 **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.*

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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: | | | | | |
| **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 | |  | **X** | B.C. and A.D. are covered in the textbook on pp. HT6; however, it is in the margin entitled "Making Connections" and not in the main text. Therefore, it is probable that some teacher and students will not see. Also, the textbooks are to be written so that students will master the standard, and relegating part of this standard to the margins and not including it in the main text is not sufficient to ensure student mastery of the standard. |
| 6.02 | Describe the characteristics of the nomadic hunter-gatherer societies, including their use of:   * Basic hunting weapons * Fire * Shelter * Tools | | **X** |  |  |
| ***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: | | **X** |  |  |
| * 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: | | **X** |  |  |
| * 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: | | **X** |  |  |
| * 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. | | **X** |  | The revised text adequately addresses the reviewers concern regarding the standard. (see pg. 31, paragraph 3) |
| ***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. | | **X** |  |  |
| 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. | | **X** |  |  |
| 6.09 | Explain the basic concepts of monarchy and empire, and identify Mesopotamia as the regional location of the world’s first empire. | | **X** |  |  |
| 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. | | **X** |  |  |
| 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. | | **X** |  |  |
| 6.12 | Analyze the impact of the introduction of written law in the Code of Hammurabi, and explain its basic principles of justice. | | **X** |  |  |
| ***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: | | **X** |  |  |
| * 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. | | **X** |  |  |
| 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 | |  | **X** | The revised text states that slaves built the pyramids (see pp. 78, paragraph 1); however, modern scholarship on the topic teaches that the pyramids were not built with slave labor, but by farmers who could not work in their fields because of the Nile. Furthermore, this revision contradicts the textbook on pg. 73, paragraph 3, "Farmers did much of the work during the summer months when the Nile River flooded and they could not farm." The statements on pg. 78 concerning who built the Egyptian pyramids needs to align with the statements on pp. 73 concerning who built the Egyptian pyramids. |
| 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. | | **X** |  |  |
| ***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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| 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 | | **X** |  | |  |
| 6.18 | Analyze the achievements of ancient Egyptian civilization, including: hieroglyphics, papyrus, and the pyramids and Sphinx at Giza. | | **X** |  | |  |
| 6.19 | Examine the cultural diffusion of ancient Egypt with surrounding civilizations through trade and conflict, including its relationship with Nubia. | | **X** |  | |  |
| **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: | | **X** |  | |  |
| 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. | | **X** |  |  | |
| ***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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| 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 | | **X** |  | The revised text adequately addresses the reviewers concern regarding the standard. (see pg. 124, paragraph 2 and pg. 125, paragraph 2) |
| 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. | | **X** |  |  |
| 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. | | **X** |  |  |
| **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: | | **X** |  |  |
| * 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* | | | | | |

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| 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 | **X** |  |  |
| 6.27 | Describe the social structure of the caste system, and explain its effect on everyday life in ancient India. | **X** |  |  |
| 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 | **X** |  |  |
| 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 | **X** |  |  |
| 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). | **X** |  |  |
| ***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* | | | | |

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| **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: | | **X** |  |  |
| * 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. | | **X** |  |  |
| 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. | | **X** |  | The revised text adequately addresses the reviewers concern regarding the standard. (see pg. 286, paragraph 5, pg. 287, paragraph 2, and pg. 292, paragraph 2) |
| 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. | | **X** |  |  |
| 6.35 | Explain the significance of the unification of ancient China into the first Chinese empire by Qin Shi Huangdi, beginning the Qin Dynasty. | | **X** |  |  |
| ***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* | | | | | |

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| 6.36 | Explain how the implementation of the philosophy of Confucianism led to the political success and longevity of the Han Dynasty. | | **X** |  |  |
| 6.37 | Explain the major accomplishments of the Han Dynasty, including: the magnetic compass, paper making, porcelain, silk, and woodblock printing. | | **X** |  |  |
| 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. | | **X** |  |  |
| **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: | | **X** |  |  |
| * 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. | | **X** |  |  |
| ***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. | | **X** |  | The revised text adequately addresses the reviewers concern regarding the standard. (see pg. 158, paragraph 1 and pp. 159, paragraph 3) |
| 6.42 | Explain the basic concepts of direct democracy and oligarchy. | | **X** |  |  |
| 6.43 | Explain the characteristics of the major Greek city-states of Athens and Sparta, including: | | **X** |  | The revised text adequately addresses the reviewers concern regarding the standard. (see pg. 162, paragraph 2; and pg. 165, paragraph 1) |
| * 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. | | **X** |  |  |
| 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. | | **X** |  |  |
| 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. | | **X** |  |  |
| ***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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| 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. | | **X** |  |  |
| 6.48 | Examine the influence of ancient Greek philosophers (e.g., Aristotle, Plato, and Socrates) and their impact on education and society in Greece. | | **X** |  |  |
| 6.49 | Describe the purposes of major Greek architecture, including the Parthenon and the Acropolis. | | **X** |  |  |
| 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. | | **X** |  |  |
| **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: | | **X** |  |  |
| * 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* | | | | | |

