 **WORLD HISTORY AND GEOGRAPHY 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.

**WORLD HISTORY AND GEOGRAPHY**

**Course Description:** Students will study the rise of the nation-state in Europe, the origins and consequences of the Industrial Revolution, political reform in Western Europe, imperialism across the world, and the economic and political roots of the modern world. Students will explain the causes and consequences of the great military and economic events of the past century, including the World Wars, Great Depression, Cold War, and Russian and Chinese Revolutions. Students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Students will explore geographic influences on history, with attention to political boundaries that developed with the evolution of nations from 1750 to the present and the subsequent human geographic issues that dominate the global community. Additionally, students will examine aspects of technical geography and how these innovations continuously impact geopolitics in the contemporary world.

*This course is a continuation of the 6th and 7th grade survey courses 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 contemporary world and its impact on students today.*

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

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

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

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

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

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

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

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| **SECTION I. Alignment to Tennessee State Social Studies Standards**  ***Part A.*** The instructional materials represent 100% alignment with the Tennessee State Social Studies Standards and explicitly focus teaching and learning on the grade level standards, topics, and content strands at a level of rigor necessary for students to reach mastery: | | | | |
| **Age of Revolution (1750-1850)** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard |  |  |  |
| W.01 | Describe the concept of the divine right of kings as well as the features, strengths, and weaknesses of European absolutism, including: Louis XIV, Versailles, and Peter the Great. | *Yes* |  | *SE:12, 17, 17-23*  *TE: 12, 17, 17-23*  *Content Strands: C,H, P* |
| W.02 | Compare documents that establish limits on government in response to absolute monarchy (e.g., the Magna Carta and the English Bill of Rights). | *Yes* |  | *SE: 14,15, 38, 62-63, 109*  *TE: 14,15, 38, 62-63, 109*  *Content Strands: H, P* |
| ***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* | | | | |
| W.03 | Compare the major ideas of philosophers during the Age of Enlightenment, such as Charles-Louis de Montesquieu, Thomas Hobbes, John Locke, and Jean-Jacques Rousseau. | *Yes* |  | *SE: 24-25, 31, 35-39*  *TE: 24-25, 31, 35-39*  *Content Strands: C, E, H, P* |

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| **Age of Revolution (1750-1850)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| W.04 | Examine the causes and consequences of the English Civil War. | | *Yes* |  | *SE: 4-16*  *TE: 4-16*  *Content Strands: C, G, H, P* |
| W.05 | Identify the major causes of the French Revolution, including the impact of: | | *Yes* |  | *SE: 38, 49-50, 59-61, 67-77*  *TE: 38, 49-50, 59-61, 67-77*  *Content Strands: C, E, G, H, P* |
| * The American Revolution * Conflicting social classes * Economic factors | * Enlightenment political thought * Government corruption and weakness |
| W.06 | Summarize the major events of the French Revolution (e.g., storming of the Bastille, execution of Louis XVI, reign of terror), and trace the evolution of France’s government from constitutional monarchy to democratic despotism to the Napoleonic Empire. | | *Yes* |  | *SE: 67-77, 80-93*  *TE: 67-77, 80-93*  *Content Strands: C, E, G, H, P* |
| W.07 | Analyze the geographic, political, and social factors that contributed to the rise and fall of Napoleon Bonaparte’s empire. | | *Yes* |  | *SE: 85-96*  *TE: 85-96*  *Content Strands: C, G, H, P* |
| W.08 | Identify how the ideas of the Enlightenment inspired Thomas Jefferson and the Declaration of Independence, and compare the American Revolution with the French Revolution. | | *Yes* |  | *SE: 55-61, 86*  *TE: 55-61, 86*  *Content Strands: C, G, H, P* |
| W.09 | Explain the effects of the French Revolution on Europe and the world, including the influence of: the Napoleonic Code, Concert of Europe, and Haitian Revolution. | | *Yes* |  | *SE: 90, 97,126-131, 133, 141-142*  *TE: 90, 97,126-131, 133, 141-142*  *Content Strands: C, G, H, P* |

