

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology

September Consensus Review

Book Code: BFW-43-100-10-TAP-9

Category: 43-100-10

Area

Cluster

Subject:

Publisher:

Bedford, Freeman and Worth Publishing Group

Title:

Thinking About Psychology, 3rd Edition

Author: Charles Blair-Broeker; Randal Ernst

Edition: 3

Copyright: 2013

ISBN: 9781429233262

Publisher's Bid Information

Bid Level

Basal

Delivery Method

T

Reviewers' Analysis

Level

Basal

Delivery Method:

Traditional-T

Reviewers' Final Recommendation:

☒ Yes

☐ No

☐ Withdrawn

Committee Members:

Committee members signatures are on file.

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

I. Tennessee Social Studies Content Standards

1. The program addresses 70% of the state social studies content standards as appropriate for this cluster/course.

Documentation

COMMENTS: All standards are covered in an expected and proper level. This text is the best on statistics.

CONCERNS: None

MET/NOT MET: Met

BFW-43-100-10-TAP-9-1928-4900-0192-Yes-Basal9781429233262-----8/7/2013 @ 7:26:59 AM

2. List those state social studies standards that the text does not address or partially addresses.

Documentation

COMMENTS: Most are covered adequately. This text is written at a much lower reading level so that while the standards are covered, it is done so on a lower level in most instances, but is probably appropriate for the normal high school classroom.

CONCERNS: P17 and P25 partial on #2 are not covered or only slightly covered.

MET/NOT MET: Met

BFW-43-100-10-TAP-9-1929-4900-0193-Yes-Basal9781429233262-----8/7/2013 @ 7:26:59 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

II. Tennessee Social Studies Literacy Components

The program addresses the following literacy component for each grade cluster/course.

1. Text complexity seems appropriate for this grade cluster/course,

Documentation

COMMENTS: The reading level for this text may be slightly lower than would be expected, but not so much so that it is not adequate.

CONCERNS: Slightly lower reading level.

MET/NOT MET: Met

BFW-43-100-10-TAP-9-1930-4900-0194-Yes-Basal9781429233262-----8/7/2013 @ 7:26:59 AM

2. The submission provides text alignment to primary and secondary sources. Sources are noted and varied.

Documentation

COMMENTS: There were few Primary or Secondary sources available. Maybe some small supplemental readings in the text and the web links on the teacher resource disc provides opportunity for the teacher to find their own materials but none is provided. The Cross Curricular activities are one example in the book.

CONCERNS: Lack of Primary and Secondary sources available.

MET/NOT MET: Not Meet

BFW-43-100-10-TAP-9-1931-4900-0195-Yes-Basal9781429233262-----8/7/2013 @ 7:26:59 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

3. *Questioning matches the rigor of the standards.*

Documentation

COMMENTS: Questioning is up to the rigor standards of the course. Questioning and activities are varied and appropriate.

CONCERNS: None

MET/NOT MET: Met

BFW-43-100-10-TAP-9-1932-4900-0196-Yes-Basal9781429233262-----8/7/2013 @ 7:26:59 AM

4. *A majority of the questions and activities are text-dependent.*

Documentation

COMMENTS: The questions are dependent on the text, but not on separate readings or Primary Sources. There are many activities and studies provided in the teacher resource materials. Many of these do require a written answer response, but are not necessarily text dependent.

CONCERNS: The lack of Primary and Secondary source material is concerning.

MET/NOT MET: Met

BFW-43-100-10-TAP-9-1933-4900-0197-Yes-Basal9781429233262-----8/7/2013 @ 7:26:59 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

III. Program Design

49-6-2202. (b) (3) In recommending textbooks for use in economics or business-oriented courses or programs, the commission should include at least one (1) textbook written, illustrated and exemplified in such a manner as to facilitate comprehension by all students, including those of disadvantaged socioeconomic circumstances and of culturally different backgrounds.

49-6-2202. (b) (4) In recommending textbooks for use in social studies, Tennessee history, American history or any related subject, the commission shall strive to recommend textbooks that accurately and comprehensively portray the full range of diversity and achievement of racial and ethnic minorities as well as the role and importance of religion in history.

A. Presentation

1. Content is accurate.

Documentation

COMMENTS:

CONCERNS:

MET/NOT MET:

BFW-43-100-10-TAP-9-1934-4900-0198-Yes-Basal9781429233262-----8/7/2013 @ 7:26:59 AM

2 Content accommodates that learning styles, interest and ability levels of students for this grade cluster/course.

Documentation

COMMENTS: There are numerous activities provided with multiple opportunities for assessment and should suit the learning needs of a wide variety of students.

CONCERNS: The lack of Primary and Secondary source material is concerning.

MET/NOT MET: Met

BFW-43-100-10-TAP-9-1935-4900-0199-Yes-Basal9781429233262-----8/7/2013 @ 7:26:59 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

3. *There are multiple opportunities for active learning.*

Documentation

COMMENTS: There are many activities provided with each module.

Examples:

Critical Thinking Activities

Cooperative Learning Activities

Application Activities

Psychology Fair Guide

CONCERNS: None

MET/NOT MET: Met

BFW-43-100-10-TAP-9-1936-4900-0200-Yes-Basal9781429233262-----8/7/2013 @ 7:26:59 AM

***Note:** 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. Although social, ethnic, racial, religious, and gender bias is a local discussion, list any areas of concern for local review teams.*

B. Organization

1. *The organization and mechanics of the program are sequenced logically.*

Documentation

COMMENTS: Everything is put together in a very logical sense. The Module approach is well suited for learning.

