

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology

September Consensus Review

Book Code: HMH-43-110-10-SSHR-9

Category: 43-110-10

Area

Cluster

Subject:

Publisher:

Houghton Mifflin Harcourt

Title:

Sociology - The Study of Human Relationships

Author: Thomas

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☐ Withdrawn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 within the text and program. However, much more emphasis is given to standards 20-40. The first 19 standards appear to be just mentioned lightly with very little in depth coverage.

CONCERNS: The early standards lay the foundations for studying Sociology, and many are simply mentioned and with very little detail. All standards should be treated in an equal manner.

MET/NOT MET: Met

HMH-43-110-10-SSHR-9-1833-4900-0096-Yes-Basal-----1/4/1980 @ 7:08:49 AM

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

Documentation

COMMENTS: The first 19 standards are only partially covered. The topics are in the text, but coverage is on the surface. There is no in depth coverage.

CONCERNS: These early standards lay the foundation for truly understanding the latter topics and standards. These are not covered sufficiently, so this could lead to lack of full understanding of later topics.

MET/NOT MET: Met

HMH-43-110-10-SSHR-9-1834-4900-0097-Yes-Basal-----1/4/1980 @ 7:08:49 AM

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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 complexity seemed somewhat low and at a lower reading level. This is more appropriate for 9th grade and some 10th, but is low for upper grades.

CONCERNS: There is a lack of complexity to the text and the reading level is somewhat low. It is probably too low for the types of students who will be taking this class.

MET/NOT MET: Not Meet

HMH-43-110-10-SSHR-9-1835-4900-0098-Yes-Basal-----1/4/1980 @ 7:08:49 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.

CONCERNS: None. Case studies tend to be narrative in format.

MET/NOT MET: Met

HMH-43-110-10-SSHR-9-1836-4900-0099-Yes-Basal-----1/4/1980 @ 7:08:49 AM

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

Documentation

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

CONCERNS: Overall questions and other assessments tend to be lower level. This is suitable for 9th graders but not rigorous enough for the students taking this course.

MET/NOT MET: Not Meet

HMH-43-110-10-SSHR-9-1837-4900-0100-Yes-Basal-----1/4/1980 @ 7:08:49 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 textbook. 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-43-110-10-SSHR-9-1838-4900-0101-Yes-Basal-----1/4/1980 @ 7:08:49 AM

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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-43-110-10-SSHR-9-1839-4900-0102-Yes-Basal-----1/4/1980 @ 7:08:49 AM

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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 . Power points, videos, case studies and other readings are provided. There are varied and different assessments used and many different resources available.

Examples:

Key Topics Video

Power Points

CONCERNS: None.

MET/NOT MET: Met

HMH-43-110-10-SSHR-9-1840-4900-0103-Yes-Basal-----1/4/1980 @ 7:08:51 AM

3. There are multiple opportunities for active learning.

Documentation

COMMENTS: There are activities provided in the teacher resource materials for each chapter. There are also questions and case studies which require the students to analyze and write out responses to not only questions, but situations.

Examples:

Quiz Show

Quick Lab

Web Quest

Apply What You Learn

CONCERNS: None

MET/NOT MET: Met

HMH-43-110-10-SSHR-9-1841-4900-0104-Yes-Basal-----1/4/1980 @ 7:08:51 AM

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***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 in a logical sequence with very little jumping around within the text.

CONCERNS: It is a concern that the students are never asked to apply the early basic background knowledge of Sociology in the later Units and topics.

MET/NOT MET: Met

HMH-43-110-10-SSHR-9-1842-4900-0105-Yes-Basal-----1/4/1980 @ 7:08:51 AM

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

Documentation

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

CONCERNS: None

MET/NOT MET: Met

HMH-43-110-10-SSHR-9-1843-4900-0106-Yes-Basal-----1/4/1980 @ 7:08:51 AM

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3. *The program includes appropriate teacher support.*

Documentation

COMMENTS: There is an adequate amount of varied teacher support available.

Examples:

Teacher One-Stop

Interactive Teacher Addition

CONCERNS: None

MET/NOT MET: Met

HMH-43-110-10-SSHR-9-1844-4900-0107-Yes-Basal-----1/4/1980 @ 7:08:51 AM

IV. Assessment

1. Assessments are aligned to program content.

Documentation

COMMENTS: Assessments in all forms align with the content.

CONCERNS: None

MET/NOT MET: Met

HMH-43-110-10-SSHR-9-1845-4900-0108-Yes-Basal-----1/4/1980 @ 7:08:51 AM

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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. There are a limited number of writing prompts. Most assessments, however, are in the form of traditional formats.