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| **The Industrial Revolution (1750s-1900s)** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard |  |  |  |
| W.10 | Explain how the Agricultural Revolution, mechanization, and the “enclosure movement” led to rapid population growth, rural to urban migration, and the growth of major cities in Europe and North America. | *Yes* |  | *SE: 114-125*  *TE: 114-125*  *Content Strands: C, E, G, H, P* |
| W.11 | Explain the geographic and economic reasons why the Industrial Revolution began in England, including: natural resources, entrepreneurship, labor, and access to capital. | *Yes* |  | *SE:114-120, 124-125*  *TE:114-120, 124-125*  *Content Strands: E, G, H* |
| W.12 | Analyze how geographic and cultural features were an advantage or disadvantage to the diffusion of the Industrial Revolution. | *Yes* |  | *SE: 114, 118-125*  *TE: 114, 118-125*  *Content Strands: C, G, H* |
| W.13 | Describe the geographic scale, trade routes, and conditions of the forced migration of Africans to the Western Hemisphere, including connections between slave labor and the growth of industrial economies. | *Yes* |  | *SE: 108-113, 136, 139*  *TE: 108-113, 136, 139*  *Content Strands: C, E, G, H, P* |
| W.14 | Explain how scientific and technological innovations (e.g., the steam engine, new textile technology, steel processing, medical advances, electricity, and new methods of transportation) led to massive social, economic, cultural, and demographic changes. | *Yes* |  | *SE:115-119, 152-165*  *TE:115-119, 152-165*  *Content Strands: C, E, G, H, P* |
| W.15 | Evaluate the industrialization of Europe in terms of:   * Social benefits (e.g., increases in productivity and life expectancy) * Social costs (e.g., harsh working and living conditions, pollution, child labor, and income inequality) * Attempts to address these costs (e.g., political reform, urban planning, philanthropy, labor unionism, education reform, and public health and sanitation) | *Yes* |  | *SE:120-123, 158-165*  *TE:120-123, 158-165*  *Content Strands: C, E, G, H, P* |
| W.16 | Compare and contrast the rise of the following economic theories as a result of industrialization: capitalism, communism, and socialism. | *Yes* |  | *SE: 121-122, 156, 160-164, 169-175*  *TE: 121-122, 156, 160-164, 169-175*  *Content Strands: C, E, H, P* |
| **Nationalism and Imperialism (1850-1914)** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Content Standard | |  |  |  |
| W.17 | Define nationalism, and explain how nationalism, cultural geography, and physical geography contributed to the unification of nations, such as Germany and Italy. | *Yes* |  | *SE: 132-139*  *TE: 132-139*  *Content Strands: C, G, H, P* |
| W.18 | Describe the rise of anti-Semitism in Europe during this time period. | *Yes* |  | *SE: 180-181*  *TE: 180-181*  *Content Strands: C, G, H, P* |
| ***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*  ***such as:*** *introduces an example or examples of something mentioned* | | | | |
| W.19 | Define imperialism, and analyze reasons for 19th century imperialism, including: competition between empires, cultural justifications, and the search for natural resources and new markets in response to rapid industrialization. | *Yes* |  | *SE: 172-173, 185-221*  *TE: 172-173, 185-221*  *Content Strands: C, E, G, H, P* |
| W.20 | Describe the natural resources and geographic features of Africa, their role in attracting European economic interests, and their impact on global trade. | *Yes* |  | *SE:198-203*  *TE:198-203*  *Content Strands: C, E, G, H, P* |
| W.21 | Analyze the outcomes of the Berlin Conference and the impact of superimposed boundaries on African indigenous populations, and compare the geographic progression of imperialistic claims on the African continent by European empires. | *Yes* |  | *SE:202, 465, 470*  *TE:202, 465, 470*  *Content Strands: C, E, G, H, P* |
| W.22 | Describe successful (e.g., Ethiopia) and unsuccessful (e.g., Zulu Wars and Ashanti Wars) examples of African resistance to European imperialism. | *Yes* |  | *SE:202-205*  *TE:202-205*  *Content Strands: C, G, H, P* |
| **Nationalism and Imperialism (1850-1914)** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Content Standard | |  |  |  |
| W.23 | Describe the importance of India to the British Empire, the Suez Canal as a connection between Great Britain and India, and India’s reaction to British rule. | *Yes* |  | *SE:199-200, 208-214*  *TE: 199-200, 208-214*  *Content Strands: C, E, G, H, P* |
| W.24 | Explain the growing influence of western powers on China from the Opium Wars through the Boxer Rebellion. | *Yes* |  | *SE:228-235, 302-306*  *TE:228-235, 302-306*  *Content Strands: C, E, G, H, P* |
| ***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* | | | | |
| W.25 | Explain cultural diffusion, and describe the diffusion of cultures between Europe, Africa, and Asia as a result of European imperialism. | *Yes* |  | *SE:189-190, 193, 204-205,244-245*  *TE:189-190, 193, 204-205,244-245*  *Content Strands: C, G, H, P* |
| W.26 | Analyze Japan’s abandonment of isolationism, its embrace of technological and political changes, and its consequent rise as an imperial power in the late 19th century. | *Yes* |  | *SE:247-253*  *TE:247-253*  *Content Strands: C, E, G, H, P* |
| W.27 | Describe the natural resources and geographic features of Central and South America, their role in attracting American and European economic interests, and their impact on global trade. | *Yes* |  | *SE:215-221*  *TE:215-221*  *Content Strands: C, E, G, H, P* |
| W.28 | Compare and contrast the impact of economic imperialism on Central and South America with the impact of imperialism on other parts of the world. | *Yes* |  | *SE:216-217, 221*  *TE:216-217, 221*  *Content Strands: C, E, G, H, P* |

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| **World War I through the Depression (1910s-1930s)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Content Standard | | |  |  |  |
| W.29 | Explain how tensions between nations and states contributed to regional conflicts of the era. | | *Yes* |  | *SE:168-175, 180-181, 260-279, 303-323, 333-350, 355-363, 392-393*  *TE: 168-175, 180-181, 260-279, 303-323, 333-350, 355-363, 392-393*  *Content Strands: C, E, G, H, P* |
| W.30 | Explain how the rise of militarism, alliances, imperialistic rivalries, and growing nationalism led to the outbreak of World War I. | | *Yes* |  | *SE:260-267*  *TE: 260-267*  *Content Strands: C, E, G, H, P* |
| W.31 | Describe how trench warfare, the resulting stalemate, war of attrition, and advances in weaponry (e.g., chemical weapons, machine guns, submarines, tanks) affected the course and outcome of World War I. | | *Yes* |  | *SE:268-278, 294-295*  *TE: 268-278, 294-295, 259g & Digital Sources*  *Content Strands: C, E, G, H, P*  **Note to Publisher:** *The teacher can only find information on all of the advanced weaponry by going to the digital source materials. It would be helpful to prompt the teacher in the TE and student in the SE to learn more by using the digital sources and list them out. The archival photos were great once I located them.* |
| W.32 | Analyze the importance of geographic factors in military decision-making, and determine the principal theaters and significance of major battles in World War I (e.g., Battles of the Marne, Verdun, the Somme, etc.). | | *Yes* |  | *SE:261-277, 287-293*  *TE: 261-277, 287-293*  *Content Strands: G, H, P* |
| W.33 | Explain how the entrance of the United States and the exit of Russia affected the course and outcome of World War I. | | *Yes* |  | *SE:260-261, 268-293*  *TE:260-261, 268-293*  *Content Strands: C, G, H, P* |
| **World War I through the Depression (1910s-1930s)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Content Standard | | |  |  |  |
| W.34 | Define total war, and describe its effect on European civilian populations, including:   * Food shortages * Industrial production of war materials * Naval/submarine blockades * Women as war workers | | *Yes* |  | *SE:273-277, 288-289*  *TE: 273-277, 288-289*  *Content Strands: C, E, G, H, P* |
| W.35 | Describe the effects of World War I, including the significance of: | | *Yes* |  | *SE:268-277, 287-295*  *TE:268-277, 287-295*  *Content Strands: C, E, G, H, P* |
| * Armenian Genocide * Collapse of major empires * Economic losses * Environmental changes | * Loss of human life * Movement of populations * Spread of disease |
| W.36 | Compare the goals of leading nations (i.e., U.S., France, Great Britain, Italy, and Japan) at the Paris Peace Conference with the outcomes of the Treaty of Versailles and its impact on Germany. | | *Yes* |  | *SE:289-293*  *TE:289-293*  *Content Strands: C, E, G, H, P* |
| W.37 | Analyze the shifts in geopolitical boundaries post-World War I resulting from the Treaty of Versailles and the League of Nations mandate system. | | *Yes* |  | *SE:290-293, 333-339*  *TE:290-293, 333-339*  *Content Strands: E, G, H, P* |
| W.38 | Determine the causes and consequences of the Bolshevik Revolution and Russian Civil War. | | *Yes* |  | *SE:280-286*  *TE:280-286*  *Content Strands: C, E, G, H, P* |
| **World War I through the Depression (1910s-1930s)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Content Standard | | |  |  |  |
| W.39 | Analyze the cultural, economic, and intellectual trends of the 1920s. | | *Yes* |  | *SE:302-308*  *TE:302-308*  *Content Strands: C, E, H, T* |
| W.40 | Describe the collapse of international economies in 1929 that led to the Great Depression, including the significance of: | | *Yes* |  | *SE:300-308*  *TE:300-308*  *Content Strands: E, G, H, P, T* |
| * Overproduction * Unemployment * Inflation | * Restrictive trade policies * Post-war economic relationships between the U.S. and Europe |
| **Rise of Totalitarianism and World War II (1930s-1945)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| W.41 | Explain how economic instability, nationalism, and political disillusionment in Germany and Japan led to the rise of totalitarian regimes. | | *Yes* |  | *SE:300-321, 348-349*  *TE: 300-321, 348-349*  *Content Strands: C, E, G, H, P* |
| W.42 | Compare and contrast the rise to power, goals, and characteristics of Adolf Hitler, Benito Mussolini, and Joseph Stalin’s totalitarian regimes. | | *Yes* |  | *SE: 309-319*  *TE: 309-319*  *Content Strands: C, E, G, H, P* |
| **Rise of Totalitarianism and World War II (1930s-1945)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| W.43 | Analyze the role of geographic features and natural resources in increasing tensions prior to and during World War II. | | *Yes* |  | *SE: 376-384*  *TE: 376-384*  *Content Strands: E, G, H, P* |
| W.44 | Compare the Italian, German, and Japanese efforts to expand their empires in the 1930s, including: the invasion of Ethiopia, German militarism, and atrocities in China. | | *Yes* |  | *SE: 378-384*  *TE: 378-384*  *Content Strands: C, E, G, H, P* |
| W.45 | Explain the role of military alliances, appeasement, isolationism, and the domestic distractions in Europe and the U.S. prior to the outbreak of World War II. | | *Yes* |  | *SE: 302-312, 317-323, 378-387*  *TE: 302-312, 317-323, 378-387*  *Content Strands: C, E, G, H, P* |
| ***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* | | | | | |

