

<b>PUBLISHER:</b>			
<b>SUBJECT:</b>		<b>SPECIFIC GRADE:</b>	
<b>COURSE:</b>		<b>TITLE</b>	
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*2018 Instructional Materials Adoption procedure is subject to change based on pending legislation.*

### NON-NEGOTIABLE EVALUATION CRITERIA

**2019-2025**  
**Group I – Social Studies**  
**CCR Psychology**

<b>Equity, Accessibility and Format</b>			
Yes	No	CRITERIA	NOTES
		<b>1. INTER-ETHNIC</b> The instructional materials meet the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy 2445.41.	
		<b>2. EQUAL OPPORTUNITY</b> The instructional material meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures.	
		<b>3. FORMAT</b> This resource includes an interactive electronic/digital component for students.	
		<b>4. BIAS</b> The instructional material is free of political bias.	
		<b>5. COMMON CORE</b> The instructional materials do not reference Common Core academic standards. (WV Code §18-2E-1b-1)	

**GENERAL EVALUATION CRITERIA  
2019-2025  
Group I – Social Studies  
Psychology**

**INSTRUCTIONAL MATERIALS ADOPTION: COLLEGE- AND CAREER-READINESS LEARNING EVALUATION CRITERIA**

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

(Vendor/Publisher) COMPLETE CORRELATION OF SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	<b>In addition to alignment with the College- and Career-Readiness Standards (CCRSs), materials must also clearly connect to the Student Success Standards which include opportunities for students to develop:</b>										
	<b>A. Developing personal and educational skills</b>										
	<b>Thinking and Problem-Solving Skills</b>										
	<i>Social Studies Content:</i>										
	1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes social science connections (e.g., the importance that geography, economics and civics play within historical and current events, understanding the importance of sociological and psychological connections to society, the importance of historical and current events in civic decision making);										
	2. engages in complex thinking and analysis in the social sciences which promotes the development of multiple perspectives, thoughtful										

	well-framed questions and thoughtful judgment applicable to students' own lives and future situations; and							
	3. Promotes local, regional, state, national, and global connections, both past and present; while also promoting real-world, authentic relationships which consider human choice and natural catastrophic events on historic outcomes.							
	<p align="center"><b>Information and Communication Skills/Social Studies</b></p> <p align="center"><i>For student proficiency in content standards, the instructional materials will include multiple strategies that provide students with the opportunity to:</i></p>							
	4. locate existing social studies content information, specifically primary source documents and scholarly journal articles for interpretation, analysis, and the creation of original student products appropriate for all audiences;							
	5. make informed, educated choices based on multiple perspectives, and							
	6. interact with outside resources through opportunities for local, regional, state, national, and global collaboration in a variety of curated and/or vetted resources.							
	<p align="center"><b>Personal and Workplace Productivity Skills</b></p> <p align="center"><i>For student proficiency in content standards, the instructional materials will provide students with the opportunity to:</i></p>							
	7. conduct research, validate sources, and report ethically on findings;							
	8. identify, evaluate, and apply appropriate technology tools for a variety of purposes;							
	9. engage in self-directed and/or independent inquiry							
	10. Provide a variety of structures for working collaboratively; and							

	11. practice time-management and project management skills for problem based learning and group projects.						
	<b>B. Developmentally Appropriate Instructional Resources and Strategies</b>						
	<i>For student proficiency in content standards:</i>						
	12. Content is structured to ensure all students meet grade-specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness expectations.						
	13. Instructional resource includes suggestions for appropriate scaffolding, emphasizes the importance of vocabulary acquisition and application, provides opportunities to engage in high interest, age-appropriate activities that mirror real-life situations, and make cross-curricular, global connections.						
	14. Instructional material provides opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding of the connections to the social sciences.						
	15. Students are provided with opportunities to analyze and infer relationships with maps, tables, charts, graphs, globes, media, and technology sources to acquire and apply new information (e.g., global information systems).						
	16. Instructional materials offers opportunities for students to sequence economic, societal, cultural, and political influences, movements, and events in chronological order. (eg. cultural movements such as the counter-culture movement, a societal movement over time such as the women's suffrage movement, or tracing the history of free-market capitalism, or the events of American Revolution)						
	17. Instructional materials provides opportunities for students to investigate issues that are interconnected thematically or chronologically (e.g., colonialism, poverty, human rights, environment, energy, safety, immigration, conflict) to solve complex problems suggesting the possibility of multiple solutions.						