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| 6.52 | Analyze how the geographical location of ancient Rome contributed to its political and economic growth in the Mediterranean region and beyond. | | **X** |  |  |
| 6.53 | Describe the government of the Roman Republic, including: | | **X** |  |  |
| * 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. | | **X** |  |  |
| 6.55 | Describe the characteristics of Julius Caesar’s rule, including:   * Leadership in the military * Popularity amongst plebeians * Role as dictator for life * Assassination | |  | **X** | The revised text on page 334 contains at least three errors. First, the text states, "General Caesar led his army across the sea and invaded Germany and Britain." Caesar was in Gaul, modern day France, and one does not cross a sea to go from Gaul (France) to Germany. One needs only to cross the Rhine River. Second, the text states, "Caesar's army lost many men, but they continued their attacks for several years." Caesar attacked Britain in 55 B.C. and again in 54 B.C., not over several years. Third, the text states, "Finally, Caesar's army of highly-disciplined Roam soldiers defeated the peoples of Britain..." The second campaign in 54 B.C. did result in some victories in southeastern Britain for Caesar; however, when the fighting was finished, and Caesar returned to Gaul not a single Roman soldier was left station in Britain, and all territory that was conquered was handed over to Caesar's British allies. This in no way constitutes a conquest of Britain as the text implies. It was in fact the Roman Emperor Claudius (r. A.D. 41 - 54) who conquered Britain. |
| 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. | | **X** |  |  |
| ***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: | |  | **X** | The revised text adequately addresses the reviewers concern regarding the standard about sanitation. (see pg. 359, paragraphs 5)  However, though the standards may not specifically require photos and illustrations the text is required to cover the standard so that the student can master the standard. It is laughable to think that students can master a standard about Roman architecture and not see any photos or illustrations of the architecture. Also, Section I of the textbook review process is concerned solely with the textbook, not the ancillary materials, such as online videos and student Inquiry Journals. Part of the reason for this is that not all school districts will purchase the ancillary materials, and even those that do not all their students will have internet access at home. Without photos or illustrations of all the Roman buildings in the standard being included in the textbook it will not pass this standard. |
| * 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. | | **X** |  |  |
| 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 | | **X** |  |  |
| 6.60 | Explain the expulsion of the Jews from their homeland by the Romans, which began the Jewish diaspora. | | **X** |  | The revised text adequately addresses the concern regarding the standard. (see pg. 139, paragraph 3; and pg. 392 paragraph 2. |
| 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. | | **X** |  | The revised text adequately addresses the reviewers concern regarding the standard. (see pg. 365, paragraph 4; and pg. 366, paragraph 2) |
| 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. | | **X** |  |  |
| ***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* | | | | | |

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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. |  | **X** | **The textbook fails to align 100% with the following standards: 6.01, 6.15, 6.55 and 6.57.**  **Also, though this is not an issue with alignment with the standards the chapter order in the textbook does not follow the order of the standards. One can only assume that this textbook was not intentionally designed and written exclusively for the 6th grade Tennessee state social studies standards and is likely a textbook that is written for many of the states.** |