CONCERNS: None

MET/NOT MET: Met

BFW-43-100-10-TAP-9-1937-4900-0201-Yes-Basal9781429233262-----8/7/2013 @ 7:26:59 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

2. *Technology components comprise and essential part of the program.*

Documentation

COMMENTS: The teacher resource materials allow for the teacher to print and make copies of almost everything that would be needed. The students could actually complete most everything in this course minus any technology. However, the critical thinking activities on the teacher resource disc are the exception. They do require internet access. Examples include Technology Application Activities

Digital Connection Activities

Web Links

Pod Cast

CONCERNS: None

MET/NOT MET: Met

BFW-43-100-10-TAP-9-1938-4900-0202-Yes-Basal9781429233262-----8/7/2013 @ 7:27 AM

3. *The program includes appropriate teacher support.*

Documentation

COMMENTS: There is an ample amount of teacher support. There are varied and numerous activities available so that teacher can cover the content in a variety of formats. Examples:

Teacher Tips

Teacher Edition

Power Points

Clicker Questions

CONCERNS: Primary and Secondary source materials are the exception. These would have to be looked up by the teacher.

MET/NOT MET: Met

BFW-43-100-10-TAP-9-1939-4900-0203-Yes-Basal9781429233262-----8/7/2013 @ 7:27 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

IV. Assessment

1. Assessments are aligned to program content.

Documentation

COMMENTS: Assessments are aligned and varied if all of the activities are used. They do include written response questions as well as Fill in the Blank, Multiple Choice, T/F and so on.

CONCERNS: No Primary Sources.

MET/NOT MET: Met

BFW-43-100-10-TAP-9-1940-4900-0204-Yes-Basal9781429233262-----8/7/2013 @ 7:27 AM

2. *The program includes a variety of assessment options including, text-dependent writing prompts.*

Documentation

COMMENTS: Assessments do include written response questions as well as Fill in the Blank, Multiple Choice, T/F and so on. Textbook and materials need to include more writing prompts.

CONCERNS: No Primary Sources.

MET/NOT MET: Met

BFW-43-100-10-TAP-9-1941-4900-0205-Yes-Basal9781429233262-----8/7/2013 @ 7:27 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology

September Consensus Review

3. *The program provides diagnostic evaluation of student progress thought.*

Documentation

COMMENTS: Evaluation of student learning is found throughout the text. They will, if all the activities and assessments are used, develop an understanding of the content.

CONCERNS: There should be more evaluation opportunities throughout the chapter.

MET/NOT MET: Met

BFW-43-100-10-TAP-9-1942-4900-0206-Yes-Basal9781429233262-----8/7/2013 @ 7:27 AM

4. Assessments include text-dependent questions and primary sources.

Documentation

COMMENTS: Assessments do include text dependent questions which require written responses. This includes the normal assessments provided and the activities provided in the teacher resource materials.

CONCERNS: No Primary or Secondary source materials are provided.

MET/NOT MET: Met

BFW-43-100-10-TAP-9-1943-4900-0207-Yes-Basal9781429233262-----8/7/2013 @ 7:27 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

V. Other Comments

Documentation

COMMENTS: This program is very good and provides good coverage of the content, the standards and provides adequate teacher support to allow for student learning.

CONCERNS: The text does appear to be written at a slightly lower level but this should allow for a wide variety of students to be able to handle the course. The big glaring weakness is the lack of Primary and Secondary source materials.

MET/NOT MET: Met

BFW-43-100-10-TAP-9-1944-4900-0208-Yes-Basal9781429233262-----8/7/2013 @ 7:27 AM

VI. Components Reviewed

Documentation

Textbook-Thinking about Psychology
Teacher Resource Disc
Examview Assessment maker

BFW-43-100-10-TAP-9-1945-4900-0209-Yes-Basal9781429233262-----8/7/2013 @ 7:27 AM

VII. Commission Member Comments

Documentation

COMMENTS: See 17

CONCERNS: See 17

MET/NOT MET: Met

BFW-43-100-10-TAP-9-1946-4900-0210-Yes-Basal9781429233262-----8/7/2013 @ 7:27 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology

September Consensus Review

Book Code: CENG-43-100-10-PSYADE-9

Category: 43-100-10

Area

Cluster

Subject:

Publisher:

Cengage Learning

Title:

Psychology: A Discovery Experience

Author: Franzoi

Edition: 1st

Copyright: 2011

ISBN: 9780538447065

Publisher's Bid Information

Bid Level

Basal

Delivery Method

T

Reviewers' Analysis

Level

Basal

Delivery Method:

Traditional-T

Reviewers' Final Recommendation:

☒ Yes

☐ No

☐ Withdrawn

Committee Members:

Committee members signatures are on file.

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

I. Tennessee Social Studies Content Standards

1. The program addresses 70% of the state social studies content standards as appropriate for this cluster/course.

Documentation

COMMENTS: Almost all standards are covered. Some are not in depth quite enough, but this text did a good job of coverage.

CONCERNS: We feel that Standards p.10-20, while touched on, were covered very lightly, and those are some major ones on Biological bases of behavior.

MET/NOT MET: Met

CENG-43-100-10-PSYADE-9-1947-4900-0211-Yes-Basal9780538447065-----8/7/2013 @ 7:27 AM

2. List those state social studies standards that the text does not address or partially addresses.

Documentation

COMMENTS: p.20, 34, 53, 57 are not really mentioned at all, as noted by the company. As stated, the standards on Biological bases of behavior are only briefly touched on. We felt more depth was needed here being that this is a very important part of the program.

CONCERNS: See Above

MET/NOT MET: Met

CENG-43-100-10-PSYADE-9-1948-4900-0212-Yes-Basal9780538447065-----8/7/2013 @ 7:27 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

II. Tennessee Social Studies Literacy Components

The program addresses the following literacy component for each grade cluster/course.

1. Text complexity seems appropriate for this grade cluster/course,

Documentation

COMMENTS: Text complexity is appropriate.

CONCERNS: None

MET/NOT MET: Met

CENG-43-100-10-PSYADE-9-1949-4900-0213-Yes-Basal9780538447065-----8/7/2013 @ 7:27 AM

2. The submission provides text alignment to primary and secondary sources. Sources are noted and varied.

Documentation

COMMENTS: Primary and Secondary sources are provided. Web sites and links are given to enable access to article and the like, but none were readily available with in the program. There are some supplemental readings and activities provided. Digging Deeper is a good addition.

