**PSYCHOLOGY 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.

**PSYCHOLOGY**

**Course Description**: Students will study the development of scientific attitudes and skills, including critical thinking, problem solving, and scientific methodology. Students will also examine the structure and function of the nervous system in humans, the processes of sensation and perception, life span development, and memory, including encoding, storage, and the retrieval of memory. Students will look at perspectives of abnormal behavior and categories of psychological disorders, including treatment thereof. Students will elaborate on the importance of drawing evidence-based conclusions about psychological phenomena and gain knowledge on a wide array of issues on both individual and global levels. Students will examine social and cultural diversity as well as diversity among individuals. Throughout the course, students will examine connections between content areas within psychology and relate psychological knowledge to everyday life while exploring the variety of careers available to those who study psychology.

***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: | | | | | |
| **Research Methods, Measurement, and Statistics** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| P.01 | Describe the scientific method and its role in psychology. | | x |  | pp. 7-8 |
| P.02 | Describe and compare a variety of quantitative and qualitative research methods, including: | | x |  | pp. 30-31 |
| * Correlations * Experiments * Focus groups | * Interviews * Narratives * Surveys |
| P.03 | Explain systematic procedures used to improve the validity of research findings, including external validity. | | x |  | P 29 |
| ***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* | | | | | |
| P.04 | Describe how and why psychologists use animal subjects in research, and identify ethical guidelines to follow in performing this type of research. | | x |  | pp. 32-33 |
| P.05 | Identify ethical standards psychologists must follow regarding research with human participants. | | x |  | p. 32 |
| P.06 | Explain descriptive statistics and qualitative data and how they are used by psychological scientists. | | x |  | p.42 |
| P.07 | Define correlation coefficients, and explain their appropriate interpretation. | | x |  | pp.44-45 |
| P.08 | Interpret graphical representations of data, as used in both quantitative and qualitative methods, and explain other statistical concepts, such as statistical significance and effect size. | | x |  | pp. 45-46 |
| P.09 | Explain how validity and reliability of observation and measurements relate to data analysis. | | x |  | pp. 45-46 |
| ***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:*  ***such as:*** *introduces an example or examples of something mentioned* | | | | | |
| **Biological Bases of Behavior** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| P.10 | Identify and describe the major structures of the brain. | | x |  | 153-156 |
| P.11 | Identify and describe the methodology, including the tools, used to study the brain. | | x |  | pp. 158-163 |
| P.12 | Identify and discuss the functions of the central nervous system. | | x |  | pp. 148-152 |
| P.13 | Discuss issues related to scientific advances in neuroscience and genetics. | | x |  |  |
| P.14 | Identify and describe the structure and function of the endocrine system and its impact on human behavior, including hormonal effects on the immune system. | | x |  | pp.164-166 |
| ***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* | | | | | |
| P.15 | Describe the interactive effects of heredity and environment. | | x |  | p. 170-174 |
| P.16 | Describe and discuss the role of genetics in human behavior. | | x |  | pp. 170-174 |
| **Sensation & Perception** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| P.17 | Discuss the interaction between the processes of sensation and perception. | | x |  | pp. 204-205 |
| P.18 | Describe the auditory sensory and visual sensory systems. | | x |  | pp. 210-216 |
| P.19 | Describe other sensory systems (including olfaction and gustation), and identify skin senses, kinesthesis, and vestibular sense. | | x |  | pp. 217-219 |
| P.20 | Explain Gestalt’s principles of perception. | | x |  | p. 223 |
| ***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* | | | | | |
| P.21 | Explain how experiences and expectations influence perception. | | x |  | p. 224 |
| **Consciousness** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Content Standard | Content Standard | |  |  |  |
| P.22 | Describe the relationship between conscious and unconscious processes. | | x |  |  |
| P.23 | Describe the circadian rhythm and its relation to sleep. | | x |  | p. 183 |
| P.24 | Explain the functions of sleep and dreams. | | x |  | pp. 180-185 |
| P.24 | Identify types of sleep disorders and methods of treatment. | | x |  |  |
| P.26 | Explain how culture and expectations influence the use of drugs, including psychoactive drugs and their effects. | | x |  | pp. 193-197 |
| ***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* | | | | | |
| P.27 | Describe the use of hypnosis, meditation, and relaxation techniques, including the effects of each. | | x |  |  |
| **Lifespan Development** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Content Standard | Content Standard | |  |  |  |
| P.28 | Distinguish methods used to study lifespan development. | | x |  |  |
| P.29 | Identify cognitive, moral, and social development theories. | | x |  | pp.60-77 |
| P.30 | Describe physical development from conception through birth, and identify influences on prenatal development. | | x |  | p. 53 |
| P.31 | Describe the physical, motor, and perceptual development of infants. | | x |  | pp. 54-56 |
| P.32 | Distinguish methods used to study lifespan development. | | 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* | | | | | |
| P.33 | Describe the physical, motor, and cognitive development of children. | | x |  |  |
| P.34 | Describe the physical, motor, cognitive, and moral changes that occur during adolescence. | | x |  |  |
| P.35 | Describe the major physical, cognitive, and social changes that accompany adulthood and aging. | | x |  | pp. 124-130 |
| P.36 | Explain how nature and nurture influence human growth and development. | | x |  |  |
| P.37 | Examine issues related to the end of life. | | x |  | pp. 138-140 |
| **Social Interactions** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Content Standard | Content Standard | |  |  |  |
| P.38 | Describe the relationship between attitudes (implicit and explicit) and behavior, including attributes associated with different types of behavior. | | 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* | | | | | |
| P.39 | Describe the situational effects and group dynamics associated with individual behavior, including how an individual can influence group norms. | | x |  | Pp. 556-563 |
| P.40 | Examine the nature and effects of stereotyping, prejudice, and discrimination. | | x |  | pp. 598-600 |
| P.41 | Identify influences on aggression and conflict. | | x |  | pp. 576-579 |
| P.42 | Examine factors that influence attraction and relationships. | | x |  |  |
| **Sociocultural Diversity** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Content Standard | Content Standard | |  |  |  |
| P.43 | Define culture and diversity. | | x |  | p.20 |
| P.44 | Examine cultural change, including variations within and across nations, and consider the following factors using psychological research: gender, race, ethnicity, socioeconomic status, and societal norms. | | 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* | | | | | |
| P.45 | Explain how social power structures relate to stereotypes, prejudice, and discrimination. | | x |  | p. 599 |
| P.46 | Examine how perspectives influence stereotypes and the treatment of minority and majority groups in society. | | x |  | p. 599 |
| P.47 | Interpret psychological research to examine differences in individual, cognitive, and physical abilities. | | x |  |  |
| **Learning, Memory, and Intelligence** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Content Standard | Content Standard | |  |  |  |
| P.48 | Explain the process of learning, including principles of operant and classical conditioning as well as methods of observation. | | x |  | pp. 236-245 |
| P.49 | Describe the differences between learning, reflexes, and fixed-action patterns. | | 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* | | | | | |
| P.50 | Describe the processes of memory, including encoding, storage, and retrieval. | | x |  | p. 268 |
| P.51 | Identify the types of memory, and describe memory disorders, including amnesias and dementias. | | x |  | pp. 270-273 |
| P.52 | Describe the factors that influence how memories are retrieved and strategies for improving the retrieval of memories. | | x |  | pp.280-286 |
| P.53 | Describe the cognitive processes involved in understanding information. | | x |  | pp. 292-295 |
| P.54 | Define processes involved in problem-solving and decision-making. | | x |  | pp. 292-295 |
| P.55 | Discuss intelligence as a general factor in examining human growth and development. | | x |  | p.354-356 |
| ***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* | | | | | |
| P.56 | Identify current methods of assessing human abilities, including the role of reliability and validity in determining appropriate assessments. | | x |  | pp.354-363 |
| P.57 | Discuss the influences of biological, cultural, and environmental factors on intelligence. | | x |  | pp. 354-363 |
| **Psychological Disorders** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Content Standard | Content Standard | |  |  |  |
| P.58 | Describe and discuss psychologically abnormal behavior, and examine how the stigma impacts relationships. | | x |  | pp. 452-483 |
| P.59 | Describe historical and cross-cultural views of abnormality and major models of abnormality. | | x |  | pp.457-458 |
| P.60 | Analyze the impact of psychological disorders on the individual, family, and society. | | x |  | p. 482 |
| P.61 | Describe the availability of treatment for psychological disorders and the impact of treatment options on society. | | 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* | | | | | |
| **PSYCHOLOGY 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** |  | **Does not discuss neuroscience.** Does not describe the relationship between the conscious and unconscious processes. Doesn’t discuss lifespan development. Does not discuss the development of motor skills of children nor adolescents. Does not define implicit and explicit behavior. Does not discuss factors that influence attraction. Does not consider ethnicity, socioeconomic status or gender. No discussion of fixed-action patterns. |