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| **Rise of Totalitarianism and World War II (1930s-1945)** | | | | | **Yes** | | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| W.46 | Describe how geography and technology (e.g., airplanes, advanced medicine, propaganda, radar) influenced wartime strategies, including: blitzkrieg, “island hopping”, kamikaze, and strategic bombing. | | *Yes* |  | | *SE: 376-400*  *TE: 376-400*  *Content Strands: E, G, H, P* | | |
| W.47 | Describe the geography and outcomes of major battles and turning points of World War II in both the European and Pacific theaters, including: | | *Yes* |  | | *SE: 385-391, 407-411*  *TE: 385-391, 407-411*  *Content Strands: G, H, P* | | |
| * Battle of Britain * Battle of Midway * Battle of Stalingrad | * Battle of Normandy * Battle of the Bulge |
| W.48 | Describe the roles of leaders during World War II, including the significance of: | | *Yes* |  | | *SE: 379-413*  *TE: 379-413*  *Content Strands: H, P* | | |
| * Winston Churchill * Adolf Hitler * Benito Mussolini * President Franklin D. Roosevelt | * Joseph Stalin * Hideki Tojo * President Harry S. Truman |
| **Rise of Totalitarianism and World War II (1930s-1945)** | | | | | **Yes** | | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| W.49 | Describe the persecution of Jews and other targeted groups in Europe leading up to World War II, and explain why many people were unable to leave and their efforts to resist persecution. | | *Yes* |  | | *SE: 180-181, 402-403*  *TE: 180-181, 402-403*  *Content Strands: C, E, G, H, P*  **Note to Publisher:**  **The Holocaust/Racial Struggle:** *On Page 403 in the SE and TE it says, “Racial struggle was a key element in Hitler’s world of ideas…On one side were the Aryans… On the other side were the Jews.” This implies that Judaism is a race. It is true that Hitler and Nazi ideology defined Judaism as a race however Judaism is a religion and Nazi ideology used pseudo-scientific theory to justify their classification. Jewish Law defines someone as Jewish who is born to a Jewish mother or who converts in accordance with Jewish Law. The Nazi Regime’s racial hygiene laws did not conform to this definition and in fact children of mixed marriages and who were baptized as Christian were still arrested and persecuted (i.e. Peter and Eva Ginz, and Peter Feigl).*  **Resistance:** *Page 403 in the SE and TE discusses the Einsatzgruppen and Jewish resistance and leaves the reader with the impression that Jews were involved in resistance because of the Einsatzgruppen. The TE states, “How did Jewish people resist moves by the Einsatzgruppen?” The answer is They revolted and attempted to organize to work against the Nazis. This was the case in the Warsaw Ghetto and in other physical acts of resistance (i.e. Sobibor and Auschwitz). Jews also planned escapes from Ghettos (Novogrudok Ghetto Escape) and resisted spiritually through art and music.* *This section on page 403 of the TE and SE should reference the digital resources about the Warsaw Ghetto Uprising. The digital primary source is not labeled as the Warsaw Ghetto Uprising. I found the source accidently and I think teachers would really benefit from being directed to this resource.*  **Why didn’t the Jews leave or resist?** *The information presented in the text never provides answers to an essential question regarding the Holocaust, Why didn’t the Jewish people leave or fight back? This could be answered with primary source documents showing what was required to emigrate from Germany:*  [*http://tnholocaustsurvivorsarchive.org/files/Documents-required-for-emigration.pdf*](http://tnholocaustsurvivorsarchive.org/files/Documents-required-for-emigration.pdf)  *and the documents required to obtain a Visa for the United States:*  [*http://tnholocaustsurvivorsarchive.org/files/Documents-Required-to-Obtain-a-Visa-2.pdf*](http://tnholocaustsurvivorsarchive.org/files/Documents-Required-to-Obtain-a-Visa-2.pdf)  *Information about the Jewish Partisans and resistance would also be helpful to students or a research prompt. A great resource on the partisans is:* [*http://www.jewishpartisans.org/home*](http://www.jewishpartisans.org/home) | | |
| **Rise of Totalitarianism and World War II (1930s-1945)** | | | | | **Yes** | | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| W.50 | Explain the state-sponsored mass murder of the Jews in Nazi-controlled lands, and describe the varied experiences of Holocaust survivors and victims. | | *Yes* |  | | *SE: 401-406*  *TE: 401-406*  *Content Strands: C, G, H, P*  **Note to Publisher:**  **Documenting the Number of Victims:** *Page 405 in the SE and TE state, “The Nazis were responsible for the deliberate death… of as many as another 9 to 10 million non-Jewish people.” The historians at the United States Holocaust Memorial Museum Calculating the numbers of individuals who were killed as the result of Nazi policies is a difficult task. There is no single wartime document created by Nazi officials that spells out how many people were killed in the Holocaust or World War II. The latest figures on the USHMM website can be found here:*  <https://www.ushmm.org/wlc/en/article.php?ModuleId=10008193>  *The USHMM historians have recommended to Holocaust educators during training that when asked we answer in the following manner:*   * *Up to 6 million Jewish people*   *&*  *Many millions of others (During the era of the Holocaust, German authorities also targeted other groups because of their perceived “racial inferiority”: Roma (Gypsies), the disabled, and some of the Slavic peoples (Poles, Russians, and others). Other groups were persecuted on political, ideological, and behavioral grounds, among them Communists, Socialists, Jehovah’s Witnesses, and homosexuals.)*  **Holocaust Testimony:** *The testimony of survivors is essential to teaching about this crisis in history effectively. The digital resources include eyewitness testimony and primary source documents with testimony. The TE and SE should reference these digital resources encouraging students to listen and learn from eyewitness accounts. Additionally, the testimony of TN survivors should be encouraged. These films can be accessed at:*  <http://tnholocaustsurvivorsarchive.org/> | | |
| **Rise of Totalitarianism and World War II (1930s-1945)** | | | | | **Yes** | | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| ***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* | | | | | | | | |