CONCERNS: To look up things on these web sites puts a burden on the teacher and requires the teacher to develop the questions and usage.

MET/NOT MET: Met

CENG-43-100-10-PSYADE-9-1950-4900-0214-Yes-Basal9780538447065-----8/7/2013 @ 7:27 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology

September Consensus Review

3. *Questioning matches the rigor of the standards.*

Documentation

COMMENTS: There are in depth questions available in the book and in the student workbook. There are also a variety of question types including many which require written answers.

CONCERNS: There is an abundance of questioning about the text material but not a lot of activities and “doing” type things for the students.

MET/NOT MET: Met

CENG-43-100-10-PSYADE-9-1951-4900-0215-Yes-Basal9780538447065-----8/7/2013 @ 7:27 AM

4. *A majority of the questions and activities are text-dependent.*

Documentation

COMMENTS: There are a number of questions in the text at the end of chapters and in the student workbook and Case Studies which require the text. The Digging Deeper aspect on the teacher resource disc provides some critical thinking type questions which are not text dependent.

CONCERNS: Few Primary and Secondary sources for reading and applying Common Core.

MET/NOT MET: Met

CENG-43-100-10-PSYADE-9-1952-4900-0216-Yes-Basal9780538447065-----8/7/2013 @ 7:27 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology

September Consensus Review

III. Program Design

49-6-2202. (b) (3) In recommending textbooks for use in economics or business-oriented courses or programs, the commission should include at least one (1) textbook written, illustrated and exemplified in such a manner as to facilitate comprehension by all students, including those of disadvantaged socioeconomic circumstances and of culturally different backgrounds.

49-6-2202. (b) (4) In recommending textbooks for use in social studies, Tennessee history, American history or any related subject, the commission shall strive to recommend textbooks that accurately and comprehensively portray the full range of diversity and achievement of racial and ethnic minorities as well as the role and importance of religion in history.

A. Presentation

1. Content is accurate.

Documentation

COMMENTS:

CONCERNS:

MET/NOT MET:

CENG-43-100-10-PSYADE-9-1953-4900-0217-Yes-Basal9780538447065-----8/7/2013 @ 7:27 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

2 Content accommodates that learning styles, interest and ability levels of students for this grade cluster/course.

Documentation

COMMENTS: Along with the variety and depth of questions, there is the Digging Deeper program for critical thinking. There are surveys and questions throughout the text that allow students to put themselves in all situations. Then there are the videos for each topic which appear interesting. These should provide something for most students. Powerpoints for each chapter still point toward a lecture type atmosphere.

CONCERNS: Lack of actual activities and projects could be detrimental to some.

MET/NOT MET: Met

CENG-43-100-10-PSYADE-9-1954-4900-0218-Yes-Basal9780538447065-----8/7/2013 @ 7:27 AM

3. There are multiple opportunities for active learning.

Documentation

COMMENTS: This program lacks the active learning component. What opportunities do exist are through the supplemental materials: Apply Psych Concepts and Self Discovery Score.

CONCERNS: There are a lack of activities.

MET/NOT MET: Not Meet

CENG-43-100-10-PSYADE-9-1955-4900-0219-Yes-Basal9780538447065-----8/7/2013 @ 7:27 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

***Note:** 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. Although social, ethnic, racial, religious, and gender bias is a local discussion, list any areas of concern for local review teams.*

B. Organization

1. *The organization and mechanics of the program are sequenced logically.*

Documentation

COMMENTS: The sequence and organization is good.

CONCERNS: None.

MET/NOT MET: Met

CENG-43-100-10-PSYADE-9-1956-4900-0220-Yes-Basal9780538447065-----8/7/2013 @ 7:27 AM

2. *Technology components comprise and essential part of the program.*

Documentation

COMMENTS: The teacher resources are provided on disc to provide handouts, but there a limited technology requirement for the students. There is an online aspect, but it was basically just the textbook online. Some technology components that are available include:

Psychology eCollections

Videos

CONCERNS: The program really lacks the technical requirement.

MET/NOT MET: Not Meet

CENG-43-100-10-PSYADE-9-1957-4900-0221-Yes-Basal9780538447065-----8/7/2013 @ 7:27 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology

September Consensus Review

3. *The program includes appropriate teacher support.*

Documentation

COMMENTS: There is teacher support in the forms of things to talk about, homework assignments, and of course powerpoints. That being said, there is a lack of activities and learning opportunities available.

CONCERNS: See Above

MET/NOT MET: Met

CENG-43-100-10-PSYADE-9-1958-4900-0222-Yes-Basal9780538447065-----8/7/2013 @ 7:27 AM

IV. Assessment

1. Assessments are aligned to program content.

Documentation

COMMENTS: Assessments are aligned and varied.

CONCERNS:

MET/NOT MET: Met

CENG-43-100-10-PSYADE-9-1959-4900-0223-Yes-Basal9780538447065-----8/7/2013 @ 7:27 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

2. *The program includes a variety of assessment options including, text-dependent writing prompts.*

Documentation

COMMENTS: The student workbook requires a lot of written response questions. Each chapter has a number of questions requiring written answers. Also, there are short answer and essay questions with the ExamView program. There are writing opportunities with films and images and the experiments offer writing prompts.

CONCERNS: Lack of Primary or Secondary source materials.

MET/NOT MET: Met

CENG-43-100-10-PSYADE-9-1960-4900-0224-Yes-Basal9780538447065-----8/7/2013 @ 7:27 AM

3. *The program provides diagnostic evaluation of student progress thought.*

Documentation

COMMENTS: Assessments tend to be shorter and of a lower level, but do allow for visible progress monitoring.

