** Describe the extremes of intelligence.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
An entire section dedicated to the extremes

18. **SS.912.P.13.4:** Discuss the history of intelligence testing, including historical use and misuse in the context of fairness.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
well done with the evolution of intelligence testing and the pros and cons and misuse of them.

19. **SS.912.P.13.5:** Identify current methods of assessing human abilities.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Discusses methods and reliability.

20. **SS.912.P.13.6:** Identify measures of and data on reliability and validity for intelligence test scores.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
see above.

21. **SS.912.P.13.7:** Discuss issues related to the consequences of intelligence testing.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Discusses gender, racial and ethic differences, etc and the affects of intelligence testing.

22. **SS.912.P.13.8:** Discuss the influences of biological, cultural, and environmental factors on intelligence.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Discusses twin and adoption studies and goes on to environmental factors on intelligence.

23. **SS.912.P.14.1:** Explain biologically based theories of motivation.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Discusses hunger, sex, and other biological needs affecting motivation

24. **SS.912.P.14.2:** Explain cognitively based theories of motivation.

    VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
discusses cognitive theories of motivation (need to belong, etc.)

25. **SS.912.P.14.3:** Explain humanistic theories of motivation.

    VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
discusses hierarchy of needs.

26. **SS.912.P.14.4:** Explain the role of culture in human motivation.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
alluded to, but needs more concrete info.

27. **SS.912.P.14.5:** Discuss eating behavior.

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

Justification:
Lots of information on hunger.

28. **SS.912.P.14.6:** Discuss sexual behavior and orientation.

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

Justification:
Well covered and lots of information and theories given.

29. **SS.912.P.14.7:** Discuss achievement motivation.

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

Justification:
information about achievement and motivation and the linking of

30. **SS.912.P.14.8:** Discuss other ways in which humans and non-human animals are motivated.

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

Justification:

31. **SS.912.P.15.1:** Explain the biological and cognitive components of emotion.

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

Justification:

32. **SS.912.P.15.2:** Discuss psychological research on basic human emotions.

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

Justification:
well discussed and a table is included to help further understanding.

33. **SS.912.P.15.3:** Differentiate among theories of emotional experience.

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

Justification:
well done with discussion and quite a few visual aids to help with understanding.

34. **SS.912.P.15.4:** Explain how biological factors influence emotional interpretation and expression.

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

Justification:

35. **SS.912.P.15.5:** Explain how culture and gender influence emotional interpretation and expression.

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

Justification:
discuses the affect of culture and gender on emotions both interpretation and expressing.

36. **SS.912.P.15.6:** Explain how other environmental factors influence emotional interpretation and expression.

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

Justification:
discusses how to have a happier life and how to work on more positive emotions.

37. **SS.912.P.15.7:** Identify biological and environmental influences on the expression experience of negative emotions, such as fear.

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

Justification:
has a whole section on fear.

38. **SS.912.P.15.8:** Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness.

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

Justification:
has a section discussing happiness.

39. **SS.912.P.2.1:** Describe the scientific method and its role in psychology.

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

Justification:

detailed discussion of the scientific method and its use.

40. **SS.912.P.2.10:** Interpret graphical representations of data as used in both quantitative and qualitative methods.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
discusses correlation, mean, median mode

41. **SS.912.P.2.11:** Explain other statistical concepts, such as statistical significance and effect size.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
A great deal of information about statistics and statistical significance.

42. **SS.912.P.2.12:** Explain how validity and reliability of observations and measurements relate to data analysis.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
briefly discussed, but could incorporate more information.

43. **SS.912.P.2.2:** Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Well done, discusses quantitative and qualitative research methods

44. **SS.912.P.2.3:** Define systematic procedures used to improve the validity of research findings, such as external validity.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Describes operational definitions, correlation not meaning causation, and the importance of questions and the wording of questions

45. **SS.912.P.2.4:** Discuss how and why psychologists use non-human animals in research.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Discusses the reason for use of animals and how they are used at times to demonstrate what may happen with humans, afterall we are animals too.

46. **SS.912.P.2.5:** Identify ethical standards psychologists must address regarding research with human participants.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Discusses the ethical code of the APA and Britains BPS and the importance of following the code.

47. **SS.912.P.2.6:** Identify ethical guidelines psychologists must address regarding research with non-human animals.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Discusses the guidelines presented by the APA and Britain's BPS for the ethical treatment of animals.

48. **SS.912.P.2.7:** Define descriptive statistics and explain how they are used by psychological scientists.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Gives a clear definition of descriptive statistics, but could be better about how they are used by psychological scientists.