| W.51 | Explain the decisions made in the Atlantic Charter and at the Tehran, Yalta, and Potsdam Conferences. | | *Yes* |  | | *SE: 317, 411-413*  *TE: 317, 411-413*  *Content Strands: G, H, P, T* | | |
| W.52 | Describe the development of atomic bombs, and evaluate both the decisions to use them and the impact of their use. | | *Yes* |  | | *SE: 400, 407, 411*  *TE: 400, 407, 411*  *Content Strands: C, G, H, P, T* | | |
| W.53 | Describe the cultural, economic, geographic, and political effects of World War II, including: | | *Yes* |  | | *SE: 395, 399, 410-413, 420-423*  *TE: 395, 399, 410-413, 420-423*  *Content Strands: C, E, G, H, P, T*  **Note to Publisher:**  **Refugees and displaced persons:** *Page 405 discusses the deaths but never really explains that once the camps were liberated that the survivors were in need of medical support to recover and assistance with relocation and reacclimating following the war. A photo of Bergen-Belsen as a displaced person’s camp is located in the digital resources but needs a bit more explanation to help fulfill the standard. This portion of the standard requires more depth in the texts and digital resources.* | | |
| * Casualties of the war (military and civilian) * Changes to geopolitical boundaries * Creation of the United Nations | * Destruction of cultural heritage * Division of Germany * Impact of the Nuremberg trials * Refugees and displaced populations |
| W.54 | Summarize the nature of reconstruction in Europe after 1945, including both the economic and political purposes of the Marshall Plan. | | *Yes* |  | | *SE: 421-426, 435, 491*  *TE: 421-426, 435, 491*  *Content Strands: C, E, G, H, P* | | |
| **Rise of Totalitarianism and World War II (1930s-1945)** | | | | | **Yes** | | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| W.55 | Explain the origins and significance of the establishment of the State of Israel, and describe the reactions by surrounding Arab countries to the United Nations’ decision to establish Israel. | | *Yes* |  | | *SE: 458-461*  *TE: 458-461*  *Content Strands: C, G, H, P* | | |
| W.56 | Describe the economic and military power shift at the end of World War II, such as Soviet control over Eastern Europe and the economic recoveries of Germany and Japan. | | *Yes* |  | | *SE: 411-413, 418-426, 432-441, 491-493, 499-510*  *TE: 411-413, 418-426, 432-441, 491-493, 499-510*  *Content Strands: C, E, G, H, P* | | |
| ***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* | | | | | | | | |
| **Cold War (1945-1991)** | | | **Yes** | **No** | | **Evidence (e.g., page numbers and/or examples of inclusion)** | | |
| Standard Number | Content Standard | |  |  | |  | | |
| W.57 | Analyze the rise of communism and Mao Zedong in China, as well as the related political, social, and economic impacts on China. | | *Yes* |  | | *SE: 330, 354, 426-431*  *TE: 330, 354, 426-431*  *Content Strands: C, E, G, H, P* | | |
| W.58 | Describe the characteristics of the Cold War, and explain reasons for the rising tensions between the Soviet Union and former Allied powers. | | *Yes* |  | | *SE: 411-413, 421-426, 504-505*  *TE: 411-413, 421-426, 504-505*  *Content Strands: C, E, G, H, P* | | |
| W.59 | Summarize the functions of the Warsaw Pact and NATO, including their roles in organizing post-war Europe. | | *Yes* |  | | *SE: 424-425, 435*  *TE: 424-425, 435*  *Content Strands: G, H, P* | | |
| **Cold War (1945-1991)** | | | **Yes** | **No** | | **Evidence (e.g., page numbers and/or examples of inclusion)** | | |
| Standard Number | Content Standard | |  |  | |  | | |
| W.60 | Describe methods of Soviet control in Eastern Europe and the role of Berlin as a focal point in escalating Cold War tensions. | | *Yes* |  | | *SE: 423, 426, 499-505*  *TE: 423, 426, 499-505*  *Content Strands: C, E, G, H, P* | | |
| W.61 | Explain the role of the nuclear arms race, mutual assured destruction, and arms control agreements within the context of rising tensions between the Soviet Union and U.S. | | *Yes* |  | | *SE: 425-426, 435, 501-502*  *TE: 425-426, 435, 501-502*  *Content Strands: E, G, H, P* | | |
| W.62 | Describe examples of national uprisings against the Soviet Union (e.g., Hungary and Czechoslovakia), and explain why they were unsuccessful. | | *Yes* |  | | *SE: 499, 504-505*  *TE: 499, 504-505*  *Content Strands: C, G, H, P* | | |
| W.63 | Describe the competition in Asia between the Soviet Union and U.S., including the wars in Korea and Vietnam as examples of proxy wars. | | *Yes* |  | | *SE: 434-441*  *TE: 434-441*  *Content Strands: C, E, G, H, P* | | |
| W.64 | Explain reasons for the rapid decline of communist systems in the late 1980s, including: | | *Yes* |  | | *SE: 500-505, 510-511, 520-528, 538-541*  *TE: 500-505, 510-511, 520-528, 538-541*  *Content Strands: C, E, G, H, P* | | |
| * Economic inefficiency * Unsustainable military spending * Mikhail Gorbachev’s reforms | * Economic inefficiency Unsustainable military spending * Mikhail Gorbachev’s reforms |
| W.65 | Analyze the political, economic, social, and geographic consequences of the collapse of communist governments in the Soviet Union and Eastern Europe. | | *Yes* |  | | *SE: 520-528*  *TE: 520-528*  *Content Strands: C, E, G, H, P* | | |
| **Creation of New States and Decolonization (1940s-1980s)** | | | **Yes** | **No** | | **Evidence (e.g., page numbers and/or examples of inclusion)** | | |
| Standard Number | Content Standard | |  |  | |  | | |
| W.66 | Explain the push and pull factors of migration. | | *Yes* |  | | *SE: 451, 458, 468, 471, 590-591*  *TE: 451, 458, 468, 471, 590-591*  *Content Strands: C, E, G, H, P, T* | | |
| W.67 | Explain the reasons for and the effects of the partition of the Indian subcontinent into India and Pakistan in 1947. | | *Yes* |  | | *SE: 450-454*  *TE: 450-454*  *Content Strands: C, E, G, H, P* | | |
| ***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* | | | | | | | | |
| W.68 | Explain the factors that led to the creation of a lasting democratic government in India as well as the roles of political leaders (e.g., Mohandas Gandhi, Jawaharlal Nehru, Indira Gandhi). | | *Yes* |  | | *SE: 346-348, 450-454*  *TE: 346-348, 450-454*  *Content Strands: C, G, H, P* | | |
| W.69 | Describe the development, goals, and outcomes of nationalist movements in Africa, including the ideas and roles of nationalist leaders (e.g., Jomo Kenyatta, Patrice Lumumba, and Gamal Abdel Nasser). | | *Yes* |  | | *SE: 459-460, 465-470*  *TE: 459-460, 465-470*  *Content Strands: C, E, G, H, P* | | |