CONCERNS: None

MET/NOT MET: Met

CENG-43-100-10-PSYADE-9-1961-4900-0225-Yes-Basal9780538447065-----8/7/2013 @ 7:27 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

4. Assessments include text-dependent questions and primary sources.

Documentation

COMMENTS: Some Primary sources are available. Most questions are text dependent but tend to be of a lower level.

CONCERNS: None

MET/NOT MET: Met

CENG-43-100-10-PSYADE-9-1962-4900-0226-Yes-Basal9780538447065-----8/7/2013 @ 7:27 AM

V. Other Comments

Documentation

COMMENTS: Overall, this text and program was adequate. There are some reservations. The lack of Primary and Secondary sources is problematic. There is a burden placed on the teachers to find activities and the Primary sources mentioned. The assessment aspect was good, but the teacher support was a weakness.

CONCERNS: See Above

MET/NOT MET: Met

CENG-43-100-10-PSYADE-9-1963-4900-0227-Yes-Basal9780538447065-----8/7/2013 @ 7:27 AM

VI. Components Reviewed

Documentation

Textbook-Psychology, A Discovery Experience

ExamView-Test maker

Student Workbook

Online Textbook

Teacher Resource Disc

Video disc over chapter topics (3)

CENG-43-100-10-PSYADE-9-1964-4900-0228-Yes-Basal9780538447065-----8/7/2013 @ 7:27 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology

September Consensus Review

VII. Commission Member Comments

Documentation

COMMENTS: See 17

CONCERNS: see 17

MET/NOT MET: Met

CENG-43-100-10-PSYADE-9-1965-4900-0229-Yes-Basal9780538447065-----8/7/2013 @ 7:27 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

Book Code: HMH-43-100-10-PSYPP-9

Category: 43-100-10

Area

Cluster

Subject:

Publisher:

Houghton Mifflin Harcourt

Title:

Psychology - Principles in Practice

Author: Rathus

Edition:

Copyright: 2010

ISBN:

Publisher's Bid Information

Bid Level

Basal

Delivery Method

T

Reviewers' Analysis

Level

Basal

Delivery Method:

Traditional-T

Reviewers' Final Recommendation:

☒ Yes

☐ No

☐ Withdrawn

Committee Members:

Committee members signatures are on file.

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

I. Tennessee Social Studies Content Standards

1. The program addresses 70% of the state social studies content standards as appropriate for this cluster/course.

Documentation

COMMENTS: All standards are addressed in some way, shape or form within the text or by some other means within the program.

CONCERNS: As with other text programs, I felt that the standards on research are not quite covered as in depth as needed.

MET/NOT MET: Met

HMH-43-100-10-PSYPP-9-1966-4900-0230-Yes-Basal-----1/4/1980 @ 7:04:29 AM

2. List those state social studies standards that the text does not address or partially addresses.

Documentation

COMMENTS: All are addressed.

CONCERNS: None

MET/NOT MET: Met

HMH-43-100-10-PSYPP-9-1967-4900-0231-Yes-Basal-----1/4/1980 @ 7:00:19 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

II. Tennessee Social Studies Literacy Components

The program addresses the following literacy component for each grade cluster/course.

1. Text complexity seems appropriate for this grade cluster/course,

Documentation

COMMENTS: The text is appropriate. It is slightly low, but not too bad.

CONCERNS: None

MET/NOT MET: Met

HMH-43-100-10-PSYPP-9-1968-4900-0232-Yes-Basal-----1/4/1980 @ 7:00:19 AM

2. The submission provides text alignment to primary and secondary sources. Sources are noted and varied.

Documentation

COMMENTS: There are some Secondary readings available with the supplemental materials and some Primary Sources within the text. Case studies are prevalent and reading dependent. These are noted and varied. Examples include: Social Studies Vital File Cabinet, Analyzing Primary Sources.

CONCERNS: None

MET/NOT MET: Met

HMH-43-100-10-PSYPP-9-1969-4900-0233-Yes-Basal-----1/4/1980 @ 7:00:20 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

3. *Questioning matches the rigor of the standards.*

Documentation

COMMENTS: The materials provided in the Review and Assessment Resources has good coverage but is once again a lot of simple recall type questions. There are however some higher level questions in the resources and in the book. Case Studies are a good addition.

CONCERNS: Overall, questions and other assessments tend to be lower level. This is suitable for 9th and maybe 10th grade, but not rigorous enough for upper level students.

MET/NOT MET: Not Meet

HMH-43-100-10-PSYPP-9-1970-4900-0234-Yes-Basal-----1/4/1980 @ 7:00:20 AM

4. *A majority of the questions and activities are text-dependent.*

Documentation

COMMENTS: Most all of the quizzes and reviews are dependent on the text. There are some critical thinking questions which ask the student to apply knowledge and case studies are frequent.

CONCERNS: None

MET/NOT MET: Met

HMH-43-100-10-PSYPP-9-1971-4900-0235-Yes-Basal-----1/4/1980 @ 7:00:20 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology

September Consensus Review

III. Program Design

49-6-2202. (b) (3) In recommending textbooks for use in economics or business-oriented courses or programs, the commission should include at least one (1) textbook written, illustrated and exemplified in such a manner as to facilitate comprehension by all students, including those of disadvantaged socioeconomic circumstances and of culturally different backgrounds.

49-6-2202. (b) (4) In recommending textbooks for use in social studies, Tennessee history, American history or any related subject, the commission shall strive to recommend textbooks that accurately and comprehensively portray the full range of diversity and achievement of racial and ethnic minorities as well as the role and importance of religion in history.

