**SOCIOLOGY INSTRUCTIONAL MATERIALS SCREENING INSTRUMENT**

**SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA**

*All submissions must be aligned to the Tennessee Social Studies Standards and therefore must meet the non-negotiable criteria of Section I prior to moving to Section II.*

*Note: The Tennessee standards including the introduction and grade level standards appropriate to this screening instrument and this screening instrument should be read in full prior to reviewing materials.* Evaluatorsof materials must be well versed in the standards for the grade/course(s) aligned to the materials in question, how the content fits into the progressions in the content standards, and the expectations of the standards. Additionally, special attention should be made to the Social Studies Practices, which are specific skills that students should apply when learning about social studies. The Social Studies Practices should be applied regularly in the classroom and guide inquiry and critical thinking and are not to be done in isolation.

**SOCIOLOGY**

**Course Description**: Students will explore the ways sociologists view society and how they study the social world. Students will examine culture, socialization, deviance, and the structure and impact of institutions and organizations as well as selected social problems and how change impacts individuals and societies. The following standards reflect those recommended by the American Sociological Association ([ASA National Standards for High School Sociology](http://www.asanet.org/sites/default/files/savvy/DOCS-%2379445-v1-ASA_National_Standards_for_HS_Soc_-_Pre-publication_version(1).pdf)).

***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*

***Including****: used to say that a person or thing is a part of a group*

***i.e.****: “that is” or “in other words”; specific examples that should be used*

***e.g.****: “for example”; examples that could be used, but examples are not limited to those listed*

***such as:*** *introduces an example or examples of something mentioned*

**SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA**

*All submissions must be aligned to the Tennessee State Social Studies Standards and therefore must meet 100% of the non-negotiable criteria of Section I prior to moving to Section II.*

