**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 |  | P 7-8 |
| P.02 | Describe and compare a variety of quantitative and qualitative research methods, including: | | X |  | P 30-1 covers correlations, experiments, and surveys; and revised content now includes definitions. |
| * 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 28-29 |
| ***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 |  | P 32-3 |
| P.05 | Identify ethical standards psychologists must follow regarding research with human participants. | | X |  | P 32 has a summary of guidelines, but text would be strengthened by adding the complete document as an appendix. |
| P.06 | Explain descriptive statistics and qualitative data and how they are used by psychological scientists. | | X |  | P 40-1 explains descriptive statistics; P 29-30 discusses qualitative data |
| P.07 | Define correlation coefficients and explain their appropriate interpretation. | | X |  | P 44-5 |
| 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 |  | P 30 and 4 cover some of this material and online text details effect size and how it is used. |
| P.09 | Explain how validity and reliability of observation and measurements relate to data analysis. | | X |  | P 45-6 |
| ***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 |  | P 153-7 |
| P.11 | Identify and describe the methodology, including the tools, used to study the brain. | | X |  | P 158-62 |
| P.12 | Identify and discuss the functions of the central nervous system. | | X |  | P 148-52 |
| P.13 | Discuss issues related to scientific advances in neuroscience and genetics. | | X |  | P 158-62 discusses neuroscience advances; genetics is mentioned on 160 in a sidebar; overall could be better developed. |
| 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 |  | P 164-7 |
| ***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 164-7 |
| P.16 | Describe and discuss the role of genetics in human behavior. | | X |  | P 170-4 |
| **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 |  | P 204-9 |
| P.18 | Describe the auditory sensory and visual sensory systems. | | X |  | P 210-16 |
| P.19 | Describe other sensory systems (including olfaction and gustation), and identify skin senses, kinesthesis, and vestibular sense. | | X |  | P 217-19 |
| P.20 | Explain Gestalt’s principles of perception. | | X |  | P 223-4 |
| ***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 22-8 |
| **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 224-5 |
| P.23 | Describe the circadian rhythm and its relation to sleep. | | X |  | P 183 |
| P.24 | Explain the functions of sleep and dreams. | | X |  | P 180-5 |
| P.24 | Identify types of sleep disorders and methods of treatment. | | X |  | P 183-4 |
| P.26 | Explain how culture and expectations influence the use of drugs, including psychoactive drugs and their effects. | | X |  | P 193-7 |
| ***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 |  | P 188-91 |
| **Lifespan Development** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Content Standard | Content Standard | |  |  |  |
| P.28 | Explain the interaction between environmental and biological factors in lifespan development, including the role of the brain in all aspects of development. | | X |  | P 52-8 and numerous others |
| P.29 | Distinguish methods used to study lifespan development. | | X |  | P 66-7 et al discusses infants and young children and includes summaries for all ages. |
| P.30 | Identify cognitive, moral, and social development theories. | | X |  | P 60-7 and 72-8 discuss all three categories. |
| P.31 | Describe physical development from conception through birth, and identify influences on prenatal development. | | X |  | P 53 |
| P.32 | Describe the physical, motor, and perceptual development of infants. | | X |  | P 54-6 |
| ***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 60-4 and 75-6 discuss cognitive, and additional content provides descriptions and examples of physical and motor development. |
| P.34 | Describe the physical, motor, cognitive, and moral changes that occur during adolescence. | | X |  | P 84-90 and 92-9 cover adolescence, and additional materials include motor skills. |
| P.35 | Describe the major physical, cognitive, and social changes that accompany adulthood and aging. | | X |  | P 124-30 discuss physical and cognitive, while p 131-5 looks at aging. |
| P.36 | Explain how nature and nurture influence human growth and development. | | X |  | P 170; 173-4; 359-61 |
| P.37 | Examine issues related to the end of life. | | X |  | P 138-41 |
| **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 |  | P 588-91 and 594-600 covers attitudes and behavior, and clearly defines 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. | | X |  | P 556-64; 565-72 |
| P.40 | Examine the nature and effects of stereotyping, prejudice, and discrimination. | | X |  | P 535 stereotypes; 598 prejudices; 601 aggression |
| P.41 | Identify influences on aggression and conflict. | | X |  | P 422 conflict; 576-82 aggression |
| P.42 | Examine factors that influence attraction and relationships. | | X |  | P 524-31 |
| **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 340-402 covers culture (definition on 362); p 20 discusses diversity, while online materials clearly define diversity and its impact on psychology. |
| 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 |  | P 308-10 discusses these topics, and additional pages includes other factors. |
| ***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 598-60 pays considerable attention to stereotypes, prejudices, and discrimination. Additional online content includes a clear explanation of social power structures. |
| P.46 | Examine how perspectives influence stereotypes and the treatment of minority and majority groups in society. | | X |  | P 598-9 |
| P.47 | Interpret psychological research to examine differences in individual, cognitive, and physical abilities. | | X |  | P 365-8 and others examine differences of individual and cognitive abilities, while one reference online does briefly consider physical abilities. |
|  | | | **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 |  | P 510 and others |
| P.49 | Describe the differences between learning, reflexes, and fixed-action patterns. | | X |  | P 236-9 |
| ***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 268-76 |
| P.51 | Identify the types of memory, and describe memory disorders, including amnesias and dementias. | | X |  | P 270-3 and 283 amnesia; 159, 134-5 dementia |
| P.52 | Describe the factors that influence how memories are retrieved and strategies for improving the retrieval of memories. | | X |  | P 280-6 |
| P.53 | Describe the cognitive processes involved in understanding information. | | X |  | P 63-4, 157, and others |
| P.54 | Define processes involved in problem-solving and decision-making. | | X |  | P 292-300 |
| P.55 | Discuss intelligence as a general factor in examining human growth and development. | | X |  | P\_ 354-6 |
| ***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 |  | P 348-50 |
| P.57 | Discuss the influences of biological, cultural, and environmental factors on intelligence. | | X |  | P 64 biology, 362-3 culture and environment |
| **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 |  | Considerable text on this standard but could be strengthened with a better discussion of the impact on relationships. |
| P.59 | Describe historical and cross-cultural views of abnormality and major models of abnormality. | | X |  | Cross-cultural is discussed, with additional text on historical approaches and major models. |
| P.60 | Analyze the impact of psychological disorders on the individual, family, and society. | | X |  | P 460-8 |
| P.61 | Describe the availability of treatment for psychological disorders and the impact of treatment options on society. | | X |  | P 492-8; but could be strengthened with a good discussion of the impact of treatment options on society. |
| ***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 |  | The text examines almost all of the standards to a sufficient level of rigor. Terms are clearly defined and concisely discussed. |

