



INSTRUCTIONAL MATERIALS ADMINISTRATOR

Welcome Alison Harte!

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Recommendation

Yes

Comments: I highly recommend this title for its breadth of coverage of introductory psychology. The strengths are that it covers all major topics and it is completely up to date on current research. However, the biggest weakness was the sensory overload on each page the students might experience.

Material for Review

Course: Psychology 1 (2107300)

Title: Real World Psychology (High School Binding) , Edition: 1

Copyright: 2014

Author: Karen Huffman & Catherine A. Sanderson

Grade Level: 9 - 12

Content

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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

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A. Alignment with curriculum 1. 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:

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:

This bid is for Psychology I/II classes, but I found the body of the textbook is more appropriate for AP level students.

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:

There were many elements of this book where this is applicable. I particularly liked the 10 question T/F Test Yourself quizzes. That would be great for bellwork. There are also other good sidebar elements.

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:

Again, for AP, this book is appropriate. For Psychology I/II, a little too dense and technical for the standards.

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:

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:

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:

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:

The ancillaries are perfect for teachers to be able to adapt to many different types of classrooms, including virtual

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:

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:

There are several examples in the human sexuality chapter that might inflame some students and parents.

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:

I found this book to be very modern and up to date.

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:

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:

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:
This book should be intended for AP students and not Psychology I

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:

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 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:

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:

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:
This is a very solid textbook, covering all of the major themes and perspectives in a modern introductory psychology course. Very nicely done.

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:

This book provides some of the comprehensive hard copy and digital resources for students. Teacher PPTs are basic but a good starting point. The instructor's manual

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:

I found the chapters on gender and human sexuality and I/O psychology could have been incorporated in other chapters. Makes for a long book for a teacher to get through in a year.

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:

There are visuals for nearly every difficult concept that is very easy to read and follow, particularly the most technical examples of operant and classical conditioning.

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:

Each chapter is packed with important terms and concepts, but there seems to be too much at times for a high school student to digest.

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:

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:

This book is really excellent in the way it presents all of the major concepts. I cannot quibble for the fact that it will be a great tool for AP classes. My only concern is that the layout gives a tinge of sensory overload for the short attention spans of high school students.

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:

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:
Again, this is wide-ranging textbook that covers a lot of material, but it is not organized in any meaningful way.

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:
I like the introductory questions at the beginning of each chapter. This shows students what they must master after each chapter. Each chapter also has post-chapter summaries and quizzes throughout for quick assessment of reading.

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:

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:

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:
Not only are these included through mini-assessments in each chapter, the ancillaries contain numerous activities that will help instructors meet specific objectives.

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:

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 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:

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:
I think this book meets this very high standard. The only weakness is that that chapters act more like a a la carte menu without an overarching organization that makes logical connections to each other.

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.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:
 Chapter 1

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:
 Chapter 1

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:
 Does this throughout the book. Focuses on the modern seven perspectives, with an emphasis on biopsychosocial model.

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:
 Chapter 1 -- Basic vs. Applied science

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:

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:
 Chapter 7, sections 1, 2 and 4

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:
 Chapter 7

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:
 Chapter 7

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:
 Chapter 7

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:
 Chapter 8

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:

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:
 Chapter 7 -- Excellent information graphic on page 183.

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:
 Chapter 7

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:

Good graphics on retrograde and anterograde amnesias. Very difficult concept to explain. (pg. 197)

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:

Chapter 7

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:

Chapter 7

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:

Chapter 7

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:

Chapter 8

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:

Chapter 8

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:

Chapter 8

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:

Chapter 8 . A lot of great examples for students to ponder within the chapter. For example, the 9-dot problem is a very popular puzzle for students to solve.

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:

Chapter 8

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:

Chapter 8

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

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

Justification:

Chapter 11

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

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

Justification:

Chapter 11, section 4

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: This issue not just discussed in the introduction (Chapter 1) but also in the personality chapter, 11.				
27. SS.912.P.16.2: Evaluate trait theories.				
VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: Chapter 11, section 2				
28. SS.912.P.16.3: Evaluate humanistic theories.				
VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: Chapter 11, section 3				
29. SS.912.P.16.4: Evaluate social-cognitive theories.				
VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: Chapter 11, section 2				
30. SS.912.P.16.5: Differentiate personality assessment techniques.				
VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: Chapter 11, section 6				
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: Chapter 11, section 6				
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: Chapter 11, section 3-5				
33. SS.912.P.16.8: Discuss stability and change.				
VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: A common theme in personality taken on in all section on personality chapter, particularly humanistic theory and biological theory.				
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: Some discussion in stress and health chapter, but little found related to personality.				
35. SS.912.P.17.1: Define psychologically abnormal behavior.				
VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
Justification: Chapter 12, section 1				
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: Chapter 12, section 1				
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: Chapter 12, section 1				
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: Chapter 12, section 1 .. Great infographic on the myths of mental illness on page 335.				

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:

Covered throughout chapter 12 as a it relates to the various categories of disorders.

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:

Chapter 12, throughout.

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:

Chapter 12, throughout.

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:

Chapter 12, throughout.

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:

Chapter 12 and 13.

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:

Chapter 12, section 1

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:

Some parts of chapter 1 and also Chapter 13

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:

Chapter 13, sections 1-4

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:

Chapter 13, sections 1-4

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

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

Justification:

Chapter 13, section 3

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

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

Justification:

Chapter 13, sections 2, 4

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:

Chapter 13, sections 1-4

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:
 Chapter 13, sections 1-4

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:
 Chapter 13, sections 1-4

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:
 Chapter 13, sections 1-4

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:
 Chapter 3, section 1-2

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:
 Chapter 3, section 1-2

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:
 Chapter 3, section 3

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:
 Chapter 3, section 3

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:
 Chapter 3, section 3

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:
 Chapter 3, section 3

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:
 Chapter 3, section 1-3

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:
 Chapter 2, section 1

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:
 Chapter 9, section 1

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:
Chapter 9, section 1

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:
Chapter 9, section 1

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:
Chapter 2, section 1

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:
Chapter 8, section 2

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:
Chapter 9, section 1

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:
Chapter 9, section 1

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:
Chapter 9, section 1

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:
Chapter 9, section 1

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:
Chapter 9, sections 2 and 4

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:
Chapter 12, section 3

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:
Chapter 9, sections 3 and 4

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:
Chapter 9, section 4. The chart on Kohlberg's theory of moral development very well done. Page 264

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:
Chapter 9, section 4

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
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Justification:
Chapter 9, section 1

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
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Justification:
Chapter 6, section 1

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
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Justification:
Chapter 6, section 1

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
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Justification:
Chapter 6, section 1

80. **SS.912.P.7.4:** Describe the Law of Effect.

VERY GOOD ALIGNMENT	GOOD ALIGNMENT	FAIR ALIGNMENT	POOR ALIGNMENT	VERY POOR/NO ALIGNMENT
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Justification:
Chapter 6, section 2

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
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Justification:
Chapter 6, section 2

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
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Justification:
Chapter 6, section 2

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
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Justification:
Chapter 6, section 2

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
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Justification:
Chapter 6, section 3

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
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Justification:

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
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Justification:
Chapter 8, section 2

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
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Justification:
Chapter 8, section 2

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
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Justification:
Chapter 8, section 2

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:
Chapter 8, section 2

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:
Chapter 8, section 2

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:
Chapter 2, section 4

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:
Chapter 2, section 1

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:

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:

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:

There are various abstracts and summaries of primary source research that is scattered throughout this book.

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:

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:

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:
 The statistics and graphic analysis appendix on the back covers these topics well.

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:

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:

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