CONCERNS: None

MET/NOT MET: Met

HMH-43-110-10-SSHR-9-1846-4900-0109-Yes-Basal-----1/4/1980 @ 7:08:51 AM

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

Documentation

COMMENTS: The students can be evaluated by section, chapter, unit, and by online practice quizzes. Written response, multiple choice, and matching are the most prevalent forms of assessment. Students are able to be evaluated throughout the program and progress monitored.

CONCERNS: None

MET/NOT MET: Met

HMH-43-110-10-SSHR-9-1847-4900-0110-Yes-Basal-----1/4/1980 @ 7:08:51 AM

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

Documentation

COMMENTS: Questions are text dependent, and some Primary and Secondary sources are provided with the questions, this is in the supplemental materials. This allows for opportunity to practice the common core skills.

CONCERNS: None

MET/NOT MET: Met

HMH-43-110-10-SSHR-9-1848-4900-0111-Yes-Basal-----1/4/1980 @ 7:08:51 AM

V. Other Comments

Documentation

COMMENTS: Overall the text and program is good. It covers all the standards, provides a adequate amount of teacher support, and depth of instruction.

CONCERNS: We are somewhat concerned that the text is written at a lower reading level. Most of the basic and fundamental information about Sociology, which is vital to real in depth understanding, is covered in a very simple way. Concerns were addressed by publisher. We are satisfied with responses.

MET/NOT MET: Met

HMH-43-110-10-SSHR-9-1849-4900-0112-Yes-Basal-----1/4/1980 @ 7:08:51 AM

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VI. Components Reviewed

Documentation

Textbook-Sociology.The Study of Human Relationships

The Teacher One Stop Disc/Student One Stop Disc

Videos on Key Topics

Power point Lecture Presentations

Reading and Case Study Booklet

Project Based Activities Booklet

HMH-43-110-10-SSHR-9-1850-4900-0113-Yes-Basal-----1/4/1980 @ 7:09:10 AM

VII. Commission Member Comments

Documentation

COMMENTS:

CONCERNS:

MET/NOT MET: Met

HMH-43-110-10-SSHR-9-1851-4900-0114-Yes-Basal-----1/4/1980 @ 7:09:11 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology

September Consensus Review

Book Code: McGH-43-110-10-SOCIO-9

Category: 43-110-10

Area

Cluster

Subject:

Publisher:

McGraw-Hill School Education LLC

Title:

SOCIOLOGY STUDENT SUITE, 6-YEAR SUBSCRIPTION PACKAGE

Author: Shephard, Greene

Edition: 1st

Copyright: 2014

ISBN: 9780076640713

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 of the standards are addressed, but some are in a very vague format.

CONCERNS: Many of the standards are addressed through case studies and activities and not directly through the text or readings.

MET/NOT MET: Met

McGH-43-110-10-SOCIO-9-1852-4900-0115-Yes-Basal9780076640713-----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: S.2, S.4 are addressed only through activities and case studies and small readings within the text. They are not really addressed as content within the text.

CONCERNS: None

MET/NOT MET: Met

McGH-43-110-10-SOCIO-9-1853-4900-0116-Yes-Basal9780076640713-----8/7/2013 @ 7:26:59 AM

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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: This text and materials are appropriate for the students who will be taking this course.

CONCERNS: None

MET/NOT MET: Met

McGH-43-110-10-SOCIO-9-1854-4900-0117-Yes-Basal9780076640713-----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 Primary and Secondary sources within the text itself and in the online materials provided. These are used for writing critical thinking response questions.

Example:

Focus on Research

Analyzing Primary Sources

Connecting Sociology

CONCERNS: None

MET/NOT MET: Met

McGH-43-110-10-SOCIO-9-1855-4900-0118-Yes-Basal9780076640713-----8/7/2013 @ 7:26:59 AM

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

Documentation

COMMENTS: There are multiple and varied forms of assessment which are of varying degrees of rigor and complexity. There are primary and secondary sources within the text itself and in the online materials provided. These are used for writing critical thinking response questions.

CONCERNS: None

MET/NOT MET: Met

McGH-43-110-10-SOCIO-9-1856-4900-0119-Yes-Basal9780076640713-----8/7/2013 @ 7:26:59 AM

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

Documentation

COMMENTS: Many of the questions on quizzes and other assessments are True/False or multiple choice type. However, there are a good number of questions which require written responses and critical thinking skills. These are often linked to primary sources or the text.