	18. Instructional resources include guiding questions and essential questions to aid students' development of social awareness and a deeper understanding of the social sciences.						
	19. Provide resources for intervention, enrichment, and to allow for personalized learning.						
	20. Materials provide a real-time electronic resource which students can access for updates on regional, state, national and global information.						
	<b>C. Career Development/Life Planning/Global Citizenship</b> <i>For student proficiency in content standards, the instructional materials will provide students with the opportunity to:</i>						
	21. Develop Career Awareness						
	22. Explore Career and Life Plans						
	23. Acquire a Diverse and Knowledgeable World View.						
	24. Promote Social Justice						
	25. Promote Responsible Leadership						
	26. Promote Financial Responsibility						
	<b>D. Assessment</b>						
	27. To ensure a balanced assessment, the instructional material will provide tools for a balanced approach to assessment including both formative and summative assessments in multiple formats (e.g., rubrics, document based questions (DBQs), performance-based measures, open-ended						

	questioning, portfolio evaluation, and multimedia simulations) that not only guide instruction but also identify student mastery of content.						
	<b>E. Organization, Presentation and Format</b>						
	28. Information is organized logically and presented clearly using multiple methods and modes for delivering instruction that motivate and increase literacy as students engage in high interest, authentic activities.						
	29. The use of media enhances instruction and learning.						
	30. The instructional resource includes a digital file of the student and teacher edition, accessible via the internet or an electronic storage device (e.g. USB drive, CD, DVD, etc.).						

## SPECIFIC EVALUATION CRITERIA

### 2019-2025 Group I – Social Studies Psychology

The following four areas of social studies form the majority of the high school courses that are not content specific (e.g. geography and economics):

#### **Civics**

Civics addresses both citizenship and political systems. Citizenship education prepares students to be informed, active and effective citizens who accept their responsibilities, understand their privileges and rights and participate actively in society and government. To be successful participants in society, students must understand how to build social capital (a network of social relationships) that encourages reciprocity and trust, two characteristics of civic virtue and good citizenship. Students must be able to research issues, form reasoned opinions, support their positions and engage in the political process. Students exercise tolerance and empathy, respect the rights of others, and share a concern for the common good while acting responsibly with the interests of the larger community in mind. Students must learn and practice intellectual and participatory skills essential for an involved citizenry. To develop these skills, the curriculum must extend beyond the school to include experiences in the workplace and service in the community. While studying political systems, students develop global awareness and study the foundations of various world governments and the strategies they employ to achieve their goals. With respect to the United States, students learn the underlying principles of representative democracy, the constitutional separation of powers and the rule of law. Students learn the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States. Students recognize the need for authority, government and the rights and responsibilities of citizens.

## **Economics**

Economics analyzes the production, allocation, distribution and use of resources. The economic principles include an understanding of scarcity and choice, productivity, markets and prices, supply and demand, competition, role of government, international trade factors and consumer decisions in a global economy. Understanding economic principles, whole economies and the interactions between different types of economies helps students comprehend the exchange of information, capital and products across the globe. Learners investigate economic principles and their application to historical situations. Learners will work cooperatively and individually to analyze how basic economic principles affect their daily lives. Students become financially responsible by examining the consequences of and practicing personal financial decision-making.

## **Geography**

Geography encompasses physical and human systems and the interactions between them on local and global scales. People interact with the natural world in culturally distinct ways to produce unique places, which change over time. New technologies and perspectives of geography provide students with an understanding of the world, and the ability to evaluate information in spatial terms. The geography standards stress the world in which we live and the role of the U.S. in the global community. Students use geographic perspectives and technology to interpret culture, environment and the connection between them. Students collaborate with one another and work individually using geographic skills and tools to ask geographic questions based on the five themes of geography (location, place, human-environmental interaction, movement and regions). They acquire the necessary information, organize and analyze the information and respond to those geographic questions. Students examine the varying ways in which people interact with their environments and appreciate the diversity and similarities of cultures and places created by those interactions.

## **History**

History organizes events and phenomena in terms of when they occurred and examines where, how and why they took place. Students study how individuals and societies have changed and interacted over time. They organize events through chronologies and evaluate cause-and-effect relationships among them. Students analyze how individuals, groups and nations have shaped cultural heritages. They gather historical data, examine, analyze and interpret this data, and present their results in a clear, critical manner. Students study origins and evolutions of culture hearths, settlements, civilizations, states, nations, nation-states, governments and economic developments. Through history, students understand the identity and origins of their families, communities, state and nation. Through history, students recognize the influence of world events on the development of the United States and they evaluate the influence of the United States on the world. Understanding the past helps students prepare for today and the events of the future.

