**SIXTH GRADE SOCIAL STUDIES INSTRUCTIONAL MATERIALS SCREENING INSTRUMENT**

**SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA**

*All submissions must be aligned to the Tennessee Social Studies Standards and therefore must meet the non-negotiable criteria of Section I prior to moving to Section II.*

*Note: The Tennessee standards including the introduction and grade level standards appropriate to this screening instrument and this screening instrument should be read in full prior to reviewing materials.* Evaluatorsof materials must be well versed in the standards for the grade/course(s) aligned to the materials in question, how the content fits into the progressions in the content standards, and the expectations of the standards. Additionally, special attention should be made to the Social Studies Practices, which are specific skills that students should apply when learning about social studies. The Social Studies Practices should be applied regularly in the classroom and guide inquiry and critical thinking and are not to be done in isolation.

**SIXTH GRADE SOCIAL STUDIES**

**World History and Geography: Early Civilizations Through the Fall of the Western Roman Empire**

**Course Description:** Sixth grade students will study the beginnings of early civilizations through the fall of the Western Roman Empire. Students will analyze the cultural, economic, geographical, historical, and political foundations for early civilizations, including Mesopotamia, Egypt, Israel, India, China, Greece, and Rome. The sixth grade will conclude with the decline and fall of the Western Roman Empire. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion. Major world religions are introduced in either 6th or 7th grade.

*This course will be the students’ first concentrated survey of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the development of government, including the beginning of democratic practices.*