A. Presentation

1. Content is accurate.

Documentation

COMMENTS:

CONCERNS:

MET/NOT MET: Met

HMH-43-100-10-PSYPP-9-1972-4900-0236-Yes-Basal-----1/4/1980 @ 7:00:20 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology

September Consensus Review

2 Content accommodates that learning styles, interest and ability levels of students for this grade cluster/course.

Documentation

COMMENTS: There is a wide variety of presentation means available. There are power points, videos, case studies and other readings. Varied and different assessments are used and many different resources available. Examples include:

Key Topics DVD

Power Notes Presentation

Psychology Fair

CONCERNS: None

MET/NOT MET: Met

HMH-43-100-10-PSYPP-9-1973-4900-0237-Yes-Basal-----1/4/1980 @ 7:00:36 AM

3. There are multiple opportunities for active learning.

Documentation

COMMENTS: There are activities provided within the teacher resource materials for each chapter. There are also questions and case studies which require the student to analyze and write out responses to not only questions but situational spots. Examples include:

Quiz Show

Quick Lab

Project Activities

Research

The chapter assessments using skills, writing and various sites provide multiple learning opportunities.

CONCERNS: None

MET/NOT MET: Met

HMH-43-100-10-PSYPP-9-1974-4900-0238-Yes-Basal-----1/4/1980 @ 7:00:36 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

***Note:** 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. Although social, ethnic, racial, religious, and gender bias is a local discussion, list any areas of concern for local review teams.*

B. Organization

1. The organization and mechanics of the program are sequenced logically.

Documentation

COMMENTS: The text is formatted in a logical sequence with little jump around looking for a standard.

CONCERNS: None

MET/NOT MET: Met

HMH-43-100-10-PSYPP-9-1975-4900-0239-Yes-Basal-----1/4/1980 @ 7:00:36 AM

2. Technology components comprise an essential part of the program.

Documentation

COMMENTS: There is ample technology available for both the student and teacher both online and on the discs. One internet activity per chapter is available.

CONCERNS: None

MET/NOT MET: Met

HMH-43-100-10-PSYPP-9-1976-4900-0240-Yes-Basal-----1/4/1980 @ 7:00:36 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

3. *The program includes appropriate teacher support.*

Documentation

COMMENTS: Plenty of varied support is provided. Examples include:
Teacher One-Stop
Interactive Teacher Edition

CONCERNS: None

MET/NOT MET: Met

HMH-43-100-10-PSYPP-9-1977-4900-0241-Yes-Basal-----1/4/1980 @ 7:00:36 AM

IV. Assessment

1. Assessments are aligned to program content.

Documentation

COMMENTS: Assessments align with content.

CONCERNS: None

MET/NOT MET: Met

HMH-43-100-10-PSYPP-9-1978-4900-0242-Yes-Basal-----1/4/1980 @ 7:00:36 AM

2. *The program includes a variety of assessment options including, text-dependent writing prompts.*

Documentation

COMMENTS: There are critical thinking questions which require written answers in each chapter and case study analysis. This is in the assessment materials as well as in the text.

CONCERNS: More examples of writing prompts would be a nice addition.

MET/NOT MET: Met

HMH-43-100-10-PSYPP-9-1979-4900-0243-Yes-Basal-----1/4/1980 @ 7:00:36 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

3. *The program provides diagnostic evaluation of student progress thought.*

Documentation

COMMENTS: The student can be evaluated by section, chapter and unit. These include Section Assessment, Online Practice Quizzes Section Quizzes. Written response, multiple choice and matching type questions are most prevalent.

CONCERNS: None

MET/NOT MET: Met

HMH-43-100-10-PSYPP-9-1980-4900-0244-Yes-Basal-----1/4/1980 @ 7:00:36 AM

4. Assessments include text-dependent questions and primary sources.

Documentation

COMMENTS: Questions are text dependent and some Primary and Secondary sources are provided with questions. This is in the supplemental materials. This allows for Common core standards.

CONCERNS: None

MET/NOT MET: Met

HMH-43-100-10-PSYPP-9-1981-4900-0245-Yes-Basal-----1/4/1980 @ 7:00:36 AM

V. Other Comments

Documentation

COMMENTS: Overall, a very good program with ample teacher support. Standards are covered.

CONCERNS: A little concerned with the fact that the reading level is slightly low and questioning is varied but not that rigorous. Concerns were addressed by publisher, We are satisfied with their response.

MET/NOT MET: Met

HMH-43-100-10-PSYPP-9-1982-4900-0246-Yes-Basal-----1/4/1980 @ 7:00:36 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology

September Consensus Review

VI. Components Reviewed

Documentation

Text-Psychology, Principles in Practice
One Stop Disc-Teacher/Student
Videos on Key Topics
Power Point Presentations
Reading and Case Studies Booklet
Project Based Activity Book

HMH-43-100-10-PSYPP-9-1983-4900-0247-Yes-Basal-----1/4/1980 @ 7:00:36 AM

VII. Commission Member Comments

Documentation

COMMENTS: Overall, this is a good text and materials.

CONCERNS: Material is more appropriate for grades 9 and 10.

MET/NOT MET: Met

HMH-43-100-10-PSYPP-9-1984-4900-0248-Yes-Basal-----1/4/1980 @ 7:00:36 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology

September Consensus Review

Book Code: McGH-43-100-10-PSY-9

Category: 43-100-10

Area

Cluster

Subject:

Publisher:

McGraw-Hill School Education LLC

Title:

PSYCHOLOGY STUDENT SUITE, 6-YEAR SUBSCRIPTION PACKAGE

Author: Kasschau

Edition: 1st

Copyright: 2014

ISBN: 9780076640874

Publisher's Bid Information

Bid Level

Basal

Delivery Method

T

Reviewers' Analysis

Level

Basal

Delivery Method:

Traditional-T

Reviewers' Final Recommendation:

☒ Yes

☐ No

☐ Withdrawn

Committee Members:

Committee members signatures are on file.

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

I. Tennessee Social Studies Content Standards

1. The program addresses 70% of the state social studies content standards as appropriate for this cluster/course.

Documentation

COMMENTS: All standards are addressed, some are covered in appropriate detail while others are not covered quite as well. However, just about all of them are covered in ways other than just reading about it out of the text. Many are illustrated with charts and graphs, using critical thinking scenarios or case studies.