## **College- and Career-Readiness Indicators for Social Studies**

**The grades K-12 standards on the following pages define what students should know, understand, and be able to do by the end of each grade band. They correspond to the College- and Career-Readiness Indicators for Social Studies by grade band (K-2, 3-5, 6-8, and 9-12). The College- and Career-Readiness Indicators and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.**

## **Integration of Literacy in Social Studies**

Literacy strategies and skills are applied as students acquire information and communicate their learning and understanding of social studies. Integration of literacy in social studies is critical for student success. It is essential that literacy strategy and skill instruction be purposefully and appropriately planned and embedded within social studies instruction.





	research findings, such as external validity.						
	<b>Biopsychological</b>						
	<p>4. Structure and function of the nervous system in human and non-human animals:</p> <ul style="list-style-type: none"> <li>• Identify the major divisions and subdivisions of the human nervous system.</li> <li>• Identify the parts of the neuron and describe the basic process of neural transmission</li> <li>• Differentiate between the structures and functions of the various parts of the central nervous system.</li> <li>• Describe lateralization of brain functions.</li> <li>• Discuss the mechanisms of, and the importance of, plasticity of the nervous system.</li> </ul>						
	<p>5. Structure and function of the endocrine system:</p> <ul style="list-style-type: none"> <li>• Describe how the endocrine glands are linked to the nervous system.</li> <li>• Describe the effects of hormones on behavior and mental processes.</li> <li>• Describe hormone effects on the immune system.</li> </ul>						
	<p>6. The interaction between biological factors and experience:</p> <ul style="list-style-type: none"> <li>• Describe concepts in genetic transmission.</li> <li>• Describe the interactive effects of heredity and environment.</li> <li>• Explain how evolved tendencies influence behavior.</li> </ul>						
	<p>7. Methods and issues related to biological advances:</p> <ul style="list-style-type: none"> <li>• Identify tools used to study the nervous system.</li> <li>• Describe advances made in neuroscience.</li> <li>• Discuss issues related to scientific advances in neuroscience and genetics.</li> </ul>						
	<p>8. The processes of sensation and perception:</p> <ul style="list-style-type: none"> <li>• Discuss processes of sensation and perception and how they interact.</li> <li>• Explain the concepts of threshold and adaptation.</li> </ul>						
	<p>9. The capabilities and limitations of sensory processes:</p> <ul style="list-style-type: none"> <li>• List forms of physical energy for which humans and non-human animals do and do not have sensory receptors.</li> <li>• Describe the visual sensory system.</li> </ul>						

	<ul style="list-style-type: none"> <li>Describe the auditory sensory system.</li> <li>Describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense).</li> </ul>						
	<p>10. Interaction of the person and the environment in determining perception:</p> <ul style="list-style-type: none"> <li>Explain Gestalt principles of perception.</li> <li>Describe binocular and monocular depth cues.</li> <li>Describe the importance of perceptual constancies.</li> <li>Describe the nature of attention.</li> <li>Explain how experiences and expectations influence perception.</li> </ul>						
	<b>Cognition</b>						
	<p>11. Encoding of memory:</p> <ul style="list-style-type: none"> <li>Identify factors that influence encoding.</li> <li>Characterize the difference between shallow (surface) and deep (elaborate) processing</li> <li>Discuss strategies for improving the encoding of memory.</li> </ul>						
	<p>12. Storage and retrieval of memory:</p> <ul style="list-style-type: none"> <li>Describe the differences between working memory and long-term memory.</li> <li>Identify and explain biological processes related to how memory is stored.</li> <li>Analyze the importance of retrieval cues in memory.</li> <li>Discuss strategies for improving the retrieval of memories.</li> </ul>						
	<p>13. Basic elements comprising thought:</p> <ul style="list-style-type: none"> <li>Define cognitive processes involved in understanding information.</li> <li>Define processes involved in problem solving and decision making.</li> <li>Discuss non-human problem-solving abilities.</li> </ul>						
	<p>14. Obstacles related to thought:</p> <ul style="list-style-type: none"> <li>Describe obstacles to problem solving.</li> <li>Describe obstacles to decision making.</li> <li>Describe obstacles to making good judgments.</li> </ul>						
	<b>Development and Learning</b>						
	<p>15. Classical conditioning:</p> <ul style="list-style-type: none"> <li>Describe the principles of classical conditioning.</li> <li>Describe clinical and experimental examples of classical conditioning.</li> </ul>						

