**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. | Yes |  | Ch. 1 |
| S.02 | Compare and contrast sociology with other social sciences. | Yes |  | I love the chart that explains this! Students will appreciate the numerous visuals this book includes. |
| S.03 | Explain how hypothesis testing is applied in sociology, including the concepts of dependent and independent variables. | Yes |  | Love the graphs on page 48 |
| ***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.). | Yes |  | Add a definition for content analysis |
| S.05 | Differentiate among various sociological perspectives or theories on social life (i.e., functionalist perspective, conflict theory, symbolic interaction, etc.). | Yes |  | Love the visual on page 24 of the Five Key Concepts of Sociology |
| S.06 | Evaluate various ethical issues in the study of sociology (e.g., confidentiality, consent, anonymity, and risk of harm). | Yes |  | Could add more for risk of harm |
| **The Role of Culture in Society** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard |  |  |  |
| S.07 | Describe components of culture (e.g., nonmaterial culture, norms and values, material culture, subcultures, etc.). | Yes |  | Pages 65-92 does a great job explaining the components of culture. |
| S.08 | Explain how the various components of culture form a whole culture. | Yes |  | I really like the Connecting to Sociology Sections.  Chapter 3 pages 65-92 is all about culture and through five lessons the book does a great job breaking it down.  Numerous examples throughout the book of culture as well. |
| ***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.). | Yes |  |  |
| S.10 | Compare and contrast various cultures of the world. | Yes |  | Does this in more than section of the book  Examples throughout |
| S.11 | Explain how language reflects and transmits culture (e.g., code switching, slang, regional differences, etc.). | Yes |  | Could add in a few more lines about code switching and slang |
| S.12 | Analyze how culture influences individuals (e.g., ethnocentrism, cultural relativity, culture shock, American values, etc.). | Yes |  | Nice job including all of the examples! |
| S.13 | Describe how the social structure of a culture affects social interaction. | Yes |  | Nicely explained in context with the different sociological concepts. |
| ***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.). | Yes |  | Could make the government and economy’s role clearer |
| S.15 | Evaluate the role and effectiveness of social institutions. | Yes |  | Excellent job breaking down into social institution  Ch. 11, Ch. 12, Ch. 13, Ch. 14 |
| S.16 | Explain how social problems can be a result of ineffective institutions (e.g., crime, poverty, etc.). | Yes |  | Love the readings in sociology found in the back of the book. |
| S.17 | Explain how social institutions and cultures change and evolve due to historical changes, globalization, the Internet age, countercultures, and social movements. | Yes |  | Page 404-The Danger of Cults is one good example  Examples throughout the book |
| S.18 | Distinguish status from role. | Yes |  | Pg 133 and pg. 138 – excellent! |
| ***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. | Yes |  | The analyzing Readings in Sociology section in the back around pages 498-501 does a phenomenal job with this. And there is more info within the chapters! |
| S.20 | Classify types of social groups that exist in society (i.e., reference groups, primary groups, secondary groups, in-groups, out-groups, etc.). | Yes |  | Collective Behavior Chapter 16 pages 449-473 |
| S.21 | Describe group roles, their dynamics, and their impact on group behavior. | Yes |  | Collective Behavior Chapter 16 pages 449-473 |
| S.22 | Explain the process of the social construction of the self (e.g., I and Me, role-taking, generalized other, identity, etc.). | Yes |  | I would like to see more on the term identity.  105-108 |
| S.23 | Define socialization, and describe the primary agents of socialization (i.e., family, peers, media, schools, religion, etc.). | Yes |  | The analyzing Readings in Sociology section in the back around pages 498-501 does a phenomenal job with this. And there is more info within the chapters! |
| S.24 | Examine the processes of socialization throughout one’s lifespan. | Yes |  | 118-122 |
| ***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. | Yes |  |  |
| S.26 | Differentiate among various explanations or theories for deviant behavior (i.e., control theory, anomie theory, differential association theory, labeling theory, etc.). | Yes |  |  |
| S.27 | Analyze various social control techniques (e.g., informal social control, formal social control, stigma, criminalization, etc.). | Yes |  | Add in page 189 (stigma) |
| S.28 | Examine the American criminal justice system's response to deviant behavior. | Yes |  |  |
| **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.). | Yes |  | Love the DBQ Analyzing Primary Sources!! |
| 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.). | Yes |  |  |
| ***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. | Yes |  |  |
| S.32 | Examine a school or community’s response to deviant behavior. | Yes |  |  |

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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. | **Yes** |  |  |