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| **SECTION I. Alignment to Tennessee State Social Studies Standards (Grade 6, 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). | |  | **X** | That the section on Jainism was removed is good, since Jainism is nowhere in the standards; however, Chapter 11 Lesson 3 still needs to be removed because nothing in this lesson is found in the 6th grade standards. This lesson covers standards in the 7th grade and its inclusion in the 6th grade textbook does nothing to help students master the 6th grade standards concerning Christianity. |
| Materials are accurate and grade level appropriate. | | **X** |  | The revised text adequately addresses the reviewers concern regarding accuracy. (see pg. 174, paragraph 1; and pg. 365, paragraph 4) |
| ***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. | **X** |  | pp. 15-21, 34-38, 70-71, 75-79, 109-111, 125-128, 156-159, 162-167, 178-182, 201-208, 210-217, 228-232, 249-251, and 290-295 |
| Understand the role of culture in shaping lives and society. | **X** |  | pp. 15-21, 34-38, 70-71, 75-79, 110-111, 125-128, 156-167, 178-182, 201-208, 210-217, 228-232, 249-251, 290-295, 300-302, 322-326, 355-362, and 370-371 |
| **Economics** | Use economic reasoning skills and knowledge of major economic concepts, issues, and systems. | **X** |  | pp. 14, 18, 36, 48, 85, 86, 96, 97, 153, 154, 156, 181, 182, 265, 302, 303, 304, 344, 345, 364, and 365 |
| Make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world. | **X** |  | pp. 85, 86, 96, 97, 156, 302, 303, 304, 344, and 345 |
| **Geography** | Use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity. | **X** |  | pp. 10, 14, 19, 28, 33, 45, 46, 57, 60, 65, 87, 95, 104, 119, 135, 138, 149, 152, 157, 162, 170, 173, 184, 198, 223, 225, 241, 244, 248, 263, 278, 282, 284, 287, 299, 303, 312, 323, 327, 344, 352, 361, 368, 379, 388, 402, 410 |
| Explain the interactions that occur in an increasingly interdependent world. | **X** |  | pp. 65, 135, 303, 344, 361, 402, and 410 |
| 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. | **X** |  | pp. 42, 44, 45, 47, 83, 84, 92-94, 108-111, 113, 119, 120, 121, 123, 134-138, 140, 153-155, 162-167, 225, 226, 245-249, 262-265, 283-286, 316-318, 365, 367, 375-377, 391, and 392 |
| **History** | Use materials drawn from the diversity of the human experience to analyze and interpret significant events, patterns, and themes in history. | **X** |  | pp. 43, 51, 54, 58, 60, 106, 122, 133, 141, 150, 160, 187-192, 204, 209, 220, 249, 257, 276, 280, 289, 291, 306, 314, 317, 346, 360, 373, 383, 386, 390, 400, 406, 415, and 418 |
| World History | **X** |  | Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11 |
| **Politics (Politics/ Government)** | Use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels. | **X** |  | It is not a misinterpretation of the Tennessee Politics Content Strand on the part of the reviewer, the Tennessee Politics Content Strand is quite clear, and MHE's content does not meet the requirements of the content strand; however, with that being stated, the reviewer withdraws all objections from this textbook as it relates to this content strand. |
| Understand that people create systems of government as structures of power and authority to provide order, maintain stability, and promote the general welfare. | **X** |  | pp. 33-35, 64-66, 116-118, 156-159, 262-265, 283-288, 297-300, and 318-320 |
| 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. | **X** |  | pp. 6, 59, 126, 178, 212, 260, 325, 378, and 403 |
| **Additional comments on integration of the content strands into the materials:** | | | | |
| ***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. | **X** |  | Primary Sources Table of Contents pp. xv-xvii |
| **SSP.02** | Critically examine primary or secondary source(s). | **X** |  | pp. 22-23, 50-51, 98-99, 142-143, 192-193, 234-235, 272-273, 346-347, 382-383, and 414-415 |
| **SSP.03** | Organize data from a variety of sources. | **X** |  | Maps, Charts, and Graphs Contents pp. xiv |
| **SSP.04** | Construct and communicate arguments supported by evidence. | **X** |  | pp. 22-23, 50-51, 98-99, 142-143, 192-193, 234-235, 272-273, 346-347, 382-383, and 414-415 |
| **SSP.05** | Develop historical awareness. | **X** |  | Making Connections Content pg. xii |
| **SSP.06** | Develop geographic awareness. | **X** |  | Chapter Maps Contents pg. xiii |
| **Additional comments on the Social Studies Practices within materials:** | | | | |

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| ***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.* | **X** |  | Judaism pp. 107-110  Hinduism pp. 253-255  Buddhism pp. 256-259  Christianity pp. 393-399 |
| **Additional comments on T.C.A. within materials:** | | | |