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| **SECTION I. Alignment to Tennessee State Social Studies Standards**  ***Part A.*** The instructional materials represent 100% alignment with the Tennessee State Social Studies Standards and explicitly focus teaching and learning on the grade level standards, topics, and content strands at a level of rigor necessary for students to reach mastery: | | | | |
| **The Sociological Point of View** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard |  |  |  |
| S.01 | Define sociology as a field of study, and describe its origins. | X |  |  |
| S.02 | Compare and contrast sociology with other social sciences. | X |  |  |
| S.03 | Explain how hypothesis testing is applied in sociology, including the concepts of dependent and independent variables. | X |  |  |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***Including****: used to say that a person or thing is a part of a group* | | | | |
| S.04 | Evaluate the strengths and weaknesses of major methods of sociological research (i.e., surveys and interviews, experiments, observations, content analysis, etc.). | X |  | “Content analysis” is now specifically defined and examples given which gives students a deeper understanding of research. |
| S.05 | Differentiate among various sociological perspectives or theories on social life (i.e., functionalist perspective, conflict theory, symbolic interaction, etc.). | X |  |  |
| S.06 | Evaluate various ethical issues in the study of sociology (e.g., confidentiality, consent, anonymity, and risk of harm). | X |  | “Anonymity” is addressed in great detail now. More emphasis on ethical issues has ben demonstrated. |
| **The Role of Culture in Society** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | X |  |  |
| S.07 | Describe components of culture (e.g., nonmaterial culture, norms and values, material culture, subcultures, etc.). | X |  | The “Dos and Don’ts” chart is great! |
| S.08 | Explain how the various components of culture form a whole culture. | X |  |  |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***i.e.:*** *“that is” or “in other words”; specific examples that should be used*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | |
| S.09 | Define and give examples of cultural norms (e.g., folkways, morality, taboos, laws, social expectations, manners, etc.). | X |  |  |
| S.10 | Compare and contrast various cultures of the world. | X |  | A chart comparing various cultures would be appropriate as an introduction to the unit. |
| S.11 | Explain how language reflects and transmits culture (e.g., code switching, slang, regional differences, etc.). | X |  | Language has been fully developed. Definitions for each example given in the standard is given and put into context. |
| S.12 | Analyze how culture influences individuals (e.g., ethnocentrism, cultural relativity, culture shock, American values, etc.). | X |  | Cultural differences have been explored more deeply with additional examples of culture shock to help students understand. |
| S.13 | Describe how the social structure of a culture affects social interaction. | X |  |  |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | |
| **Functions and Structures of Social Institutions** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard |  |  |  |
| S.14 | Identify and evaluate the functions of social institutions (e.g., family, education, religion, economy, government, etc.). | X |  |  |
| S.15 | Evaluate the role and effectiveness of social institutions. | X |  |  |
| S.16 | Explain how social problems can be a result of ineffective institutions (e.g., crime, poverty, etc.). | X |  |  |
| S.17 | Explain how social institutions and cultures change and evolve due to historical changes, globalization, the Internet age, countercultures, and social movements. | X |  |  |
| S.18 | Distinguish status from role. | X |  |  |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | |
| **Self, Groups, Socialization, and Deviance** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard |  |  |  |
| S.19 | Define and distinguish among social groups, formal organizations, and social institutions. | X |  |  |
| S.20 | Classify types of social groups that exist in society (i.e., reference groups, primary groups, secondary groups, in-groups, out-groups, etc.). | X |  |  |
| S.21 | Describe group roles, their dynamics, and their impact on group behavior. | X |  |  |
| S.22 | Explain the process of the social construction of the self (e.g., I and Me, role-taking, generalized other, identity, etc.). | X |  |  |
| S.23 | Define socialization, and describe the primary agents of socialization (i.e., family, peers, media, schools, religion, etc.). | X |  |  |
| S.24 | Examine the processes of socialization throughout one’s lifespan. | X |  |  |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***i.e.:*** *“that is” or “in other words”; specific examples that should be used*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | |
| S.25 | Define deviance, and describe conformity with and deviation from cultural norms. | X |  |  |
| S.26 | Differentiate among various explanations or theories for deviant behavior (i.e., control theory, anomie theory, differential association theory, labeling theory, etc.). | X |  |  |
| S.27 | Analyze various social control techniques (e.g., informal social control, formal social control, stigma, criminalization, etc.). | X |  |  |
| S.28 | Examine the American criminal justice system's response to deviant behavior. | X |  |  |
| **Stratification and Social Inequality** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Content Standard | Content Standard |  |  |  |
| S.29 | Identify common patterns of social inequality (i.e., privilege, poverty, power, race, ethnicity, class, gender, etc.). | X |  |  |
| S.30 | Analyze effects of social inequality on groups and individuals (e.g., life chances, social problems, achievement, education, inter- and intra- group conflict among groups and individuals, etc.). | X |  |  |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***i.e.:*** *“that is” or “in other words”; specific examples that should be used*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | |
| S.31 | Explain how social institutions distribute power among groups and individuals and how institutions can produce, reinforce, or challenge inequality. | X |  |  |
| S.32 | Examine a school or community’s response to deviant behavior. | X |  |  |

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| **SOCIOLOGY SECTION IA:** | **Yes** | **No** | **Notes (summary of notes from section IA)** |
| The instructional materials reviewed in section IA represents 100% alignment with the Tennessee Social Studies Standards and explicitly focuses teaching and learning on the grade level standards at a level of rigor necessary for students to reach mastery. | **X** |  |  |