CONCERNS: None

MET/NOT MET: Met

McGH-43-100-10-PSY-9-1890-4900-0154-Yes-Basal9780076640874-----8/7/2013 @ 7:26:59 AM

2. List those state social studies standards that the text does not address or partially addresses.

Documentation

COMMENTS: All are addresses in some form.

CONCERNS: None

MET/NOT MET: Met

McGH-43-100-10-PSY-9-1891-4900-0155-Yes-Basal9780076640874-----8/7/2013 @ 7:26:59 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

II. Tennessee Social Studies Literacy Components

The program addresses the following literacy component for each grade cluster/course.

1. Text complexity seems appropriate for this grade cluster/course,

Documentation

COMMENTS: Text complexity may be slightly lower than expected, but not so much that it is a detriment to the course.

CONCERNS: Complexity is slightly low but nothing major.

MET/NOT MET: Met

McGH-43-100-10-PSY-9-1892-4900-0156-Yes-Basal9780076640874-----8/7/2013 @ 7:26:59 AM

2. The submission provides text alignment to primary and secondary sources. Sources are noted and varied.

Documentation

COMMENTS: Primary and Secondary sources are provided mainly through the online aspect of the materials. There are some within the text and used for assessment purposes.

CONCERNS: Most are found using the online resource part of the program. What about students who do not have access to the technology required?

MET/NOT MET: Met

McGH-43-100-10-PSY-9-1893-4900-0157-Yes-Basal9780076640874-----8/7/2013 @ 7:26:59 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

3. *Questioning matches the rigor of the standards.*

Documentation

COMMENTS: The questions are of the appropriate rigor and are varied in type. Especially when using the online resources, there are a large number of written response questions and critical thinking activities and labs.

CONCERNS: Again, the vast majority require online capabilities.

MET/NOT MET: Met

McGH-43-100-10-PSY-9-1894-4900-0158-Yes-Basal9780076640874-----8/7/2013 @ 7:26:59 AM

4. *A majority of the questions and activities are text-dependent.*

Documentation

COMMENTS: Many are text dependent and require reading not only from the text but from other provided readings.

Examples:

Lesson Quiz

Review for Each Lesson

CONCERNS: A lot of the materials and readings are only available online.

MET/NOT MET: Met

McGH-43-100-10-PSY-9-1895-4900-0159-Yes-Basal9780076640874-----8/7/2013 @ 7:26:59 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

III. Program Design

49-6-2202. (b) (3) In recommending textbooks for use in economics or business-oriented courses or programs, the commission should include at least one (1) textbook written, illustrated and exemplified in such a manner as to facilitate comprehension by all students, including those of disadvantaged socioeconomic circumstances and of culturally different backgrounds.

49-6-2202. (b) (4) In recommending textbooks for use in social studies, Tennessee history, American history or any related subject, the commission shall strive to recommend textbooks that accurately and comprehensively portray the full range of diversity and achievement of racial and ethnic minorities as well as the role and importance of religion in history.

A. Presentation

1. Content is accurate.

Documentation

COMMENTS:

CONCERNS:

MET/NOT MET: Met

McGH-43-100-10-PSY-9-1896-4900-0160-Yes-Basal9780076640874-----8/7/2013 @ 7:26:59 AM

2 Content accommodates that learning styles, interest and ability levels of students for this grade cluster/course.

Documentation

COMMENTS: There are a wide range of activities available including the text, lab activities, case studies, critical thinking scenarios, and readings and research. Something for all learning styles has been provided. The digital component adds to the experience for many students.

CONCERNS: There are online opportunity only for a lot of the materials.

MET/NOT MET: Met

McGH-43-100-10-PSY-9-1897-4900-0161-Yes-Basal9780076640874-----8/7/2013 @ 7:26:59 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

3. *There are multiple opportunities for active learning.*

Documentation

COMMENTS: There are a wide range of activities available including the text, lab activities, case studies, critical thinking scenarios and readings and research. Something for all learning styles has been provided. The online lab gives great opportunities for group work and active learning.

Examples include:

Interactive Learning Research and Technology

Quick Lab

CONCERNS: Much of the material is only available online.

MET/NOT MET: Met

McGH-43-100-10-PSY-9-1898-4900-0162-Yes-Basal9780076640874-----8/7/2013 @ 7:26:59 AM

***Note:** 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. Although social, ethnic, racial, religious, and gender bias is a local discussion, list any areas of concern for local review teams.*

B. Organization

1. *The organization and mechanics of the program are sequenced logically.*

Documentation

COMMENTS: The text and the materials are of logical sequence.

CONCERNS: None

MET/NOT MET: Met

McGH-43-100-10-PSY-9-1899-4900-0163-Yes-Basal9780076640874-----8/7/2013 @ 7:26:59 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

2. *Technology components comprise and essential part of the program.*

Documentation

COMMENTS: Technology is essential to a very large part of the program. Much of the material can only be accessed through the online part of the resource.

Examples:

Online Video and Audio Activities

Graphic Organizers

Online Activities

CONCERNS: None

MET/NOT MET: Met

McGH-43-100-10-PSY-9-1900-4900-0164-Yes-Basal9780076640874-----8/7/2013 @ 7:26:59 AM

3. *The program includes appropriate teacher support.*

Documentation

COMMENTS: Teacher support is provided and is very comprehensive. Everything needed to teach this course in accordance with the standards are there. There is also an online Lesson Planner and Assignment Tracker.

CONCERNS: It would nice for there to be a disc available for the teacher with all the supplemental material on it so that copies can be made for the students thus eliminating the requirement of online capability. Also, much of the materials is outdated.

MET/NOT MET: Met

McGH-43-100-10-PSY-9-1901-4900-0165-Yes-Basal9780076640874-----8/7/2013 @ 7:26:59 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

IV. Assessment

1. Assessments are aligned to program content.

Documentation

COMMENTS: Assessments are aligned with content and are quite varied in nature.