***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*

***Including****: used to say that a person or thing is a part of a group*

***i.e.:*** *“that is” or “in other words”; specific examples that should be used*

***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed*

***such as:*** *introduces an example or examples of something mentioned*

**SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA**

*All submissions must be aligned to the Tennessee State Social Studies Standards and therefore must meet 100% of the non-negotiable criteria of Section I prior to moving to Section II.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SECTION I. Alignment to Tennessee State Social Studies Standards**  ***Part A.*** The instructional materials represent 100% alignment with the Tennessee State Social Studies Standards and explicitly focus teaching and learning on the grade level standards, topics, and content strands at a level of rigor necessary for students to reach mastery: | | | | | |
| **Foundations of Human Civilization: c. 10,000-3500 BCE** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| 6.01 | Identify the meaning of time designations and abbreviations used by historians, including:   * BC / BCE * AD / CE * Circa (c. or ca), decades, centuries | | **Y** |  | Pages Found: HT2, HT5, HT6 |
| 6.02 | Describe the characteristics of the nomadic hunter-gatherer societies, including their use of:   * Basic hunting weapons * Fire * Shelter * Tools | | ***Y*** |  | Pages Found: 2, 4-11, 24-25 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group* | | | | | |
| 6.03 | Explain the impact of the Agricultural Revolution, including: | | ***Y*** |  | Pages Found: 12-18, 22-23, 25, 59 |
| * Barter economy * Domestication of plants and animals * Emergence of permanent settlements | * Food surpluses * Labor specialization * New sources of clothing and shelter |
| 6.04 | Identify and explain the importance of the following key characteristics of civilizations: | | ***Y*** |  | Pages Found: 19-21, 24-25, 31-32, 64 |
| * Culture * Government * Religion * Social structure | * Stable food supply * Technology * Writing |
| **Ancient Mesopotamia: c. 3500-1700 BCE** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Content Standard | | |  |  |  |
| 6.05 | Identify and locate geographical features of ancient Mesopotamia, including: | | ***Y*** |  | Pages Found: 31,46,52 |
| * Black Sea * Euphrates River * Mediterranean Sea | * Persian Gulf * Tigris River * Zagros Mountains |
| 6.06 | Explain how geographic and climatic features led to the region being known as the Fertile Crescent. | | ***Y*** |  | Pages Found: 28,31-32 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group* | | | | | |
| 6.07 | Explain how irrigation, silt, metallurgy, production of tools, use of animals, slave labor, and inventions such as the wheel, sail, and plow led to advancements in agriculture. | | ***Y*** |  | Pages Found: 32,37-38,53 |
| 6.08 | Analyze how advancements in agriculture in Sumer led to economic growth, expansion of trade and transportation, and the emergence of independent city-states. | | ***Y*** |  | Pages Found: 30,33,36,38,53 |
| 6.09 | Explain the basic concepts of monarchy and empire, and identify Mesopotamia as the regional location of the world’s first empire. | | ***Y*** |  | Pages Found: 19,35,42-47, 49,53 |
| 6.10 | Explain the concept of polytheism and its presence in Mesopotamia, with respect to beliefs about the relationship of deities to the natural world and their importance in everyday life. | | ***Y*** |  | Pages Found: 34, 36,53 |
| 6.11 | Identify important achievements of the Mesopotamian civilization, including cuneiform, clay tablets, and ziggurats, and identify the Epic of Gilgamesh as the oldest written epic. | | ***Y*** |  | Pages Found:34-35,37-40,47-49,53 |
| 6.12 | Analyze the impact of the introduction of written law in the Code of Hammurabi, and explain its basic principles of justice. | | ***Y*** |  | Pages Found: 43,51-54 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***such as:*** *introduces an example or examples of something mentioned* | | | | | |
| **Ancient Egypt: c. 3000-700 BCE** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| 6.13 | Identify and locate geographical features of ancient Egypt, including: | | ***Y*** |  | Pages Found: 56, 60-61, 65-66, 87,95,101 |
| * Mediterranean Sea * Nile Delta * Nile River | * Red Sea * The regions of Upper and Lower Egypt * The Sahara |
| 6.14 | Explain how agricultural practices impacted life and economic growth in ancient Egypt, including the use of irrigation and development of a calendar. | | ***Y*** |  | Pages Found: 62-63, 101 |
| 6.15 | Explain the structure of ancient Egyptian society, including:   * Relationships between groups of people * How social classes were organized by occupation * Positions of pharaohs as god/kings * Role of slaves | | ***Y*** |  | Pages Found: 68-69, 75-79, 87,98-99, 101 |
| 6.16 | Explain the polytheistic religion of ancient Egypt, with respect to beliefs about the afterlife, the reasons for mummification, and the use of pyramids. | | ***Y*** |  | Pages Found: 70-79, 98,101,102 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group* | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 6.17 | Analyze the impact of key figures from ancient Egypt, including:   * Growth under the leadership of Queen Hatshepsut and her economic policies * Ramses the Great’s military conquests leading to growth of the kingdom * Significance of the discovery of Tutankhamun’s tomb on the understanding of ancient Egypt | | ***Y*** |  | | Pages Found: 66,68,80,84-90, 98-99,101 |
| 6.18 | Analyze the achievements of ancient Egyptian civilization, including: hieroglyphics, papyrus, and the pyramids and Sphinx at Giza. | | ***Y*** |  | | Pages Found: 59,63-64, 72-75, 78, 83-84,90,101 |
| 6.19 | Examine the cultural diffusion of ancient Egypt with surrounding civilizations through trade and conflict, including its relationship with Nubia. | | ***Y*** |  | | Pages Found: 65-66, 83-84, 86-87, 92-97 |
| **Ancient Israel: c. 2000-500 BCE** | | | **Yes** | **No** | | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Content Standard | | |  |  | |  |