	<ul style="list-style-type: none"> <li>• Apply classical conditioning to everyday life.</li> </ul>						
	<p>16. Operant conditioning:</p> <ul style="list-style-type: none"> <li>• Describe the Law of Effect.</li> <li>• Describe the principles of operant conditioning.</li> <li>• Describe clinical and experimental examples of operant conditioning.</li> <li>• Apply operant conditioning to everyday life.</li> </ul>						
<b>Sociocultural Context</b>							
	<p>17. Social cognition:</p> <ul style="list-style-type: none"> <li>• Describe attributional explanations of behavior.</li> <li>• Describe the relationship between attitudes (implicit and explicit) and behavior.</li> <li>• Identify persuasive methods used to change attitudes.</li> </ul>						
	<p>18. Social influence and relations:</p> <ul style="list-style-type: none"> <li>• Describe effects of others' presence on individuals' behavior.</li> <li>• Discuss how an individual influences group behavior.</li> <li>• Discuss the nature and effects of stereotyping, prejudice, and discrimination.</li> <li>• Describe determinants of prosocial behavior.</li> <li>• Discuss influences upon aggression and conflict.</li> <li>• Discuss factors influencing attraction and relationships.</li> </ul>						
	<p>19. Social and cultural diversity:</p> <ul style="list-style-type: none"> <li>• Define culture and diversity.</li> <li>• Identify how cultures change over time and vary within nations as well as internationally.</li> <li>• Discuss the relationship between culture and conceptions of self and identity.</li> <li>• Discuss psychological research examining race and ethnicity.</li> <li>• Discuss psychological research examining socioeconomic status.</li> <li>• Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.</li> </ul>						
<b>Individual Variations</b>							
	<p>20. Perspectives on motivation:</p> <ul style="list-style-type: none"> <li>• Explain biologically based theories of motivation.</li> </ul>						

	<ul style="list-style-type: none"> <li>• Explain cognitively based theories of motivation.</li> <li>• Explain humanistic theories of motivation.</li> <li>• Explain the role of culture in human motivation.</li> </ul>						
	<p>21. Perspectives on emotion:</p> <ul style="list-style-type: none"> <li>• Explain the biological and cognitive components of emotion.</li> <li>• Discuss psychological research on basic human emotions.</li> <li>• Differentiate among theories of emotional experience.</li> </ul>						
	<p>22. Perspectives on abnormal behavior:</p> <ul style="list-style-type: none"> <li>• Define psychologically abnormal behavior.</li> <li>• Describe historical and cross-cultural views of abnormality.</li> <li>• Describe major models of abnormality.</li> <li>• Discuss how stigma relates to abnormal behavior.</li> <li>• Discuss the impact of psychological disorders on the individual, family, and society.</li> </ul>						
	<p>23. Categories of psychological disorders:</p> <ul style="list-style-type: none"> <li>• Describe the classification of psychological disorders.</li> <li>• Discuss the challenges associated with diagnosis.</li> <li>• Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).</li> <li>• Evaluate how different factors influence an individual's experience of psychological disorders.</li> </ul>						
	<p>24. Perspectives on treatment of Psychological Disorders:</p> <ul style="list-style-type: none"> <li>• Explain how psychological treatments have changed over time and among cultures.</li> <li>• Match methods of treatment to psychological perspectives.</li> <li>• Explain why psychologists use a variety of treatment options.</li> </ul>						
	<b>Application</b>						
	<p>25. Career options:</p> <ul style="list-style-type: none"> <li>• Identify careers in psychological science and practice.</li> <li>• Identify resources to help select psychology programs for further study.</li> </ul>						
	<p>26. Educational requirements:</p> <ul style="list-style-type: none"> <li>• Identify degree requirements for psychologists and psychology-</li> </ul>						

	<p>related careers.</p> <ul style="list-style-type: none"> <li>Identify resources to help select psychology programs for further study.</li> </ul>							
	<p>27. Vocational applications of psychological science:</p> <ul style="list-style-type: none"> <li>Discuss ways in which psychological science addresses domestic and global issues.</li> <li>Identify careers in psychological science that have evolved as a result of domestic and global issues.</li> </ul>							