Examples:

Lesson Quizzes

Question Reviews for each Lesson

CONCERNS: None

MET/NOT MET: Met

McGH-43-110-10-SOCIO-9-1857-4900-0120-Yes-Basal9780076640713-----8/7/2013 @ 7:26:59 AM

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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-43-110-10-SOCIO-9-1858-4900-0121-Yes-Basal9780076640713-----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 varied number of formats for presentation of the materials and a number of activities. The online aspect of this program allows for many different venues for learning the materials. This allows many learning styles to be addressed. Specifically, the Graphic Organizers and Timelines were helpful and student appropriate.

CONCERNS: None

MET/NOT MET: Met

McGH-43-110-10-SOCIO-9-1859-4900-0122-Yes-Basal9780076640713-----8/7/2013 @ 7:26:59 AM

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

Documentation

COMMENTS: There are numerous activities, and the students get in depth coverage of the standards by using the online materials. These include the Interactive Learning Research and Technology component. The interactive cartoons and project based activities are very user friendly.

CONCERNS: None

MET/NOT MET: Met

McGH-43-110-10-SOCIO-9-1860-4900-0123-Yes-Basal9780076640713-----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 sequence is logical.

CONCERNS: None

MET/NOT MET: Met

McGH-43-110-10-SOCIO-9-1861-4900-0124-Yes-Basal9780076640713-----8/7/2013 @ 7:26:59 AM

TEXTBOOK SCREENING INSTRUMENT

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

Documentation

COMMENTS: The online aspect of this program is more essential than any other submission. It allows the students and the teacher to go at their own pace, learn in a variety of formats, and is varied in the activities available.

CONCERNS: None

MET/NOT MET: Met

McGH-43-110-10-SOCIO-9-1862-4900-0125-Yes-Basal9780076640713-----8/7/2013 @ 7:26:59 AM

3. *The program includes appropriate teacher support.*

Documentation

COMMENTS: Teacher support is available and is appropriate. The Online Lesson Planner and Assignment tracker are especially beneficial to the teacher.

CONCERNS: There is some concern with the fact that teacher support and supplemental material and activities are available only through the online format. This might be troublesome for the teacher who prefer just a paper copy.

MET/NOT MET: Met

McGH-43-110-10-SOCIO-9-1863-4900-0126-Yes-Basal9780076640713-----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 and are varied in difficulty and format. The Case Studies and the Chapter Assignments are especially beneficial to the teacher and student.

CONCERNS: None

MET/NOT MET: Met

McGH-43-110-10-SOCIO-9-1864-4900-0127-Yes-Basal9780076640713-----8/7/2013 @ 7:26:59 AM

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

Documentation

COMMENTS: All forms of assessment are present in each chapter, and many include text dependent writing.

CONCERNS: None

MET/NOT MET: Met

McGH-43-110-10-SOCIO-9-1865-4900-0128-Yes-Basal9780076640713-----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 of the student is evaluated throughout the program. This is done through section and chapter reviews and online evaluations.

CONCERNS: None

MET/NOT MET: Met

McGH-43-110-10-SOCIO-9-1866-4900-0129-Yes-Basal9780076640713-----8/7/2013 @ 7:26:59 AM

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

Documentation

COMMENTS: There are primary and secondary sources within the text itself and in the online materials provided. These are used for writing critical thinking response questions. All forms of assessment are present in each chapter, and many include text dependent writing.

CONCERNS: None

MET/NOT MET: Met

McGH-43-110-10-SOCIO-9-1867-4900-0130-Yes-Basal9780076640713-----8/7/2013 @ 7:26:59 AM

V. Other Comments

Documentation

COMMENTS: This text and its corresponding materials are well suited for the high school student and teacher.

CONCERNS: It would be better if a lot of the online material was also available in paper format so that some teachers might be more comfortable with it.

MET/NOT MET: Met

McGH-43-110-10-SOCIO-9-1868-4900-0131-Yes-Basal9780076640713-----8/7/2013 @ 7:26:59 AM

TEXTBOOK SCREENING INSTRUMENT

Sociology/Psychology

September Consensus Review

VI. Components Reviewed

Documentation

Textbook-Sociology and You
Chapter Tests and Lesson Quizzes workbook
Online Textbook and Supplemental Materials.

McGH-43-110-10-SOCIO-9-1869-4900-0132-Yes-Basal9780076640713-----8/7/2013 @ 7:26:59 AM

VII. Commission Member Comments

Documentation

COMMENTS:

CONCERNS:

MET/NOT MET:

McGH-43-110-10-SOCIO-9-1870-4900-0133-Yes-Basal9780076640713-----8/7/2013 @ 7:26:59 AM