| 6.20 | Identify and locate geographical features of ancient Israel, including: | | ***Y*** |  | | Pages Found: 104,109,144 |
| Dead Sea  Jerusalem  Jordan River | Mediterranean Sea  Red Sea  Sinai Peninsula |
| 6.21 | Describe the development of the ancient Israelites, and explain the reasons for their movements from Mesopotamia to Canaan (later called Israel), from Canaan to Egypt, and from Egypt back to Canaan. | | ***Y*** |  | Pages Found: 107-113, 145-146 | |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group* | | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 6.22 | Describe the origins and central features of Judaism:   * Key Person(s): Abraham, Moses * Sacred Texts: The Tanakh (i.e., Hebrew Bible) * Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility | | ***Y*** |  | Pages Found: 107-110, 114, 123-132, 142-146, 431-432, 438 |
| 6.23 | Identify the importance of Saul as the first king of Israel, David as the second king who founded Jerusalem as the capital, and Solomon as the third king who built the first temple. | | ***Y*** |  | Pages Found: 116-118,121,145 |
| 6.24 | Summarize the breakup of the Kingdom of Israel, Babylonian captivity, and the return of the Jews to their homeland under the Persian Empire. | | ***Y*** |  | Pages Found: 119-121, 123, 128,145 |
| **Ancient India: c. 2500-400 BCE** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| 6.25 | Identify and locate geographical features of ancient India, including: | | ***Y*** |  | Pages Found: 240,243-244, 251, 275, 308 |
| * Ganges River * Himalayan Mountains * Indian Ocean | * Indus River * Monsoon winds * Subcontinent of India |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group*  ***i.e.:*** *“that is” or “in other words”; specific examples that should be used* | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 6.26 | Explain the emergence of the Harappan civilization in the Indus River Valley as an early agricultural civilization, and describe its achievements, including:   * Architecture built with bricks * Arranging roads into a series of grid-systems * Sanitation and sewer systems | ***Y*** |  | Pages Found: 245-247, 251 |
| 6.27 | Describe the social structure of the caste system, and explain its effect on everyday life in ancient India. | ***Y*** |  | Pages Found: 250-251, 257, 274-275 |
| 6.28 | Describe the origins and central features of Hinduism:   * Key Person(s): origins in Aryan traditions * Sacred Texts: The Vedas * Basic Beliefs: dharma, karma, reincarnation, and moksha | ***Y*** |  | Pages Found: 248-249, 253-255, 260, 266, 272, 275, 427-428, 438 |
| 6.29 | Describe the origins and central features of Buddhism:   * Key Person(s): Siddhartha Gautama (Buddha) * Sacred Texts: Tripitaka * Basic Beliefs: Four Noble Truths, Eightfold Path, Nirvana | ***Y*** |  | Pages Found: 252-253, 256-258, 260-261, 275-276, 421-422, 438 |
| 6.30 | Identify the long-lasting intellectual traditions that emerged during the late empire of ancient India, including: medical education, medical techniques, and mathematics (e.g., Hindu-Arabic numerals). | ***Y*** |  | Pages Found: 265-273, 275 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group*  ***i.e.:*** *“that is” or “in other words”; specific examples that should be used* | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Ancient China: c. 2500 BCE-200 CE** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Content Standard | | |  |  |  |
| 6.31 | Identify and locate geographical features of ancient China, including: | | ***Y*** |  | Pages Found: 278, 281-282, 284, 287-288, 298, 308-309 |
| * Gobi Desert * Himalayan Mountains * Pacific Ocean | * Plateau of Tibet * Yangtze River * Yellow River |
| 6.32 | Analyze the influence of geographic features on the origins of ancient Chinese civilization in the Yellow River Valley, and explain how China’s geography helped create a unique yet diverse cultural identity that was isolated from the rest of the world. | | ***Y*** |  | Pages Found: 278, 281-282, 288, 309 |
| 6.33 | Describe how the size of ancient China made governing difficult and how the concepts of the mandate of heaven and Legalism emerged solutions to this problem. | | ***Y*** |  | Pages Found: 284, 286-288, 290, 292-293, 305, 309 |
| 6.34 | Identify the political and cultural problems prevalent in the time of Confucius and how the philosophy of Confucianism and *The Analects* emphasized the concepts of kinship, order, and hierarchy to address these problems. | | ***Y*** |  | Pages Found: 289-291, 293, 295, 306-307, 309-310, 425-426, 438 |
| 6.35 | Explain the significance of the unification of ancient China into the first Chinese empire by Qin Shi Huangdi, beginning the Qin Dynasty. | | ***Y*** |  | Pages Found: 297-298, 309 |
| ***Note****: here are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group* | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 6.36 | Explain how the implementation of the philosophy of Confucianism led to the political success and longevity of the Han Dynasty. | | ***Y*** |  | Pages Found: 299-300,305 |
| 6.37 | Explain the major accomplishments of the Han Dynasty, including: the magnetic compass, paper making, porcelain, silk, and woodblock printing. | | ***Y*** |  | Pages Found: 297, 299, 301, 309 |
| 6.38 | Describe how the desire for Chinese goods influenced the creation of The Silk Road and initiated cultural diffusion throughout Eurasia, including the introduction of Buddhism into ancient China. | | ***Y*** |  | Pages Found: 302-305, 309 |
| **Ancient Greece: c. 800-300 BCE** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| 6.39 | Identify and locate geographical features of ancient Greece, including: | | ***Y*** |  | Pages Found: 148, 151, 157, 162, 194, 236 |
| * Asia Minor * Athens * Macedonia | * Mediterranean Sea * Peloponnesian peninsula * Sparta |
| 6.40 | Analyze how the geographical features of ancient Greece, including its mountainous terrain and access to the Mediterranean Sea, contributed to its organization into city-states, role in maritime trade, and colonies in the Mediterranean. | | ***Y*** |  | Pages Found: 148, 151, 156-157, 165, 195, 201 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group* | | | | | |