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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 |  | Text includes material on gender, stress, and personality that in some cases is not explicitly required by a given standard, but can be used to discuss various disorders and treatments, etc. |
| 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 |  | Numerous case studies and results of experiments are included. However, the use of primary sources is limited. |
| **SSP.02** | Critically examine primary or secondary source(s). | X |  | The students may be asked to examine or reflect upon the results of an experiment or a study, and are provided some primary sources to investigate. |
| **SSP.03** | Organize data from a variety of sources. | X |  | Data is provided in a variety of formats and can be organized in a cogent manner. |
| **SSP.04** | Construct and communicate arguments supported by evidence. | X |  | P 80 has a paragraph from a primary source, asking students to write an argument. |
| **SSP.05** | Develop historical awareness. | X |  | The text does explain how many theories in psychology have been modified or even dismissed over time. |
| **SSP.06** | Develop geographic awareness. | X |  | The lack of proper nutrition for prenatal health in less developed countries is discussed, as is how various cultures have different perspectives. |
| **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 |  | Each chapter includes essential questions, an interactive lab activity, and a case study as ways to encourage thinking skills with a high level of rigor. |
| ***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 |  | The materials are organized in a very logical manner, beginning with approaches to psychology, along with research methods and statistics. This is followed by examinations of the stages of human development, then looks at consciousness, altered states, memory, learning, testing, etc., and concludes with a look at the future of the profession. |
| ***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 |  | There are numerous opportunities for students to read and analyze case studies, profiles, etc., and content vocabulary is emphasized. However, suggestions for speaking and listening could be improved. |
|  | **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 |  | Each lesson opens with an essential question that focuses learning. For example, the lesson on death and dying opens with, “How do people manage life changes?” as its opener. One assignment suggested in this lesson has students discussing and role-playing how they would advise people approaching death under different circumstances. |
| 1. Includes differentiated materials that provides support for the following: ELL students, students with disabilities, or struggling learners. | X |  | The online materials (worksheets and tests) can be modified for students of differing abilities. Students may also listen to an audio version of the text if they struggle with the reading level of the text. |
| 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 variety, quantity, level of rigor of the assignments allows for extension of the lessons at the teacher’s discretion. |

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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 |  | The teacher materials include comprehensive quizzes for each lesson and tests for each chapter. The test format includes multiple choice, matching, short answer, and document based essays. |
| 1. Assesses student mastery using methods that are unbiased and accessible to all students. | X |  | The teacher materials include a great variety of assessment formats with an online method of modification as the teacher deems necessary for differentiation. |
| 1. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance. |  | X | Answer keys are provided for each assessment, but there does not seem to be any detailed rubrics or scoring guidelines. |
| 1. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures. | X |  | The assessments are embedded throughout the materials, but not divided into pre-, formative-, and self-assessment categories. A teacher could use his or her discretion to determine how to handle this, however. There are self-checks at the end of each lesson. |
| 1. Assessments are embedded throughout instructional materials as tools for students’ learning and teachers’ monitoring of instruction. | X |  | Each chapter offers opportunities for reading and writing assignments, as well as diagramming and making connections. Each chapter ends with summary questions at various levels of difficulty. |
| 1. Assessments provide teachers with a range of data to inform instruction. | X |  | Teachers can consider the students’ abilities on vocabulary comprehension, document based questioning, reading comprehension, interpretation of graphs, and essay composition. |

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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 |  | There is ample opportunity for students to grasp the material as it is presented in a variety of ways and connected to real-life experiences. Following the guidelines presented allows the teacher to offer lessons of every style, incorporating best practices for student learning and engagement. |
| 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 |  | Several times throughout the materials, a section is devoted to connecting psychology to civics or economics. Some of the essay questions that involve the interpretation of graphs could be considered as supportive of mathematics instruction. The parts of the brain, as well as how it develops and responds to stimuli, are connections to biology. |
| 1. Provides strategies and guidance to support the inclusion of “hands-on” activities with other practices (e.g., asking questions, engagement in argument). | X |  | Each chapter opens with a hands-on lab activity, such as one measuring reflexes. Other such activities are found embedded in the chapters of the teacher’s edition. Students are asked to critically analyze data, but more emphasis needs to be added on how students can learn to develop questions and to engage in discussion, argument, and debate. |
| 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 | Although this would be a fine addition to any textbook, I personally haven’t seen it included here, nor in other texts I’ve examined or used over the years. |
| 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 |  | The materials are especially good in this regard. The lab activities that open each chapter have students using their peers to investigate such things as reflexes and the causes of stress. |