CONCERNS: The majority of the written response questions, critical thinking and Primary Source readings are available only through the online component.

MET/NOT MET: Met

McGH-43-100-10-PSY-9-1902-4900-0166-Yes-Basal9780076640874-----8/7/2013 @ 7:26:59 AM

2. *The program includes a variety of assessment options including, text-dependent writing prompts.*

Documentation

COMMENTS: Text dependent writing is a majority of the assessment available online. There are other activities in the book (critical thinking questions, short answer) but the majority of the really good assessments requires the online part of the program. There are Primary source questions and Document Based Questions in the chapter reviews.

CONCERNS: Much of it is online only material.

MET/NOT MET: Met

McGH-43-100-10-PSY-9-1903-4900-0167-Yes-Basal9780076640874-----8/7/2013 @ 7:26:59 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology

September Consensus Review

3. *The program provides diagnostic evaluation of student progress thought.*

Documentation

COMMENTS: Progress can be tracked and documented through the program. Chapter and lesson reviews are appropriate.

CONCERNS: None

MET/NOT MET: Met

McGH-43-100-10-PSY-9-1904-4900-0168-Yes-Basal9780076640874-----8/7/2013 @ 7:26:59 AM

4. Assessments include text-dependent questions and primary sources.

Documentation

COMMENTS: Text dependent writing is a majority of the assessments online. There are other activities in the book (critical thinking questions, short answer) but the majority of the really good assessments require the online part of the program.

CONCERNS: Much of the material is in an online only format.

MET/NOT MET: Met

McGH-43-100-10-PSY-9-1905-4900-0169-Yes-Basal9780076640874-----8/7/2013 @ 7:26:59 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

V. Other Comments

Documentation

COMMENTS: This program is very good and has all of the required materials and support. The types and degree of assessments and the various numbers of activities is very good. Also, the way that the standards are presented in a variety of formats is excellent. However, many of the assessments are of a pre-technology variety.

CONCERNS: Much of the material is in an online only format.

MET/NOT MET: Met

McGH-43-100-10-PSY-9-1906-4900-0170-Yes-Basal9780076640874-----8/7/2013 @ 7:26:59 AM

VI. Components Reviewed

Documentation

Textbook-Understanding Psychology
Workbook of Tests and Quizzes
Online materials-Student and Teacher edition

McGH-43-100-10-PSY-9-1907-4900-0171-Yes-Basal9780076640874-----8/7/2013 @ 7:26:59 AM

VII. Commission Member Comments

Documentation

COMMENTS:

CONCERNS:

MET/NOT MET: Met

McGH-43-100-10-PSY-9-1908-4900-0172-Yes-Basal9780076640874-----8/7/2013 @ 7:26:59 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

Book Code: PEPH-43-100-10-PHPHY-9

Category: 43-100-10

Area

Cluster

Subject:

Publisher:

Pearson Education Inc., publishing as

Prentice Hall

Title:

Prentice Hall® Psychology

Author: Minter

Edition:

Copyright: 2012

ISBN:

Publisher's Bid Information

Bid Level

Basal

Delivery Method

Reviewers' Analysis

Level

Basal

Delivery Method:

Traditional-T

Reviewers' Final Recommendation:

☒ Yes

☐ No

☐ Withdrawn

Committee Members:

Committee members signatures are on file.

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

I. Tennessee Social Studies Content Standards

1. The program addresses 70% of the state social studies content standards as appropriate for this cluster/course.

Documentation

COMMENTS: All of the state standards are at least mentioned. Some are not in the reading directly but must be inferred from other readings within the text or from case studies and so on.

CONCERNS: Many of the standards are just mentioned, and are not covered in great detail. Many are simply mentioned, and it moves on. They are not discussed at length in the text reading but in other ways and forms.

MET/NOT MET: Met

PEPH-43-100-10-PHPHY-9-1871-4900-0135-Yes-Basal-----8/7/2013 @ 7:26:59 AM

2. List those state social studies standards that the text does not address or partially addresses.

Documentation

COMMENTS: All are at least mentioned.

CONCERNS: P.4 and 5 on ethics are addressed very lightly. Research methods are only mentioned. P.7-11 on research are covered lightly. P.19 is just mentioned but does not go into specifics. p.42 and 52 are not covered very thoroughly. Overall, a lot of the standards on development and research are not covered in depth.

MET/NOT MET: Met

PEPH-43-100-10-PHPHY-9-1872-4900-0136-Yes-Basal-----8/7/2013 @ 7:26:59 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

II. Tennessee Social Studies Literacy Components

The program addresses the following literacy component for each grade cluster/course.

1. Text complexity seems appropriate for this grade cluster/course,

Documentation

COMMENTS: Text complexity is appropriate for a standard high school class.

CONCERNS: None

MET/NOT MET: Met

PEPH-43-100-10-PHPHY-9-1873-4900-0137-Yes-Basal-----8/7/2013 @ 7:26:59 AM

2. The submission provides text alignment to primary and secondary sources. Sources are noted and varied.

Documentation

COMMENTS: There are some sources to be found within the text, but the majority come through an online link. The MyLab online resource allows for articles and such to be found online through leading Psychological associations and their periodicals.

CONCERNS: None

MET/NOT MET: Met

PEPH-43-100-10-PHPHY-9-1874-4900-0138-Yes-Basal-----8/7/2013 @ 7:26:59 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology

September Consensus Review

3. *Questioning matches the rigor of the standards.*

Documentation

COMMENTS: The questioning available through the various sources is rigorous and varied, and is appropriate. This includes critical thinking, short answer, and essay questions.

CONCERNS: None

MET/NOT MET: Met

PEPH-43-100-10-PHPHY-9-1875-4900-0139-Yes-Basal-----8/7/2013 @ 7:26:59 AM

4. *A majority of the questions and activities are text-dependent.*

Documentation

COMMENTS: They are text dependent, and activities are present with the teacher resource materials in each chapter.