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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). | | **Yes** |  |  |
| Materials are accurate and grade level appropriate. | | **Yes** |  |  |
| ***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. | ***Yes*** |  | ***65-92***  Great connections with culture within sociology and how it relates to other disciplines like anthropology (page 73) |
| Understand the role of culture in shaping lives and society. | ***Yes*** |  | 65-92 and more |
| **Economics** | Use economic reasoning skills and knowledge of major economic concepts, issues, and systems.  *This course has implied content.* | ***Yes*** |  |  |
| Make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.  *This course has implied content.* | ***Yes*** |  |  |
| **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.* | ***Yes*** |  | Numerous examples of maps like on page 161 |
| Explain the interactions that occur in an increasingly interdependent world.  *This course has implied content.* | ***Yes*** |  |  |
| 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.* | ***Yes*** |  |  |
| **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.* | ***Yes*** |  | Love that numerous handouts and readings are important primary sources or informational pieces over history state standards. This will help students with the State Test! |
| **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.* | ***Yes*** |  | Great imbedding of political information with numerous references throughout of Clinton, Obama, Ginsberg, and many other key figures |
| 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.* | ***Yes*** |  | Great info on women in power and much more |
| 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.* | ***Yes*** |  |  |
| **Additional comments on integration of the content strands into the materials:** | | | | |
| ***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. | ***Yes*** |  | Love their primary sources and secondary sources in the book and online |
| **SSP.02** | Critically examine primary or secondary source(s). | ***Yes*** |  | Great chart on page 519 |
| **SSP.03** | Organize data from a variety of sources. | ***Yes*** |  | Awesome variety of sources online |
| **SSP.04** | Construct and communicate arguments supported by evidence. | ***Yes*** |  | Great practice with sources, especially with the DBQ |
| **SSP.05** | Develop historical awareness. | ***Yes*** |  | This book does an excellent job developing historical awareness. |
| **SSP.06** | Develop geographic awareness. | ***Yes*** |  | ***Love the inclusion of maps!*** |
| **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. | Yes |  | This book does an awesome job incorporating numerous topics and career options. |
| ***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. | Yes |  | Excellent organization that builds on skills throughout the year |
| ***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. | Yes |  | I love the Document Based Questions and the inclusion of numerous Primary Sources like the one on page 221. (*Nickel and Dimed*) |
|  | **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. | Yes |  | The content in the textbook is excellent and incorporates numerous engaging pieces.  Critical Thinking and Problem Solving are embedded in every lesson  Example on page 50 (also does a great job with cross curriculum. There are numerous connections amongst other topics like science – scientific method on page 50 – and this book does a |
| 1. Includes differentiated materials that provides support for the following: ELL students, students with disabilities, or struggling learners. | Yes |  | Page xxxvi-xxv  V- Visual Skills  R-Reading Skills  C-Critical Thinking Skills (goes through Bloom’s)  W-Writing Skills  T-Technology Skills  \*These skills are embedded in each chapter.  Lesson one on page 7 has a nice visual skill example  Excellent job with clearly marking the differentiated instruction. |
| 1. Includes differentiated materials that provides support for students approaching mastery as well as extensions for students already meeting mastery or with high interest. | Yes |  | Yes  Critical Thinking Questions go through all of Bloom’s levels |

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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). | Yes |  | Numerous forms of assessment |
| 1. Assesses student mastery using methods that are unbiased and accessible to all students. | Yes |  |  |
| 1. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance. | Yes |  | Could always have more detail and student samples |
| 1. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures. | Yes |  | Yes. Numerous forms of embedded assessments and various assessment measures that do include all categories.  Questions at beginning of lessons like problem solving question on page 34  Thinking like a sociologist on page 35 with Synthesizing and pros and cons questions  Very impressed with the number of questions and the variety that this book offers |
| 1. Assessments are embedded throughout instructional materials as tools for students’ learning and teachers’ monitoring of instruction. | Yes |  | Questions at beginning of lessons like problem solving question on page 34  Thinking like a sociologist on page 35 with Synthesizing and pros and cons questions  Very impressed with the number of questions and the variety that this book offers |
| 1. Assessments provide teachers with a range of data to inform instruction. | Yes |  | Love the variety of possible answers it gives on numerous questions like the one on page 319  Great mixture or close and open ended questions |

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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. | Yes |  | Love the online resources too!  The handouts do a great job tying in US History standards! Like the one with Jacob Riis |
| 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) | Yes |  | Scientific Method  Social Studies – numerous! Thurgood Marshall, Mao Zedong and numerous other key historical figures are in the book |
| 1. Provides strategies and guidance to support the inclusion of “hands-on” activities with other practices (e.g., asking questions, engagement in argument). | Yes |  | A Diverse America page 337  Geography Connection  I like the *Argument* questions like on page 339. |
| 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. | Yes |  | I like the mentions of bias throughout the textbook and the different examples given, like the one on page 355 *Science is for Girls.*  I also really like how the beginning of each chapter ha the Letter from the Author that helps set out the basic facts before the chapter starts like on page 361. |
| 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). | Yes |  | The Socialization in Schools on page 112 is great section.  Page 115 asks numerous questions that will help with this topic.  There are also numerous Applying Sociology sections throughout the book that are insightful. |