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| **SECTION I. Alignment to Tennessee State Social Studies Standards**  ***Part B. Focus:*** Instruction centers on the grade level topic, content strands, and Social Studies Practices at the level articulated within the standards. | | | | |
|  | | **Yes** | **No\*** | **\* Evidence of extraneous or inaccurate materials** |
| Materials focus on the grade level standards (i.e., does not include information from outside of the scope of the grade level standards or use disconnected facts and details). | | **X** |  |  |
| Materials are accurate and grade level appropriate. | | **X** |  |  |
| ***Part C. The Content Strands***: Supports the use of the content topics found within the Tennessee State Standards through the integration of the content strands. The content strands are focused on the seven disciplines of social studies and represent a way of categorizing knowledge about the human experience. The content strands help to organize the various themes of social studies instruction at age-appropriate levels. The content strands should be used within instructional materials to show the interconnectedness of the content strands with each other. | | | | |
| **Content Strand** | **Targets for Content Strand** | **Yes** | **No** | **Evidence (include evidence of the integration of the content strands)** |
| **Culture** | Use culture and cultural diversity to understand how human beings create, learn, share, and adapt to culture. | **X** |  |  |
| Understand the role of culture in shaping lives and society. | **X** |  |  |
| **Economics** | Use economic reasoning skills and knowledge of major economic concepts, issues, and systems.  *This course has implied content.* | **X** |  |  |
| Make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.  *This course has implied content.* | **X** |  |  |
| **Geography** | Use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity.  *This course has implied content.* | **X** |  |  |
| Explain the interactions that occur in an increasingly interdependent world.  *This course has implied content.* | **X** |  |  |
| Use knowledge of perspectives as well as practices and products of cultural, ethnic, and social groups to analyze the impact of their commonality and diversity within local, national, regional, and global settings.  *This course has implied content.* | **X** |  |  |
| **History** | Use materials drawn from the diversity of the human experience to analyze and interpret significant events, patterns, and themes in history.  *This course has implied content.* | **X** |  |  |
| **Politics (Politics/ Government)** | Use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels.  *This course has implied content.* | **X** |  |  |
| Understand that people create systems of government as structures of power and authority to provide order, maintain stability, and promote the general welfare.  *This course has implied content.* | **X** |  |  |
| Use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.  *This course has implied content.* | **X** |  |  |
| **Additional comments on integration of the content strands into the materials:** The text has lots of great integration of content strands. Examples: p. 155, 162, 208, 239, etc. | | | | |
| ***Part C. Social Studies Practices***: Social studies practices are specific skills that students should apply when learning social studies. They provide learning experiences that support a progression of student competencies and skills through active engagement and the continuous refinement of knowledge and ability through the content topics found in the grade or course level standards. Instructional materials should provide resources through which teachers engage in the SSP. This may include but are not limited to the following: graphics, artifacts, media sources, technology sources, and other Primary and Secondary sources. | | | | |
| **Social Studies Practices** | **Targets for the Social Studies Practices** | **Yes** | **No** | **Evidence (include evidence of knowledge and skill progression within units, grade level, and between grade levels)** |
| **SSP.01** | Gather information from a variety of primary and secondary sources. | **X** |  | Good examples: p. 89 |
| **SSP.02** | Critically examine primary or secondary source(s). | **X** |  | Good examples: pp. 253-262 |
| **SSP.03** | Organize data from a variety of sources. | **X** |  |  |
| **SSP.04** | Construct and communicate arguments supported by evidence. | **X** |  |  |
| **SSP.05** | Develop historical awareness. | **X** |  | Good examples: p. 237, 50 |
| **SSP.06** | Develop geographic awareness. | **X** |  | Good examples: p. 237, 67 |
| **Additional comments on the Social Studies Practices within materials:** | | | | |

**SOCIOLOGY  
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*All submissions must be aligned to the Tennessee State Social Studies Standards and therefore must meet 100% of the non-negotiable criteria of Section I prior to moving to Section II.*

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| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part A. Key Areas of Focus*** | | | |
|  | **Yes** | **No** | **Evidence** |
| ***Rigor***:Learning experiences provide opportunities for thought, discourse, and practice in an interconnected and social context. | **X** |  | Each chapter has a variety of learning opportunities for students to research and expand their critical thinking skills. Reading level is consistently at 10th grade level and above.  Projects are interspersed among the chapters which require students to work with others. |
| ***Coherence***: Units and instructional sequences are coherent and organized in a logical manner that builds upon knowledge and skills learned in prior grades or earlier in the year. | **X** |  | Sociology is not a subject that has a specific set of skills that is to be built upon. That said, the chapters are thoughtfully organized and provide lots of visuals to help students grasp somewhat difficult material. The teacher’s manual provides purposeful questions that can guide student learning. |
| ***Literacy***: Supports student communication within a historical context through providing consistent opportunities for students to utilize literacy skills in reading, writing, vocabulary, speaking and listening. | **X** |  | Very well done-many current examples that students can relate to in our society. These current examples will enable students to use prior knowledge to write effectively on given topics. These topics should also provide students with chances to have stimulating group discussions. |
|  | **Evidence** | | |
| ***A Note on Bias and Sensitivity:*** Social, ethnic, racial, religious, and gender bias is best determined at the local level where educators have in-depth knowledge of the culture and values of the community in which students live.  *As you review materials, please note any possible bias/sensitivity issues for use at the local level.* | As with all SST topics, instructors must review material carefully before providing instruction. Many examples of cultural norms may be difficult for teenagers to fully understand and thus, they may not understand the “why” they need to respect others’ way of life. | | |