49. **SS.912.P.2.8:** Define forms of qualitative data and explain how they are used by psychological scientists.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Has a good examples of qualitative data and how they are used by psychologists

50. **SS.912.P.2.9:** Define correlation coefficients and explain their appropriate interpretation.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
good definition and explanation and makes certain to say correlation does NOT equal causation.

51. **SS.912.P.20.1:** Identify careers in psychological science and practice.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Well done and in many different areas in the text.

52. **SS.912.P.20.2:** Identify resources to help select psychology programs for further study.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Well done and in many different areas in the text.

53. **SS.912.P.20.3:** Identify degree requirements for psychologists and psychology-related careers.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Great deal of information about this in the Appendix!

54. **SS.912.P.20.4:** Identify careers related to psychology.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Great deal of information about this in the Appendix!

55. **SS.912.P.20.5:** Discuss ways in which psychological science addresses domestic and global issues.

    VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Provides examples of psychological science has addressed domestic/global issues.

56. **SS.912.P.20.6:** Identify careers in psychological science that have evolved as a result of domestic and global issues.

    VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Appendix A and B has a great deal of information on this topic.

57. **SS.912.P.3.1:** Identify the major divisions and subdivisions of the human nervous system.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Biology of the Mind chapter covers this well.

58. **SS.912.P.3.10:** Describe the interactive effects of heredity and environment.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
discusses evolutionary psych and the question of the effects of heredity and environment.

59. **SS.912.P.3.2:** Identify the parts of the neuron and describe the basic process of neural transmission.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Describes and has visual aids to help understand the process

60. **SS.912.P.3.3:** Differentiate between the structures and functions of the various parts of the central nervous system.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Describes and has visual aids to help understand the process

61. **SS.912.P.3.4:** Describe lateralization of brain functions..

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

62. **SS.912.P.3.5:** Discuss the mechanisms and the importance of plasticity of the nervous system.

    VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
great discussion of the nervous system and the importance of plasticity

63. **SS.912.P.3.6:** Describe how the endocrine glands are linked to the nervous system.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Describes and has visual aids to help understand the process

64. **SS.912.P.3.7:** Describe the effects of hormones on behavior and mental processes.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Describes and are included in the visual aids to help understand the effects of the hormones.

65. **SS.912.P.3.8:** Describe hormone effects on the immune system.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Describes the various hormones and the effect on the body's immune system

66. **SS.912.P.3.9:** Describe concepts in genetic transmission.

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

67. **SS.912.P.4.1:** Discuss processes of sensation and perception and how they interact

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Discussed throughout an entire chapter.

68. **SS.912.P.4.10:** Describe perceptual illusions.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Describes and gives visual examples.

69. **SS.912.P.4.11:** Describe the nature of attention.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
discusses attention.

70. **SS.912.P.4.12:** Explain how experiences and expectations influence perception.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Describes and provides examples

71. **SS.912.P.4.2:** Explain the concepts of threshold and adaptation.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Defines and explains both well

72. **SS.912.P.4.3:** List forms of physical energy for which humans and non-human animals do and do not have sensory receptors.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Provides examples and describes well

73. **SS.912.P.4.4:** Describe the visual sensory system.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Well described and provides visual aids to help with understanding.

74. **SS.912.P.4.5:** Describe the auditory sensory system.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Well described and provides visual aids to help with understanding.

75. **SS.912.P.4.6:** Describe other sensory systems, such as olfaction, gestation, and somesthesis (e.g., skin senses, kinesthesis, and vestibular sense).

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Well described and provides visual aids and examples to help with understanding.

76. **SS.912.P.4.7:** Explain Gestalt principles of perception.

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

Well described and provides visual aids and examples to help with understanding.

77. **SS.912.P.4.8:** Describe binocular and monocular depth cues.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Well described and provides visual aids and examples to help with understanding.

78. **SS.912.P.4.9:** Describe the importance of perceptual constancies.

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

79. **SS.912.P.5.1:** Identify states of consciousness.

    VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Described throughout Chapter 3

80. **SS.912.P.5.2:** Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit).

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

81. **SS.912.P.5.3:** Describe the circadian rhythm and its relation to sleep.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
great definition of circadian rhythm and the affect on the body and sleep

82. **SS.912.P.5.4:** Describe the sleep cycle.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Well described and provides visual aids and examples to help with understanding.

83. **SS.912.P.5.5:** Compare theories about the functions of sleep.

    VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
lists the reasons for the importance of sleep.

84. **SS.912.P.5.6:** Describe types of sleep disorders.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
each is described well.

85. **SS.912.P.5.7:** Compare theories about the functions of dreams.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
good deal of information about the reason for dreams.

86. **SS.912.P.5.8:** Characterize the major categories of psychoactive drugs and their effects.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Described well and provides a chart to help guide understanding.