| 6.41 | Examine the concept of the polis in Greek city-states, including the ideas of: citizenship, civic participation, and the rule of law. | | ***Y*** |  | Pages Found: 156-159, 194-195, 212 |
| 6.42 | Explain the basic concepts of direct democracy and oligarchy. | | ***Y*** |  | Pages Found: 161-162, 178-180, 185, 195, 214 |
| 6.43 | Explain the characteristics of the major Greek city-states of Athens and Sparta, including: | | ***Y*** |  | Pages Found: 148, 161- 167, 178- 183, 185, 192, 195-196 |
| * Advantages of each geographic location * Approaches to education * Practice of slavery | * Status of women * Styles of government |
| 6.44 | Analyze the causes and consequences of the Persian Wars, including the role of Athens and its cooperation with Sparta to defend the Greek city-states. | |  |  | Pages Found: 169, 172-176, 194-195 |
| 6.45 | Analyze the causes and consequences of the Peloponnesian Wars, including how the growing political conflict between Athens and Sparta led to war and left the city-states open to conquest by the Macedonians. | | ***Y*** |  | Pages Found: 182-185, 192, 194-195 |
| 6.46 | Explain the polytheistic religion of ancient Greece, with respect to beliefs about the humanlike qualities of the deities, their importance in everyday life, and the emergence of the Olympic Games to honor Zeus. | | ***Y*** |  | Pages Found: 167, 200-202, 208, 237 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group* | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 6.47 | Explain the historical significance of ancient Greek literature, including how the *Iliad* and the *Odyssey* provide insight into the life of the ancient Greeks. | | ***Y*** |  | Pages Found: 186-191, 201, 203-206, 208, 215, 229, 234, 237 |
| 6.48 | Examine the influence of ancient Greek philosophers (e.g., Aristotle, Plato, and Socrates) and their impact on education and society in Greece. | | ***Y*** |  | Pages Found: 160, 179, 195, 209-214, 217- 219, 229-230, 233, 236-238 |
| 6.49 | Describe the purposes of major Greek architecture, including the Parthenon and the Acropolis. | | ***Y*** |  | Pages Found: 157, 207-208, 228 |
| 6.50 | Explain the unification of the Greek city-states by Macedonia, and analyze the impact of Alexander the Great and the diffusion of Hellenistic culture. | | ***Y*** |  | Pages Found: 134-135, 145, 198, 220-226, 228, 233, 237 |
| **Ancient Rome: c. 500 BCE-500 CE** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| 6.51 | Identify and locate the geographical features of ancient Rome, including: | | ***Y*** |  | Pages Found: 312, 315, 323, 348, 352, 361, 384, 388 |
| * Constantinople * Italian Alps * Italian Peninsula | * Mediterranean Sea * Rome * Tiber River |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 6.52 | Analyze how the geographical location of ancient Rome contributed to its political and economic growth in the Mediterranean region and beyond. | | ***Y*** |  | Pages Found: 312, 315-316, 320, 328-329, 340, 349, 352, 361 |
| 6.53 | Describe the government of the Roman Republic, including: | | ***Y*** |  | Pages Found: 319-326, 329, 346-349, 370 |
| * Branches of government * Checks and balances * Civic participation | * Representative democracy * The rule of law and the Twelve Tables |
| 6.54 | Describe the class system of ancient Rome, including the role of patricians, plebeians, and slaves in Roman society. | | ***Y*** |  | Pages Found: 322-324, 329, 331, 349, 355-358, 362, 385 |
| 6.55 | Describe the characteristics of Julius Caesar’s rule, including:   * Leadership in the military * Popularity amongst plebeians * Role as dictator for life * Assassination | | ***Y*** |  | Pages Found: 330, 333-336, 338, 349-350 |
| 6.56 | Analyze the influence of Augustus Caesar, including the establishment of the Roman Empire and its political, geographic, and economic expansion during the Pax Romana. | | ***Y*** |  | Pages Found: 336-337, 340-345, 349 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group* | | | | | |
| 6.57 | Analyze how innovations in engineering and architecture contributed to Roman expansion, including the role of: | | ***Y*** |  | Pages Found: 340-343, 345, 354, 356, 359-361, 371-373 |
| * Aqueducts * Arches * Bridges * The Colosseum | * Domes * Roads * Sanitation |
| 6.58 | Explain the polytheistic religion of ancient Rome, with respect to beliefs about the humanlike qualities of the deities and their importance in everyday life. | | ***Y*** |  | Pages Found: 358, 360-361 |
| 6.59 | Describe the origins and central features of Christianity:   * Key Person(s) Jesus, Paul * Sacred Texts: The Bible * Basic Beliefs: monotheism, sin and forgiveness, eternal life, Jesus as the Messiah | | ***Y*** |  | Pages Found: 371, 388, 391, 393-399, 401-402, 404-406, 411-415, 417, 422-423 |
| 6.60 | Explain the expulsion of the Jews from their homeland by the Romans, which began the Jewish diaspora. | | ***Y*** |  | Pages Found: 134-135, 145, 392 |
| 6.61 | Explain the division of the Roman Empire into East and West, and identify the later establishment of Constantinople as the capital by Constantine. | | ***Y*** |  | Pages Found: 366-367, 375, 381, 385 |
| 6.62 | Analyze the fall of the Western Roman Empire, including difficulty governing its large territory, political corruption, economic instability, and attacks by Germanic tribes, and identify the continuation of the Eastern Roman Empire as the Byzantine Empire. | | ***Y*** |  | Pages Found: HT11, 364-369, 371, 375-380, 382, 385-386, 408-410 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group*  ***i.e.:*** *“that is” or “in other words”; specific examples that should be used* | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **SECTION IA:** | **Yes** | **No** | **Notes (summary of notes from section IA)** |
| The instructional materials reviewed in section IA represents 100% alignment with the Tennessee Social Studies Standards and explicitly focuses teaching and learning on the grade level standards at a level of rigor necessary for students to reach mastery. | ***Y*** |  |  |
