**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. | | Yes |  |  |
| P.02 | Describe and compare a variety of quantitative and qualitative research methods, including: | | Yes |  | I would like to see more on focus group and narratives. |
| * Correlations * Experiments * Focus groups | * Interviews * Narratives * Surveys |
| P.03 | Explain systematic procedures used to improve the validity of research findings, including external validity. | | 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:*  ***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. | | Yes |  |  |
| P.05 | Identify ethical standards psychologists must follow regarding research with human participants. | | Yes |  |  |
| P.06 | Explain descriptive statistics and qualitative data and how they are used by psychological scientists. | | Yes |  | Would like to see more of an explanation for qualitative data |
| P.07 | Define correlation coefficients, and explain their appropriate interpretation. | | Yes |  |  |
| 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. | | Yes |  | Would like more on effect size |
| P.09 | Explain how validity and reliability of observation and measurements relate to data analysis. | | 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:*  ***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. | | Yes |  | Love the bright, simple images |
| P.11 | Identify and describe the methodology, including the tools, used to study the brain. | | Yes |  |  |
| P.12 | Identify and discuss the functions of the central nervous system. | | Yes |  | Love the images! |
| P.13 | Discuss issues related to scientific advances in neuroscience and genetics. | | Yes |  | Love the profiles on psychology! |
| 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. | | 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:*  ***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. | | Yes |  |  |
| P.16 | Describe and discuss the role of genetics in human behavior. | | Yes |  | I love how the vocab is highlighted!! |
| **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. | | Yes |  |  |
| P.18 | Describe the auditory sensory and visual sensory systems. | | Yes |  | Love the chart on page 207 and all of the profiles in psychology |
| P.19 | Describe other sensory systems (including olfaction and gustation), and identify skin senses, kinesthesis, and vestibular sense. | | Yes |  |  |
| P.20 | Explain Gestalt’s principles of perception. | | 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:*  ***Including****: used to say that a person or thing is a part of a group* | | | | | |
| P.21 | Explain how experiences and expectations influence perception. | | Yes |  |  |
| **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. | | Yes |  | Love the image on page 181 |
| P.23 | Describe the circadian rhythm and its relation to sleep. | | Yes |  |  |
| P.24 | Explain the functions of sleep and dreams. | | Yes |  |  |
| P.24 | Identify types of sleep disorders and methods of treatment. | | Yes |  | Include and elaborate on the methods of treatment. |
| P.26 | Explain how culture and expectations influence the use of drugs, including psychoactive drugs and their effects. | | 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:*  ***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. | | Yes |  | Love the Connecting to Psychology Sections |
| **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. | | Yes |  |  |
| P.29 | Identify cognitive, moral, and social development theories. | | Yes |  |  |
| P.30 | Describe physical development from conception through birth, and identify influences on prenatal development. | | Yes |  | Great Visuals |
| P.31 | Describe the physical, motor, and perceptual development of infants. | | Yes |  | Nice example of the visual cliff |
| P.32 | Distinguish methods used to study lifespan development. | | 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:*  ***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. | | Yes |  |  |
| P.34 | Describe the physical, motor, cognitive, and moral changes that occur during adolescence. | | Yes |  |  |
| P.35 | Describe the major physical, cognitive, and social changes that accompany adulthood and aging. | | Yes |  |  |
| P.36 | Explain how nature and nurture influence human growth and development. | | Yes |  |  |
| P.37 | Examine issues related to the end of life. | | Yes |  | Love the Case Study on page 142 |
| **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. | | Yes |  | Spend more time explaining implicit and explicit |
| ***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. | | Yes |  |  |
| P.40 | Examine the nature and effects of stereotyping, prejudice, and discrimination. | | Yes |  |  |
| P.41 | Identify influences on aggression and conflict. | | Yes |  |  |
| P.42 | Examine factors that influence attraction and relationships. | | Yes |  |  |
| **Sociocultural Diversity** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Content Standard | Content Standard | |  |  |  |
| P.43 | Define culture and diversity. | | Yes |  |  |
| 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. | | Yes |  | Great tie in with geography on page 402! |
| ***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. | | Yes |  |  |
| P.46 | Examine how perspectives influence stereotypes and the treatment of minority and majority groups in society. | | Yes |  |  |
| P.47 | Interpret psychological research to examine differences in individual, cognitive, and physical abilities. | | Yes |  |  |
| **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. | | Yes |  |  |
| P.49 | Describe the differences between learning, reflexes, and fixed-action patterns. | | 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:*  ***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. | | Yes |  |  |