**SIXTH 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.*

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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. | **X** | |  | The textbook provides many opportunities for thought, discourse and practice in an interconnected and social context using primary sources, maps, and activities. Furthermore, the activities are scaffolded appropriately to build the knowledge of the student so that they can write proficiently about the more challenging concepts in history. |
| ***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. |  | | **X** | The textbook is laid out in a coherent and organized manner; however, the chapter order does not follow the order of the 6th Grade Social Studies Standards. Chapters 5 and 6, which cover Ancient Greece, need to be moved so that they come after Chapter 8, Early China. This would put the chapters on Ancient Greece directly prior to the chapters on Ancient Rome, which, is the order they appear in the state standards. |
| ***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. | **X** | |  | The textbook provides students with many opportunities to utilize literacy skills in reading, writing, vocabulary, speaking, and listening through the use of various primary sources such as ‘The Epic of Gilgamesh”, “The Odyssey”, and “The Analects of Confucius”. |
|  | **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.* | There are no bias or sensitivity issues. | | | |
| **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). | **X** |  | | The text provides learning experiences that incorporate the content strands throughout the text. One good example of this is the chapter on Ancient Egypt which intertwines the content strands very well. Also, at the end of each lesson there are “Review and Activities” assessments that incorporate the various content strands. |
| 1. Engages students through real-world, relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit critical thinking and problem solving. | **X** |  | | Throughout the textbook the students are presented with thought-provoking questions in the margins as well as “Review and Activities” questions at the end of each lesson that not only task the students with critical thinking and problem-solving questions, but also incorporate the various content strands as well. |
| 1. Includes differentiated materials that provides support for the following: ELL students, students with disabilities, or struggling learners. | **X** |  | | The textbook does include differentiated materials that provides support for ELL students, students with disabilities, and struggling learners. Much of this is found in the teacher’s edition where these assessments and activities are in the margins. One example is “English Learners Scaffold”. |
| 1. Includes differentiated materials that provides support for students approaching mastery as well as extensions for students already meeting mastery or with high interest. | **X** |  | | The textbook provides support for students at all various levels. Like the support for ELL students, students with disabilities, and struggling learners these assessments and activities can be found in the Teacher’s Edition. One example is “LEARNSMART”, which uses adaptive technology to build a learning experience unique to each student’s individual needs. |

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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). | **X** |  | The assessments at the end of each lesson and chapter, as well as, the chapter tests and lesson quizzes collect data on all topics, content strands, and social studies practices. Also, there are online assessments that can be utilized. |
| 1. Assesses student mastery using methods that are unbiased and accessible to all students. | **X** |  | All assessments assess student mastery using methods that are unbiased and accessible to all students. |
| 1. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance. | **X** |  | Rubrics and answer keys are provided for the teacher to use in determining student performance. Rubrics and answer keys are included for both hard-copy assessments and online assessments. |
| 1. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures. | **X** |  | The textbook, as well as, the materials that accompany the textbook include various types of assessments, including pre-, formative-, summative-, and self-assessment measures. |
| 1. Assessments are embedded throughout instructional materials as tools for students’ learning and teachers’ monitoring of instruction. | **X** |  | Assessments are embedded throughout the textbook, such as, “Lesson Reviews and Activities” found at the end of each lesson, as well as, “Chapter Analysis Skills and Activities” and “Chapter Assessments” found at the end of each chapter. Also, throughout the textbook questions can be found in the margins about the subject matter. |
| 1. Assessments provide teachers with a range of data to inform instruction. | **X** |  | The assessments included with the textbook provides the teacher with a range of data to drive instruction. This includes assessments in the textbook, the “Chapter Tests & Lesson Quizzes”, and the online assessments. |

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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. | **X** |  | The teacher support materials provide the appropriate amount of grade-level background information and context to guide integration of the topics, content strands, and social studies practices within the lessons and chapters. |
| 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) | **X** |  | The textbook, as well as, the teacher support materials assist the teachers in incorporating appropriate and integral connections between social studies and other subject areas, such as, mathematics, ELA, science, visual and performing arts, and CTE. Some examples include the chapter on India and its coverage of Indian mathematics and science, the chapter on Greece and its coverage of Greek theatre, and throughout the textbook and teacher supported materials there are sample of literature from all the civilizations covered in the textbook. |
| 1. Provides strategies and guidance to support the inclusion of “hands-on” activities with other practices (e.g., asking questions, engagement in argument). | **X** |  | Throughout the teacher’s edition, as well as, the “Inquiry Journal”, which, is essentially as student workbook, strategies and guidance are provided to support the inclusion of “hands-on” activities, along with other practices, such as, asking questions and engagement in argument. |
| 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. | **X** |  | The teaching material include strategies that 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. Throughout the teacher’s edition these strategies can be found in the margins, such as, one entitled “Background Knowledge”, |
| 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). | **X** |  | Each chapter contains an activity found in the Teacher’s Editions called “Community Connection”. These activities involve inviting various groups from the community to the school. Each activity is an opportunity for the school to strengthen its ties to the community and for students to take pride in their school. |