| **SECTION I. Alignment to Tennessee State Social Studies Standards (Grade 5, Part 1)**  ***Part B. Focus:*** Instruction centers on the grade level topic, content strands, and Social Studies Practices at the level articulated within the standards. | | | | |
|  | | **Yes** | **No\*** | **\* Evidence of extraneous or inaccurate materials** |
| Materials focus on the grade level standards (i.e., does not include information from outside of the scope of the grade level standards or use disconnected facts and details). | | **Y** |  |  |
| Materials are accurate and grade level appropriate. | | **Y** |  |  |
| ***Part C. The Content Strands***: Supports the use of the content topics found within the Tennessee State Standards through the integration of the content strands. The content strands are focused on the seven disciplines of social studies and represent a way of categorizing knowledge about the human experience. The content strands help to organize the various themes of social studies instruction at age-appropriate levels. The content strands should be used within instructional materials to show the interconnectedness of the content strands with each other. | | | | |
| **Content Strand** | **Targets for Content Strand** | **Yes** | **No** | **Evidence (include evidence of the integration of the content strands)** |
| **Culture** | Use culture and cultural diversity to understand how human beings create, learn, share, and adapt to culture. | ***Y*** |  |  |
| Understand the role of culture in shaping lives and society. | ***Y*** |  |  |
| **Economics** | Use economic reasoning skills and knowledge of major economic concepts, issues, and systems. | ***Y*** |  |  |
| Make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world. | ***Y*** |  |  |
| **Geography** | Use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity. | ***Y*** |  |  |
| Explain the interactions that occur in an increasingly interdependent world. | ***Y*** |  |  |
| Use knowledge of perspectives as well as practices and products of cultural, ethnic, and social groups to analyze the impact of their commonality and diversity within local, national, regional, and global settings. | ***Y*** |  |  |
| **History** | Use materials drawn from the diversity of the human experience to analyze and interpret significant events, patterns, and themes in history. | ***Y*** |  |  |
| World History | ***Y*** |  |  |
| **Politics (Politics/ Government)** | Use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels. | ***Y*** |  |  |
| Understand that people create systems of government as structures of power and authority to provide order, maintain stability, and promote the general welfare. | ***Y*** |  |  |
| Use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system. | ***Y*** |  |  |
| **Additional comments on integration of the content strands into the materials:**  This textbook does an excellent job of smoothly integrating the required content strands throughout the book. The textbook meets all standards, while also adding additional information to match all content strands. Exceptionally well done. | | | | |
| ***Part D. Social Studies Practices***: Social studies practices are specific skills that students should apply when learning social studies. They provide learning experiences that support a progression of student competencies and skills through active engagement and the continuous refinement of knowledge and ability through the content topics found in the grade or course level standards. Instructional materials should provide resources through which teachers engage in the SSP. This may include but are not limited to the following: graphics, artifacts, media sources, technology sources, and other Primary and Secondary sources. | | | | |
| **Social Studies Practices** | **Targets for the Social Studies Practices** | **Yes** | **No** | **Evidence (include evidence of knowledge and skill progression within units, grade level, and between grade levels)** |
| **SSP.01** | Gather information from a variety of primary and secondary sources. | ***Y*** |  |  |
| **SSP.02** | Critically examine primary or secondary source(s). | ***Y*** |  |  |
| **SSP.03** | Organize data from a variety of sources. | ***Y*** |  |  |
| **SSP.04** | Construct and communicate arguments supported by evidence. | ***Y*** |  |  |
| **SSP.05** | Develop historical awareness. | ***Y*** |  |  |
| **SSP.06** | Develop geographic awareness. | ***Y*** |  |  |
| **Additional comments on the Social Studies Practices within materials:**  This textbook provides a plethora of opportunities for students to become stronger historians. These opportunities exist throughout units, chapters, and lessons. They can be found at end of lesson reviews, while also providing teachers resources to expand on the topic covered with more in-depth engaging activities. | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **SECTION I. Alignment to Tennessee State Social Studies Standards (Grade 6)**  ***Part B. Focus:*** Instruction centers on the grade level topic, content strands, and Social Studies Practices at the level articulated within the standards. | | | |
|  | **Yes** | **No\*** | **\* Evidence of extraneous or inaccurate materials** |
| Materials focus on the grade level standards (i.e., do not include information from outside of the scope of the grade level standards or use disconnected facts and details). | **Y** |  |  |
| Materials are accurate and grade level appropriate. | **Y** |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| ***Part E. Tennessee Code Annotated***: Supports the various laws mandated by the Tennessee General Assembly and ensures that appropriate attention is given to these specific areas. | | | |
|  | **Yes** | **No** | **Evidence (include evidence of the use of T.C.A. related materials within units, grade level, and between grade levels)** |
| **T.C.A. § 49-6-1005** *The inclusion of religion in textbooks, instructional materials, curriculum, or academic standards shall be for educational purposes only and shall not be used to proselytize or establish any religion or religious belief.* | **Y** |  |  |
| **Additional comments on T.C.A. within materials:** | | | |