| W.70 | Explain the fight against and dismantling of the apartheid system in South Africa, including the roles of Nelson Mandela and the African National Congress. | | *Yes* |  | | *SE: 465-467, 470, 482-483*  *TE: 465-467, 470, 482-483*  *Content Strands: C, G, H, P* | | |
| **Creation of New States and Decolonization (1940s-1980s)** | | | **Yes** | **No** | | **Evidence (e.g., page numbers and/or examples of inclusion)** | | |
| Standard Number | Content Standard | |  |  | |  | | |
| W.71 | Analyze the political, economic, ethnic, and military challenges faced by newly-created countries in post-imperial Africa (e.g., civil war, genocide, corruption). | | *Yes* |  | | *SE: 465-472*  *TE: 465-472*  *Content Strands: C, E, G, H, P* | | |
| W.72 | Explain how ideological conflicts between capitalism and communism led to armed insurgencies, revolutions, and military dictatorships in Latin American nations, including: Argentina, Colombia, Cuba, and Nicaragua. | | *Yes* |  | | *SE: 473-481*  *TE: 473-481*  *Content Strands: C, E, G, H, P* | | |
| W.73 | Describe how competing national, ethnic, and religious interests led to conflict and the establishment of new countries in the Balkans. | | *Yes* |  | | *SE: 503-505, 520-528*  *TE: 503-505, 520-528*  *Content Strands: C, G, H, P* | | |
| W.74 | Compare and contrast the causes and effects of modern genocide, including in: Cambodia, Rwanda, and the former Yugoslavia. | | *Yes* |  | | *SE: 455, 470, 527-528, 582-583*  *TE: 455, 470, 527-528, 582-583*  *Content Strands: C, G, H, P* | | |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | | | | |
| W.75 | Explain the causes and effects of German reunification on both West and East Germany. | | *Yes* |  | | *SE: 530-531*  *TE: 530-531*  *Content Strands: C, E, G, H, P* | | |
| **Creation of New States and Decolonization (1940s-1980s)** | | | **Yes** | **No** | | **Evidence (e.g., page numbers and/or examples of inclusion)** | | |
| Standard Number | Content Standard | |  |  | |  | | |
| W.76 | Analyze the response of Arab countries to the creation of the State of Israel and the peace processes in the Middle East, including the Camp David and Oslo Accords. | | *Yes* |  | | *SE: 458-461*  *TE: 458-461*  *Content Strands: C, E, G, H, P* | | |
| **Understanding the Contemporary World (1980s- present)** | | | **Yes** | **No** | | **Evidence (e.g., page numbers and/or examples of inclusion)** | | |
| Standard Number | Content Standard | |  |  | |  | | |
| W.77 | Analyze the demographic changes of countries in post-World War II regions, using population pyramids and census data. | | *Yes* |  | | *SE: 590-591*  *TE: 590-591*  *Content Strands: C, G, H, P* | | |
| W.78 | Explain the challenges of rapid population growth on developing countries (e.g., China and India) and of population decline in developed countries (e.g., Germany, Japan, and Sweden), and give examples of policies implemented to both slow and increase population growth. | | *Yes* |  | | *SE: 539-540, 590-591*  *TE: 539-540, 590-591*  *Content Strands: C, E, G, H, P* | | |
| W.79 | Describe the cultural, economic, geographic, and political effects of significant technological, ideological, medical, and scientific developments and breakthroughs of the era. | | *Yes* |  | | *SE: 608-613*  *TE: 608-613*  *Content Strands: C, E, G, H, P* | | |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed*  ***Including****: used to say that a person or thing is a part of a group*  ***such as:*** *introduces an example or examples of something mentioned* | | | | | | | | |
| **Understanding the Contemporary World (1980s- present)** | | | **Yes** | **No** | | **Evidence (e.g., page numbers and/or examples of inclusion)** | | |
| Standard Number | Content Standard | |  |  | |  | | |
| W.80 | Evaluate the impact of geospatial technologies (such as GPS and GIS) on retail, military, transportation, city planning, and communication. | | *Yes* |  | | *SE: 608-609*  *TE: 608-609*  *Content Strands: C, E, G, H, P* | | |
| W.81 | Analyze the economic, political, and social impacts of drug and human trafficking in the contemporary era. | | *Yes* |  | | *SE: 552-553, 579*  *TE: 552-553, 579*  *Content Strands: C, E, G, H, P, T* | | |
| W.82 | Analyze how technology has intensified patterns of globalization and led to the idea of space-time compression, containerization, and computer technology. | | *Yes* |  | | *SE: 598-601*  *TE: 598-601*  *Content Strands: C, E, G, H* | | |
| W.83 | Explain the goals and consequences of trade organizations and treaties and how they have played a role in the growing global economic system. | | *Yes* |  | | *SE: 600-603*  *TE: 600-603*  *Content Strands: E, G, H, P* | | |
| W.84 | Identify examples of supranational organizations, and discuss the benefits and drawbacks of membership. | | *Yes* |  | | *SE: 600-606*  *TE: 600-606*  *Content Strands: C, E, G, H, P* | | |
| W.85 | Analyze the causes and effects of an increased role of South and East Asian countries in the global economy. | | *Yes* |  | | *SE: 538-547, 605-606*  *TE: 538-547, 605-606*  *Content Strands: E, G, H, P* | | |
| **Understanding the Contemporary World (1980s- present)** | | | **Yes** | **No** | | **Evidence (e.g., page numbers and/or examples of inclusion)** | | |
| Standard Number | Content Standard | |  |  | |  | | |
| W.86 | Describe the international importance and rapid economic development of the oil-rich Persian Gulf states. | | *Yes* |  | | *SE: 561-563, 603*  *TE: 561-563, 603*  *Content Strands: C, E, G, H, P* | | |
| ***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* | | | | | | | | |
| W.87 | Explain implications of the transition from the use of fossil fuels to alternative and renewable energy sources. | | *Yes* |  | | *SE: 611-613*  *TE: 611-613*  *Content Strands: E, G, H, P* | | |
| W.88 | Describe governing ideologies, conflicts among nations (e.g., Persian Gulf War), and popular religious or democratic movements in the Middle East/North Africa. | | *Yes* |  | | *SE: 458-463, 560-566*  *TE: 458-463, 560-566*  *Content Strands: C, G, H, P* | | |
| W.89 | Analyze the causes and consequences of terrorism and international efforts to counteract it. | | *Yes* |  | | *SE: 563, 578-582, 614-615*  *TE: 563, 578-582, 614-615*  *Content Strands: C, E, G, H, P, T* | | |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | | | | |

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| **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. | *Yes* |  | *SE: 180-181, 402-403*  *TE: 180-181, 402-403*  *Content Strands: C, E, G, H, P*  **Note to Publisher: See W49 for concerns about the following topics:**   * **The Holocaust/Racial Struggle** * **Resistance** * **Why didn’t the Jews leave or resist?**   **Note to Publisher: See W49 for concerns about the following topics:**   * **Documenting the Number of Victims** * **Holocaust Testimony**   **Note to Publisher: See W53 for concerns about the following topics:**   * **Refugees & Displaced Persons**   **Note to Publisher: See W31 for concerns about the following topics:**   * **Weaponry** |

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| **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). | | *Yes* |  | *The SE main text flows and transitions well in most areas, however the organization of the TE suggestions and digital materials was hard to follow.* |
| Materials are accurate and grade level appropriate. | | *Yes* |  | *The materials and primary sources available to educators and students are impressive. However, in an effort to provide all of these resources the TE can be cumbersome to navigate. There number of suggestions and teaching recommendations can be overwhelming and at times it is difficult to determine what learning is most important amid all the suggestions and resources.* |
| ***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. | *Yes* |  | *The text integrates a great deal of primary source materials to explain cultural differences and diversity. The short films were especially helpful. The use of excerpts from world literature throughout the text is a nice feature for accomplishing this standard.* |
| Understand the role of culture in shaping lives and society. | *Yes* |  | *This was well done through the use of films, photos, maps, and interactive activities. The integration of music and arts and how it helped to shape the historical periods was nicely integrated. I liked the way the civil rights, counterculture, and feminist movement were explained. The Points of View sections located throughout the text were wonderful for helping students understand different perspectives.* |