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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. 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*** |  |  |
| **SSP.02** | Critically examine primary or secondary source(s). | ***x*** |  |  |
| **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*** |  |  |
| **SSP.06** | Develop geographic awareness. | ***x*** |  |  |
| **Additional comments on the Social Studies Practices within materials:** | | | | |

**PSYCHOLOGY  
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 |  | Includes activities such as debate that require though, discourse and practice in an interconnected social context. Also includes technology exercises. |
| ***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 |  |  |
| ***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 |  | Provides vocabulary activities as well as journal activities as well as other reading and writing activities. |
|  | **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.* |  | | |

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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 |  | Some of the critical thinking skills exercises require students to apply knowledge to real-world situations that are relevant to them. These exercises promote critical thinking and problem solving. |
| 1. Includes differentiated materials that provides support for the following: ELL students, students with disabilities, or struggling learners. | x |  | The TE includes activities that are marked EL in order to differentiate instruction. There is also a remediation section at the end of each chapter for struggling learners. |
| 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 |  | The TE includes activities marked AL (approaching learners), as well as extra activities, including labs, for those students already meeting mastery and with high interest. |

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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 |  | Assessments at the end of the chapter as well as online meet this requirement. |
| 1. Assesses student mastery using methods that are unbiased and accessible to all students. | x |  |  |
| 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 |  | Online materials include formative self-checks during every lesson and a pre-test as well as summative assessments. |
| 1. Assessments are embedded throughout instructional materials as tools for students’ learning and teachers’ monitoring of instruction. | x |  |  |
| 1. Assessments provide teachers with a range of data to inform instruction. | x |  |  |

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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 |  |  |
| 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 |  | Each lesson includes in the very least an ELA, science and visual activity. |
| 1. Provides strategies and guidance to support the inclusion of “hands-on” activities with other practices (e.g., asking questions, engagement in argument). | x |  | Online materials include labs. |
| 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 |  | Some of the lessons contain a segment about misconceptions concerning the topic and how to address those misconceptions. |
| 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 |  |  |