**SEVENTH GRADE SOCIAL STUDIES  
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*All submissions must be aligned to the Tennessee State Social Studies Standards and therefore must meet 100% of the non-negotiable criteria of Section I prior to moving to Section II.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part A. Key Areas of Focus*** | | | | |
|  | **Yes** | | **No** | **Evidence** |
| ***Rigor***:Learning experiences provide opportunities for thought, discourse, and practice in an interconnected and social context. | Y | |  | This textbook provides numerous opportunities for students to grow and develop as historians. The textbook’s assessments are regularly of high quality |
| ***Coherence***: Units and instructional sequences are coherent and organized in a logical manner that builds upon knowledge and skills learned in prior grades or earlier in the year. | Y | |  | The flow of units within this textbook are identical with the flow of the state standards. This sequence allows for the most effective student learning opportunities. The “Historian Toolkit” at the beginning of the book allows students the opportunity to review and reestablish the necessary tools for successful analysis across all strands of history. This should be tools that are introduced early in a student’s educational journey and continue to be reiterated each year. This textbook does an excellent job of building on the foundation instituted in prior grades with the use of the “Historian Toolkit,” consistent opportunities for student reflection, and the use of additionally provided resources such as the “Inquiry Journal.” |
| ***Literacy***: Supports student communication within a historical context through providing consistent opportunities for students to utilize literacy skills in reading, writing, vocabulary, speaking and listening. |  | | N | While this textbook does provide consistent, well-designed opportunities for utilization of reading, writing and vocabulary, it lacks consistency in the chances to work on speaking skills. They have attempted to accomplish this task with their inclusion of *Collaborating* questions in lesson review and activities. While many of these do allow for excellent opportunities of student collaboration and discussion, such as question number 6 on page 21, they do not explicitly evaluate a student’s speaking skills. Teachers could easily alter several assignments to evaluate this particular literacy skill, but an increased number of questions directly assessing this skill would be an improvement. |
|  | **Evidence** | | | |
| ***A Note on Bias and Sensitivity:*** Social, ethnic, racial, religious, and gender bias is best determined at the local level where educators have in-depth knowledge of the culture and values of the community in which students live.  *As you review materials, please note any possible bias/sensitivity issues for use at the local level.* |  | | | |
| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part B. Student Engagement and Instructional Supports*.** | | | | |
|  | **Yes** | **No** | | **Evidence and/or comments** |
| 1. Provides learning experiences that incorporate the content strands (i.e., each of the content strands is learned in the context of the topic and not taught in isolation). | Y |  | | This book repeatedly allows students opportunities to connect the topic they are covering with today’s society. |
| 1. Engages students through real-world, relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit critical thinking and problem solving. | Y |  | | The book does a tremendous job at allowing students to connect with the history, thus increasing student care and engagement. |
| 1. Includes differentiated materials that provides support for the following: ELL students, students with disabilities, or struggling learners. | Y |  | | The teacher’s edition of this textbook provides numerous sections of additional support for ELL students. These resources are entitled, *English Learners Scaffold* and are highlighted in blue. The section provides strategies to help with three categories: emerging, expanding and bridging. The section also provides additional opportunities for students to work on literacy skills. |
| 1. Includes differentiated materials that provides support for students approaching mastery as well as extensions for students already meeting mastery or with high interest. | Y |  | | Among the many differentiated activities is the inclusion of extension activities. These provide the opportunity for a teacher to easily meet any requirements regarding gifted students. The assignments also allow for students to quench the thirst for additional information on a topic. |