| P.51 | Identify the types of memory, and describe memory disorders, including amnesias and dementias. | | Yes |  |  |
| P.52 | Describe the factors that influence how memories are retrieved and strategies for improving the retrieval of memories. | | Yes |  |  |
| P.53 | Describe the cognitive processes involved in understanding information. | | Yes |  |  |
| P.54 | Define processes involved in problem-solving and decision-making. | | Yes |  |  |
| P.55 | Discuss intelligence as a general factor in examining human growth and development. | | 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:*  ***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. | | Yes |  |  |
| P.57 | Discuss the influences of biological, cultural, and environmental factors on intelligence. | | Yes |  |  |
| **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. | | Yes |  |  |
| P.59 | Describe historical and cross-cultural views of abnormality and major models of abnormality. | | Yes |  |  |
| P.60 | Analyze the impact of psychological disorders on the individual, family, and society. | | Yes |  |  |
| P.61 | Describe the availability of treatment for psychological disorders and the impact of treatment options on society. | | 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:*  ***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. | | | **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** |  | **I LOVE the lab activities. So interesting and relevant** |
| ***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** |  |  |
| **SSP.02** | Critically examine primary or secondary source(s). | **Yes** |  |  |
| **SSP.03** | Organize data from a variety of sources. | **Yes** |  |  |
| **SSP.04** | Construct and communicate arguments supported by evidence. | **Yes** |  |  |
| **SSP.05** | Develop historical awareness. | **Yes** |  |  |
| **SSP.06** | Develop geographic awareness. | **Yes** |  |  |
| **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. | Yes |  | The Exploring Issues and Critical Thinking Activities (teacher book page 187 and throughout) are wonderful. |
| ***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 |  | Yes. It makes sense to have psychological testing as chapter 13 |
| ***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 |  | Don’t forget about the Psychology Handbook: Psychology Skills section in the back of the book!  The Research and Writing Skills section is on page 631. |
|  | **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 |  | Love the college and career readiness section on page xxix.  Great questions to incorporate  I like the Profiles in Psychology and the focus on careers in psychology like found on page 621. |
| 1. Includes differentiated materials that provides support for the following: ELL students, students with disabilities, or struggling learners. | Yes |  | More ELL resources would be helpful. I do like the Visual Skills inclusion for ELL students. |
| 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 |  | Love all of the critical thinking skills sections and the reading skills. (every chapter has this)  Page 344 in teacher book gives a how to section |

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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 |  | The standards are correlated to the American Psychological Association National Standards for High School Psychology Curricula very well. Some TN Standards could be elaborated on more.  Love the connections to other social sciences like found on page 621 Connecting Psychology to Economics. |
| 1. Assesses student mastery using methods that are unbiased and accessible to all students. | Yes |  | I love the progression of questioning at the end of each lesson. From the lowest levels of Bloom’s to the highest. |
| 1. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance. | Yes |  | More detailed student samples and rubrics would be beneficial. |
| 1. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures. | Yes |  | Love the Chapter and Lesson Planners that even label the different activities with Gardner’s intelligences. Makes it easy to accommodate every learner. |
| 1. Assessments are embedded throughout instructional materials as tools for students’ learning and teachers’ monitoring of instruction. | Yes |  | I love the varied skills that are embedded in each lesson: critical thinking, writing, visual, reading, technology, writing, and more! |
| 1. Assessments provide teachers with a range of data to inform instruction. | Yes |  | Numerous levels and types of questions per unit does provide a range of data. |

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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 |  |  |
| 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 |  | Sports/PE correlation on page 323  Numerous career topics  Pages 261-261 discuss study habits that are applicable in all subject areas |
| 1. Provides strategies and guidance to support the inclusion of “hands-on” activities with other practices (e.g., asking questions, engagement in argument). | Yes |  | I like how each section has numerous review questions and they are labeled with their skills such as the ‘speculating’ question on page 383. |
| 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 love the Letter to the Psychology Teacher at the beginning of each chapter. It is concise and hits the main points of the chapter.  Could include more to help with identifying student misconceptions and tools to overcome that |
| 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 |  | Does a nice job incorporating numerous examples with school related topics (students will have schema to help relate to these questions better) |