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| **Content Strand** | **Targets for Content Strand** | **Yes** | **No** | **Evidence (include evidence of the integration of the content strands)** |
| **Economics** | Use economic reasoning skills and knowledge of major economic concepts, issues, and systems. | *Yes* |  | *Economics is integrated throughout the text. There are primary source materials that relate to this Strand, as well as charts and graphs to help students better understand the changing economy.* |
| Make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world. | *Yes* |  | *Students are introduced to economic concepts historically and through the Citizenship: Taking Action prompts they are asked to apply these concepts to current events and to make personal connections.* |
| **Geography** | Use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity. | *Yes* |  | *There are interactive maps available digitally and throughout the texts which illustrate this standard. There is an excellent Reference Atlas and Geography Skills handbook located at the end of the text.* |
| Explain the interactions that occur in an increasingly interdependent world. | *Yes* |  | *The maps and timeline that introduce each chapter do this well. Additionally, the digital materials available with the text animate this and have “ready-made” instructional slides to visually illustrate this.* |
| 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. | *Yes* |  | *The Points of View sections located throughout the text were wonderful for helping students understand different perspectives.* |
| **History** | Use materials drawn from the diversity of the human experience to analyze and interpret significant events, patterns, and themes in history. | *Yes* |  | *Yes, each historical event is presented through the lens of different groups and cultures to provide a wide variety of perspectives. The Point of View section is a nice feature for analyzing these perspectives.* |
| *Yes* |  | *The systems of government at the local, state, national, and international levels are explained throughout the text using graphic organizers to help students better grasp the concepts.* |
| **Politics (Politics/ Government)** | Use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels. | *Yes* |  | *Yes, the systems of governance are explained along with the rationale for each system and how the people living under that governance are impacted.* |
| Understand that people create systems of government as structures of power and authority to provide order, maintain stability, and promote the general welfare. | *Yes* |  | *The Reference Section in the back of the Student Edition includes a World Religions Handbook, Primary Sources, a Mini Almanac, Reference Atlas, Geography Skills Handbook, Glossary, and Index.* |
| 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. | *Yes* |  | *Tennessee’s history is referenced within the context of the World History & Geography context and embedded throughout see Standards Alignment Section Above.* |
| **Tennessee History** | Students will use materials drawn from various sources to explore history through a Tennessee lens while focusing on the events, patterns, and themes that impacted both the U.S. and Tennessee.  *This course has embedded and implied Tennessee history content.* | *Yes* |  | *There are interactive maps available digitally and throughout the texts which illustrate this standard. There is an excellent Reference Atlas and Geography Skills handbook located at the end of the text.* |
| **Additional comments on integration of the content strands into the materials**  ***Content Strands that are embedded within the Standard Alignment are listed next to the Standard in the Alignment Section.*** | | | | |
| ***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. | *Yes* |  | *The Table of Contents contains Primary Sources and integration suggestions for analyzing these sources. Sources available are excerpts from literary texts, newspapers, autobiographies, interviews, letters, and personal journals. Graphic representations are integrated throughout the text. Each chapter begins with a timeline of the historical period and interactive maps. Political cartoons, photographs, artifacts, media and technology sources, and artwork from the historical period are present throughout the SE and TE. Each text contains Research project and “fieldwork” extension activities are integrated into each SE and TE.* |
| **SSP.02** | Critically examine primary or secondary source(s). | *Yes* |  | *Students are prompted throughout the text to critically read and analyze the sources to build a better understanding of the historical period. Students are asked to extract and paraphrase significant ideas using several guided reading strategies which are integrated into content instruction. The reader is prompted to discern differences between evidence and assertion, draw inferences and conclusions, recognize the author’s purpose, point of view, and potential bias, and assess the strengths and limitations of arguments.* |
| **SSP.03** | Organize data from a variety of sources. | *Yes* |  | *The text challenges students to synthesize data from a variety of sources in order to establish accuracy and validity by comparing sources to each other, recognize disparities among multiple accounts, and frame appropriate questions for further investigation. Maps, Charts, and Graphs, and their corresponding page numbers are listed in the Table of Contents and students are prompted to utilize this information as they read. A visual timeline is used to introduce each chapter.* |
| **SSP.04** | Construct and communicate arguments supported by evidence. | *Yes* |  | *The Point of View feature that is embedded into each chapter allows the student access to sources that demonstrate multiple perspectives on historical events. These exercises ask students to establish accuracy and validity by comparing sources to each other, recognize disparities among multiple accounts, and to frame appropriate questions for further investigation. Additionally, the reader is asked to demonstrate and defend an understanding of ideas, compare and contrast viewpoints, illustrate cause and effect, predict likely outcomes, and devise new outcomes or solutions..* |
| **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.05** | Develop historical awareness. | *Yes* |  | *This text encourages students to develop historical awareness through recognition of how and why historical accounts change over time, by perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness, evaluating how unique circumstances of time and place create context and contribute to action and reaction, and identifying patterns of continuity and change over time, making connections to the present.* |
| **SSP.06** | Develop geographic awareness. | *Yes* |  | *This text develops geographic awareness by challenging students to analyze relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global). Students are also asked to analyze and determine the use of diverse types of maps based on the origin, authority, structure, context, validity locations, conditions, and connections of places to use maps to investigate spatial associations among phenomena. Maps are used to examine how geographers use regions and how perceptions of regions are fluid across time and space. The text challenges students to analyze interactions between humans and the physical environment. The digital animated maps are very effective in helping educators accomplish this standard* |
| **Additional comments on the Social Studies Practices within materials:** | | | | |