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| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part B. Student Engagement and Instructional Supports*.** | | | |
|  | **Yes** | **No** | **Evidence and/or comments** |
| 1. Engages students through real-world, relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit critical thinking and problem solving. | **X** |  | Students will be able to participate in lots of group work which will enhance their knowledge and understanding. The various visuals, including maps, graphs, and pictures, will intrigue students and help them to be more engaged. |
| 1. Includes differentiated materials that provides support for the following: ELL students, students with disabilities, or struggling learners. |  | **X** | No evidence of differentiated materials in student edition, teacher’s edition, or within online resources. The visuals, graphs, maps, audio files, and video files will support struggling learners to some degree. There is a section for instructors in the teacher’s edition that provides methods for differentiating and strategies to engage students. Although good resources to have, it does not mitigate the inability for many students to read the text independently. |
| 1. Includes differentiated materials that provides support for students approaching mastery as well as extensions for students already meeting mastery or with high interest. |  | **X** | No material available for those students approaching mastery. Much of the content in Sociology is for students who perform on or above grade level.  All quizzes/tests provided are written at or above 10th grade level. Students who are struggling learners will need tremendous support to access content and perform acceptably on tests. |

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| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part C. Monitoring Student Progress*** | | | |
|  | **Yes** | **No** | **Evidence and/or comments** |
| 1. Assessments collect data on all topics, content strands, and social studies practices within each grade level and allow students to show mastery in concert with each other (e.g., assessments are contextualized and serve to address specific events/topics or answer specific questions). | **X** |  | Quizzes and tests are adequate. Most instructors will need to pick and choose those items that best meet the level of knowledge expected of their students. Most quizzes/tests will need to be modified for struggling learners. |
| 1. Assesses student mastery using methods that are unbiased and accessible to all students. | **X** |  | The infographics, visuals, maps, graphs, etc help mitigate bias and provide a broader context for all students |
| 1. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance. |  | **X** |  |
| 1. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures. | **X** |  | A variety of embedded assessments is evident. |
| 1. Assessments are embedded throughout instructional materials as tools for students’ learning and teachers’ monitoring of instruction. | **X** |  | In evidence throughout the text. |
| 1. Assessments provide teachers with a range of data to inform instruction. |  | **X** | Not a great deal of depth of data collection available. Teachers will need to use project or group-based learning opportunities to gauge mastery beyond the surface level. Research projects are given throughout the text that will enable students to show growth and depth. |

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| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part D. Teacher Support Materials*** | | | |
|  | **Yes** | **No** | **Evidence** |
| 1. Provides grade-level background information and context to guide integration of all topics, content strands, and social studies practices within the lessons, units, and grade. | **X** |  | Being that Sociology can be taught in any grade at the high school level, some 9th graders will struggle. Ideally, this course is suited for 11th and 12th graders due to reading level of the text and content. Background knowledge in World History and World Geography is really needed. |
| 1. Includes strategies that assist teachers in incorporating appropriate and integral connections between social studies and other subject areas (e.g., mathematics, ELA, science, visual and performing arts, CTE) | **X** |  | The use of research strategies and historical review of culture and development of societies automatically includes math, ELA, history, and science. Performing arts comes into play with the development of culture and how historical events impact the 21st century. Lot of primary sources and statistics are used in the text. |
| 1. Provides strategies and guidance to support the inclusion of “hands-on” activities with other practices (e.g., asking questions, engagement in argument). | **X** |  | Very well done! Multiple opportunities for teachers to ask questions of students to determine depth of knowledge. |
| 1. Strategies included to assist teachers in identifying student misconceptions and the reason(s) that prevent student mastery of the topics, content strands, and social studies practices within the standards. | **X** |  | Yes |
| 1. Includes strategies to help teachers identify ways in which activities or learning experiences can be contextualized to the school environment (e.g., place- based learning experiences). | **X** |  | Professional development opportunities are available online along with many modules of student learning. This includes project-based, service learning, and research. |