Examples:

Vocabulary Review

Test Yourself

Practice Quiz

CONCERNS: None

MET/NOT MET: Met

PEPH-43-100-10-PHPHY-9-1876-4900-0140-Yes-Basal-----8/7/2013 @ 7:26:59 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

III. Program Design

49-6-2202. (b) (3) In recommending textbooks for use in economics or business-oriented courses or programs, the commission should include at least one (1) textbook written, illustrated and exemplified in such a manner as to facilitate comprehension by all students, including those of disadvantaged socioeconomic circumstances and of culturally different backgrounds.

49-6-2202. (b) (4) In recommending textbooks for use in social studies, Tennessee history, American history or any related subject, the commission shall strive to recommend textbooks that accurately and comprehensively portray the full range of diversity and achievement of racial and ethnic minorities as well as the role and importance of religion in history.

A. Presentation

1. Content is accurate.

Documentation

COMMENTS:

CONCERNS:

MET/NOT MET: Met

PEPH-43-100-10-PHPHY-9-1877-4900-0141-Yes-Basal-----8/7/2013 @ 7:26:59 AM

2 Content accommodates that learning styles, interest and ability levels of students for this grade cluster/course.

Documentation

COMMENTS: There are varied types of questions and activities available for all chapters. These are appropriate for many different types of learners.

CONCERNS: None

MET/NOT MET: Met

PEPH-43-100-10-PHPHY-9-1878-4900-0142-Yes-Basal-----8/7/2013 @ 7:26:59 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

3. *There are multiple opportunities for active learning.*

Documentation

COMMENTS: The teacher resource materials include many activities available for each chapter. There are also projects and case studies.

Examples:

Psychology Project

Applying Psychology in Everyday Life

Get in the Game

Simulations

Animation

CONCERNS: None

MET/NOT MET: Met

PEPH-43-100-10-PHPHY-9-1879-4900-0143-Yes-Basal-----8/7/2013 @ 7:26:59 AM

***Note:** 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. Although social, ethnic, racial, religious, and gender bias is a local discussion, list any areas of concern for local review teams.*

B. Organization

1. *The organization and mechanics of the program are sequenced logically.*

Documentation

COMMENTS: All aspects are in sequence and put together in such a way to make sense.

CONCERNS: None

MET/NOT MET: Met

PEPH-43-100-10-PHPHY-9-1880-4900-0144-Yes-Basal-----8/7/2013 @ 7:26:59 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology September Consensus Review

2. *Technology components comprise and essential part of the program.*

Documentation

COMMENTS: The online MyLab portion of the program is essential for the primary and secondary source readings and for all the research available. This part of the program allows for a varied and in depth learning experience.

CONCERNS: None

MET/NOT MET: Met

PEPH-43-100-10-PHPHY-9-1881-4900-0145-Yes-Basal-----8/7/2013 @ 7:26:59 AM

3. *The program includes appropriate teacher support.*

Documentation

COMMENTS: There is an ample amount of teacher support. Examples include Power Points, Resource Manuals and Exam View.

CONCERNS: None

MET/NOT MET: Met

PEPH-43-100-10-PHPHY-9-1882-4900-0146-Yes-Basal-----8/7/2013 @ 7:26:59 AM

IV. Assessment

1. *Assessments are aligned to program content.*

Documentation

COMMENTS: Assignments are aligned with the content. Also, the online materials are aligned.

CONCERNS: None

MET/NOT MET: Met

PEPH-43-100-10-PHPHY-9-1883-4900-0147-Yes-Basal-----8/7/2013 @ 7:26:59 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology

September Consensus Review

2. *The program includes a variety of assessment options including, text-dependent writing prompts.*

Documentation

COMMENTS: There are text dependent writing prompts as well as a wide variety of more traditional assessments.

Example: Writing About Psychology

CONCERNS: None

MET/NOT MET: Met

PEPH-43-100-10-PHPHY-9-1884-4900-0148-Yes-Basal-----8/7/2013 @ 7:26:59 AM

3. *The program provides diagnostic evaluation of student progress thought.*

Documentation

COMMENTS: The assessments provided will do a good job of tracking student progress and growth.

Examples:

Exam View

Practice Quiz

Test Yourself

CONCERNS: None

MET/NOT MET: Met

PEPH-43-100-10-PHPHY-9-1885-4900-0149-Yes-Basal-----8/7/2013 @ 7:26:59 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology

September Consensus Review

4. Assessments include text-dependent questions and primary sources.

Documentation

COMMENTS: There are text dependent and primary source reading for citing provided within the assessments. A couple very helpful resources are Psych Files and Scientific America.com.

CONCERNS: None

MET/NOT MET: Met

PEPH-43-100-10-PHPHY-9-1886-4900-0150-Yes-Basal-----8/7/2013 @ 7:26:59 AM

V. Other Comments

Documentation

COMMENTS: Overall, this text and program is very appropriate. This is especially true when it comes to teacher resource materials, support, and the online technology aspect of the program. The text is also written at an appropriate level.

CONCERNS: Many of the standards, especially those on development and research in psychology, are covered in a very limited fashion. Although they are mentioned and discussed, it is in a very narrow and limited scope.

MET/NOT MET: Met

PEPH-43-100-10-PHPHY-9-1887-4900-0151-Yes-Basal-----8/7/2013 @ 7:26:59 AM

VI. Components Reviewed

Documentation

Textbook-Psychology

Teacher Resource CD

MyLab online account

PEPH-43-100-10-PHPHY-9-1888-4900-0152-Yes-Basal-----8/7/2013 @ 7:26:59 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology

September Consensus Review

VII. Commission Member Comments

Documentation

COMMENTS:

CONCERNS:

MET/NOT MET:

PEPH-43-100-10-PHPHY-9-1889-4900-0153-Yes-Basal-----8/7/2013 @ 7:26:59 AM