|  |  |  |  |
| --- | --- | --- | --- |
| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part C. Monitoring Student Progress*** | | | |
|  | **Yes** | **No** | **Evidence and/or comments** |
| 1. Assessments collect data on all topics, content strands, and social studies practices within each grade level and allow students to show mastery in concert with each other (e.g., assessments are contextualized and serve to address specific events/topics or answer specific questions). | Y |  |  |
| 1. Assesses student mastery using methods that are unbiased and accessible to all students. | Y |  | No bias was found when reviewing this textbook. The company has made a noticeable effort to make certain all content is accessible to all students. The assessments are no exception. |
| 1. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance. | Y |  | The company has provided rubrics and scoring guidelines for teachers. These are provided among the auxiliary materials. |
| 1. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures. | Y |  | The textbook includes a plethora of pre-assessments throughout each chapter, while also including formative and summative assessment opportunities. |
| 1. Assessments are embedded throughout instructional materials as tools for students’ learning and teachers’ monitoring of instruction. | Y |  |  |
| 1. Assessments provide teachers with a range of data to inform instruction. | Y |  | Assessments in this textbook vary greatly. Some question types include: multiple choice, essay, short answer, and fill-in-the-blank. This allows a teacher to look at different types of answers resulting in a holistic understanding of a students performance. These more in-depth results will help teachers better guide their instruction. |