87. **SS.912.P.5.9:** Describe how psychoactive drugs act at the synaptic level.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Well described and the affects on the body.

88. **SS.912.P.9.1:** Describe attributional explanations of behavior.

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

89. **SS.912.P.9.10:** Discuss influences upon aggression and conflict.

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

Justification:
discussed in chapter 13

90. **SS.912.P.9.11:** Discuss factors influencing attraction and relationships.

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

Justification:

91. **SS.912.P.9.2:** Describe the relationship between attitudes (implicit and explicit) and behavior.

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

Justification:
described in the Social Psych chapter (Ch 13)

92. **SS.912.P.9.3:** Identify persuasive methods used to change attitudes.

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

Justification:

93. **SS.912.P.9.4:** Describe the power of the situation.

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

Justification:
Discusses how the given situation can affect attitudes and decision making

94. **SS.912.P.9.5:** Describe effects of others' presence on individuals' behavior.

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

Justification:
Well done in the social psych chapter

95. **SS.912.P.9.6:** Describe how group dynamics influence behavior.

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

Justification:
Well done in the social psych chapter

96. **SS.912.P.9.7:** Discuss how an individual influences group behavior.

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

Justification:
Describes the power of the individual.

97. **SS.912.P.9.8:** Discuss the nature and effects of stereotyping, prejudice, and discrimination.

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

Justification:
Very well done in the Antisocial relations in the social psych chapter

98. **SS.912.P.9.9:** Describe determinants of prosocial behavior.

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

Justification:

99. **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:

100. **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:

101. **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:

102. **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:
many primary and secondary sources are used throughout the text

103. **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:
the primary and secondary sources are used to help summarize and develop the ideas presented in the text

104. **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:
this text does well with vocabulary and providing definitions and examples and using throughout the text

105. **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:
The text highlights or increased text size or italicizes the important ideas/words/key points.

106. **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:
the text often gives differing opinions on topics (various theories regarding the same topic)

107. **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:
There are charts and data used throughout the text to emphasize points and provide data to prove a theory/idea

108. **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:

109. **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:
Done throughout the text when comparing theories

110. **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:

111. **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:
The launch pad describes having this provided.

112. **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:

113. **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:
Text does well with the order of the information. the chapters build upon one another and has a logical flow.

114. **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:
the launchpad emphasizes this usage.

115. **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:

116. **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:
the text could include more opportunity for writing. perhaps an essay topic or two at the end of the chapter to help demonstrate comprehension.

117. **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:
the text could include more opportunity for writing. perhaps an essay topic or two at the end of the chapter to help demonstrate

comprehension.

118. **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:
the text could include more opportunity for writing. perhaps an essay topic or two at the end of the chapter to help demonstrate comprehension.

119. **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:
the text could include more opportunity for writing. perhaps an essay topic or two at the end of the chapter to help demonstrate comprehension.

120. **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:

121. **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:
This could be emphasized more throughout the text.

122. **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:
This could be emphasized more throughout the text.

123. **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:
This could be emphasized more throughout the text.

124. **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:
Opportunities for this could be provided with the practice questions at the end of the chapters.

125. **MAFS.912.S-IC.2.3:** Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

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

Justification:
this is discussed when describing different types of research and finding the population for experiments

126. **MAFS.912.S-IC.2.4:** Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

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

Justification:
this is discussed when describing different types of research and finding the population for experiments

127. **MAFS.912.S-IC.2.5:** Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

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

Justification:
when discussing research methods and statistics and data when collecting information from experiments.

128. **MAFS.912.S-IC.2.6:** Evaluate reports based on data.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
when discussing research methods and statistics and data when collecting information from experiments.

129. **MAFS.912.S-ID.1.2:** Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
when discussing research methods and statistics and data when collecting information from experiments.

130. **MAFS.912.S-ID.1.3:** Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
when discussing research methods and statistics and data when collecting information from experiments.

131. **MAFS.912.S-ID.1.4:** Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
when discussing research methods and statistics and data when collecting information from experiments.

132. **MAFS.912.S-ID.2.6:** Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, and exponential models.
b. Informally assess the fit of a function by plotting and analyzing residuals.
c. Fit a linear function for a scatter plot that suggests a linear association.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Used when discussing correlation

133. **MAFS.912.S-ID.3.7:** Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

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

134. **MAFS.912.S-ID.3.8:** Compute (using technology) and interpret the correlation coefficient of a linear fit.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
when discussing research methods and statistics and data when collecting information from experiments.

135. **MAFS.912.S-ID.3.9:** Distinguish between correlation and causation.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
makes certain to explain correlation does NOT mean causation

136. **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:

137. **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:

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

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

Justification:
Discusses the importance of precision and operational definitions when conducting experiments.

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

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