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| **SECTION I. Alignment to Tennessee State Social Studies Standards**  ***Part B. Focus:*** Instruction centers on the grade level topic, content strands, and Social Studies Practices at the level articulated within the standards. | | | |
|  | **Yes** | **No\*** | **\* Evidence of extraneous or inaccurate materials** |
| Materials focus on the grade level standards (i.e., do not include information from outside of the scope of the grade level standards or use disconnected facts and details). | *Yes* |  | *The SE main text flows and transitions well in most areas, however the organization of the TE suggestions and digital materials was hard to follow.* |
| Materials are accurate and grade level appropriate. | *Yes* |  | *The materials and primary sources available to educators and students are impressive. However, in an effort to provide all of these resources the TE can be cumbersome to navigate. There number of suggestions and teaching recommendations can be overwhelming and at times it is difficult to determine what learning is most important amid all the suggestions and resources.* |

**WORLD HISTORY  
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

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

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| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part A. Key Areas of Focus*** | | | | |
|  | **Yes** | | **No** | **Evidence** |
| ***Rigor***:Learning experiences provide opportunities for thought, discourse, and practice in an interconnected and social context. | *Yes* | |  | *This text provides students with opportunities for thought, discourse, and practice in an interconnected and social context through embedded inquiry-based questions* *and activities through the lens of a geographer, economist, citizen, lawmaker, and historian. The Citizenship: Take Action sections encourage connecting the past to the present and communicating conclusions.* |
| ***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. | *Yes* | |  | *The SE main text flows and transitions well, however the organization of the TE suggestions and digital materials was hard to follow. The materials and primary sources available to educators and students are impressive. However, in an effort to provide all of these resources the TE can be cumbersome to navigate. There number of suggestions and teaching recommendations can be overwhelming and at times it is difficult to determine what learning is most important amid all the suggestions and resources.* |
| ***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. | *Yes* | |  | *The text integrates guided reading strategies throughout each chapter as well as annotating and note taking strategies and devises. Close Reading techniques are incorporated as well. Graphic organizers are included throughout the text to build comprehension. The Inquiry Journal Workbooks provides primary sources and tools to help students further explore an Essential Question of the chapter. The TE highlights Reading skills, Speaking and Listening Skills, Writing Skills, and English Language Development skills in each chapter. The incorporation of World literature and excerpts from literary texts, newspapers, autobiographies, interviews, letters, and personal journals are nice features which support this standard. Foldable activities for each chapter are ready-made activities that students can use to help with note taking and assessment preparation.* |
|  | **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.* | **Note to Publisher:**  **The Holocaust/Racial Struggle:** *On Page 403 in the SE and TE it says, “Racial struggle was a key element in Hitler’s world of ideas…On one side were the Aryans… On the other side were the Jews.” This implies that Judaism is a race. It is true that Hitler and Nazi ideology defined Judaism as a race however, Judaism is a religion and Nazi ideology used pseudo-scientific theory to justify their classification. Jewish Law defines someone as Jewish who is born to a Jewish mother or who converts in accordance with Jewish Law. The Nazi Regime’s racial hygiene laws did not conform to this definition and in fact children of mixed marriages and who were baptized as Christian were still arrested and persecuted (i.e. Peter and Eva Ginz, and Peter Feigl).* | | | |
| **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). | *Yes* |  | | *Yes, I found evidence of all the Content Strands embedded within the Standards. Please see the Content Strand analysis within the Standard Alignment Section.* |
| 1. Engages students through real-world, relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit critical thinking and problem solving. | *Yes* |  | | *Each chapter includes “Hands-On Chapter Projects,” and “Chapter Inquiry Projects” which are designed to meet this standard. Additionally, The Citizenship: Take Action sections encourage connecting the past to the present and communicating conclusions and the Inquiry Journal Workbooks provides primary sources and tools to help students further explore an Essential Question of the chapter.* |
| 1. Includes differentiated materials that provides support for the following: ELL students, students with disabilities, or struggling learners. | *Yes* |  | | *Each chapter includes teaching suggestions for English Language Learners coded for the emerging, expanding, or bridging learner. Suggestions for differentiation scaffolding are coded as AP-Approaching Level Learning Activity, or BL-Beyond Level Learning Activity. Print and digital support materials are included and coded in this manner as well.* |
| 1. Includes differentiated materials that provides support for students approaching mastery as well as extensions for students already meeting mastery or with high interest. | *Yes* |  | | *Suggestions for differentiation scaffolding are coded as AP-Approaching Level Learning Activity, or BL-Beyond Level Learning Activity. Print and digital support materials are included and coded in this manner as well.* |

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| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part C. Monitoring Student Progress*** | | | |
|  | **Yes** | **No** | **Evidence and/or comments** |
| 1. Assessments collect data on all topics, content strands, and social studies practices within each grade level and allow students to show mastery in concert with each other (e.g., assessments are contextualized and serve to address specific events/topics or answer specific questions). | *Yes* |  | *Data is collected on all topics, content strands, and social studies practices and allow students to show mastery in concert with each other. The teacher may select which assessments to use and data is collected on student performance on standards mastery as well as the content being tested.* |
| 1. Assesses student mastery using methods that are unbiased and accessible to all students. | *Yes* |  | *Assessment methods are unbiased and available digitally as well as in paper/pencil format. For students with visual impairments the computer will read the assessment questions online. Ongoing formative checking for understanding suggestions are embedded within the text and inquiry-based evaluations as well as project-based evaluations are rubrics are available.* |
| 1. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance. | *Yes* |  | *Each chapter ends with Assessment Answers. Suggestions for report, research, and extension activities are included in the Lesson Planner prior to each chapter. Rubric and scoring guidelines for interpreting student performance is very limited regarding project-based assignments.* |
| 1. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures. | *Yes* |  | *Each chapter planner includes a listing of formative and summative assessment options. Curriculum embedded assessments include pretests, formative assessments, summative, and self-assessment measures. These are found in Chapter Test & Lesson Quizzes workbook, digitally, and in the Lesson Planner and Assessment Answers section as well as throughout the TE.* |
| 1. Assessments are embedded throughout instructional materials as tools for students’ learning and teachers’ monitoring of instruction. | *Yes* |  | *Curriculum embedded assessments include pretests, formative assessments, summative, and self-assessment measures. These are found in Chapter Test & Lesson Quizzes workbook, digitally, and in the Lesson Planner and Assessment Answers section as well as throughout the TE.* |
| 1. Assessments provide teachers with a range of data to inform instruction. | *Yes* |  | *Data is collected on all topics, content strands, and social studies practices and allow students to show mastery in concert with each other. The teacher may run reports digitally on student performance on standards mastery as well as the content being tested.* |

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| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part D. Teacher Support Materials*** | | | |
|  | **Yes** | **No** | **Evidence** |
| 1. Provides grade-level background information and context to guide integration of the topics, content strands, and social studies practices within the lessons, units, and grade. | *Yes* |  | *Each chapter is introduced with a two page “Place & Time” map and timeline. Suggestions in the TE for developing content background knowledge when introducing the chapter are included. Teachers are encouraged to “Step into the Place” and “Step into the Time.”* |
| 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) | *Yes* |  | *Each chapter’s planner includes suggestions for connecting the content with other subject areas. Visual arts and digital connections are highlighted in each lesson planner. Economics and data analysis are integrated throughout the text. Scientific, technological, musical, and performing arts connections are highlighted within historical context throughout the text.* |
| 1. Provides strategies and guidance to support the inclusion of “hands-on” activities with other practices (e.g., asking questions, engagement in argument). | *Yes* |  | *The Citizenship: Taking Action and Community Connection activity in each chapter accomplishes this indicator.* |
| 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. | *Yes* |  | *Teachers are prompted to check for understanding using the backward design of the Understanding by Design (UBD) methodology.* |
| 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). | *Yes* |  | *The Citizenship: Taking Action and the Community Connection activity in each chapter accomplishes this indicator.* |