|  |  |  |  |
| --- | --- | --- | --- |
| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part D. Teacher Support Materials*** | | | |
|  | **Yes** | **No** | **Evidence** |
| 1. Provides grade-level background information and context to guide integration of the topics, content strands, and social studies practices within the lessons, units, and grade. | Y |  | All of the entire McGraw Hill products with this textbook clearly strive to be a rigorous, well-developed product. The company did a superb job of creating a product that was on an 8th grade level. The products gradually turn upward in difficulty as the chapters continue. This will nicely correlate with a teachers’ expectation of student growth throughout the school year. |
| 1. Includes strategies that assist teachers in incorporating appropriate and integral connections between social studies and other subject areas (e.g., mathematics, ELA, science, visual and performing arts, CTE) | Y |  | This product does provide consists strategies to help the easy incorporation of ELA. This is provided in the numerous opportunities for students to practice both reading and writing skills. While the product does excel in helping teachers integrate this subject area, it is lacking in the strategies to effectively integrate other subject areas. These integrations can be more difficult and may be best suited to be made entirely as a teacher’s choice, but more of an attempt to aide teachers with this process would have been desired. |
| 1. Provides strategies and guidance to support the inclusion of “hands-on” activities with other practices (e.g., asking questions, engagement in argument). | Y |  | This product easily lends itself to help teachers incorporate “hands-on” activities within their classroom. The textbook provides mini-projects that can be assigned by the teacher. |
| 1. Strategies included to assist teachers in identifying student misconceptions and the reason(s) that prevent student mastery of the topics, content strands, and social studies practices within the standards. | Y |  | Numerous assessments used in this textbook allow teachers to easily assess exactly what students are struggling with for that section. The assessments also allows the teacher to determine if the students is struggling with vocabulary (subject specific and/or academic). |
| 1. Includes strategies to help teachers identify ways in which activities or learning experiences can be contextualized to the school environment (e.g., place- based learning experiences). |  | N | Throughout this review, I was unable to find sufficient evidence of this type of strategies. |