 **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 |  | HT5-HT6 I could not find BC and AD  Re-review:  The publisher is correct that these terms are found in the margins of introductory material in the textbook. This could be made easier to find. |
| 6.02 | Describe the characteristics of the nomadic hunter-gatherer societies, including their use of:   * Basic hunting weapons * Fire * Shelter * Tools | | X |  | P. 5-11 |
| ***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 |  | P. 13-18 |
| * 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 |  | P.19-21 |
| * 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 |  | P, 28-29 |
| * 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 |  | Page 31 simply calls the Fertile Crescent “good farmland.” The text does not support a student’s ability to explain how geography and climatic features led to this area being called the Fertile Crescent.  Re-review:  Evidence is now present |
| ***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 |  | Irrigation and Silt are present on page 32.  The wheel is mentioned on page 37 and the plow on page 38. “Sailboat” instead of “sail” mentioned on page 38 also. These three are included at the end of the section like an enduring takeaway but the standards require that these three be included in the context of agricultural advancements. (I know that advancements was mentioned on page38 but is disjointed form the earlier discussion of farming earlier in the section.  “Metalworkers” is mentioned on page 36 but metallurgy is not present and especially in the context that the standard requires. This would be a great place to give evidence of bronze work in Sumer.  I also cannot find the use of animals or slave labor in the context of Mesopotamia.  Re-review:  Metallurgy is now present. And other concerns were met. However, why does the publisher choose to highlight some terminology in the text but not words like "metallurgy" that are standard specific terms? This is a large deficiency for this publisher. |
| 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 | While these elements are present, the text is not specific that the these elements are linked to advancements in agriculture. Instead of including these words or ideas sporadically throughout the section, be intentional and to the point about the intent of the standard which is the link to agricultural advancements. (PLEASE NOTE: standards 6.5-6.8 have a flow and build on and from the previous standard(s). The textbook should do the same.)  Re-review:  While the additions made by the publisher are good and head in the correct direction, the problem is with the construct of the entire section (as originally noted by the reviewer). The text does not appear to be written to align specifically with the Tennessee standards. It appears that the publisher wishes for their existing construct to be sufficient for TN standards and it is not. The reviewers original concern still stands and has not been sufficiently revised by the publisher.  The publisher's response of "publisher response is the same as in the row above" does not address the second reviewers concerns for this standard. Please note the original reviewer statement. |
| 6.09 | Explain the basic concepts of monarchy and empire, and identify Mesopotamia as the regional location of the world’s first empire. | | X |  | P. 19, 42 (The concept of monarchy is introduced in a previous chapter in an abstract way. It would be FAR better to include the concept of monarchy in the context of Mesopotamia and not abstractly in an earlier section. Technically it meets the requirement but needs to be changed. |
| 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 |  | The text does good job at introducing polytheism but does not offer much support for the rest. For example, a source is given on page 34 from the Enuma Elish which highlights the Sumerian belief in a creator god. This would be a good place to give examples of the belief that gods had importance in everyday life as well. My reason for saying “No” is that the text does not support student learning to mastery of the standard.  Re-review:  The revisions of the publisher meet this reviewer’s concern mostly, but the comments about the Enuma Elish source were not addressed by the publisher. |
| 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 |  | P 34, 37 |
| 6.12 | Analyze the impact of the introduction of written law in the Code of Hammurabi, and explain its basic principles of justice. | |  | X | While the text includes the Code of Hammurabi, it does not address the impact of the introduction of written law nor does it address the principles of justice in the Code of Hammurabi. Why does this section not include more robust primary source material?  Re-review:  The additions made by the publisher seem to miss the concern of the reviewer and of the standard. The standard is specific that the introduction of "written" laws is the main takeaway of the standard. It is good for the publisher to describe how the Code of Hammurabi impacted Sumerian civilization. What the publisher fails to do, however, is to show how written laws in general impacted human civilization (as compared with oral laws or oral tradition). The Code of Hammurabi is our oldest complete set of written laws and the text should be clear that the introduction of written law helped to establish justice in its own way that separate from the enumerated laws of Hammurabi. |
| ***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 |  | P, 57 |
| * 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 |  | p. 62, 63 |
| 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 |  | P. 68-69; 76-79 |
| 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 |  | p. 70-75 |
| ***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 | | P 82-90   1. the piece about Hatshepsut is very exhaustive which is good 2. the piece about Ramses is sufficient 3. the piece about Tutankhamun is severely lacking. This would be a good place to include artifactual evidence for students to analyze 4. Remove piece about Ahmose as he is no longer in the standards   Re-review:  While it is true that the artifactual evidence mentioned here by the publisher is included in the book, they are located on a range of 9 pages including pages that are between chapter sections or "lessons." These are not easy to find are not on the same pages as the section about King Tut.   The publisher’s additions do address the standard better than the original text, even though it is a very minimal amount of information.   The publisher's statement in column F of "but it does not limit description to only 3 persons" in regards about the inclusion of Ahmose in the text is confusing. The state gave us the guideline that extraneous content should not be included, so yes this does mean that persons not in the standards do not need to be a distracting influence in the text. The publisher seems to attempt to make an argument that the inclusion of Ahmose is necessary in order to transition to the New Kingdom period of Egypt (even though the New Kingdom is not specifically in the standards either). The reviewer's original statement still stands because Ahmose is unnecessary for students to understand the importance and accomplishments of Hatshepsut and therefore, the standard will still be considered a 'no". |
| 6.18 | Analyze the achievements of ancient Egyptian civilization, including: hieroglyphics, papyrus, and the pyramids and Sphinx at Giza. | | X |  | | p. 64 (this seems an odd place in the text to include hieroglyphics).  P 72-75 |
| 6.19 | Examine the cultural diffusion of ancient Egypt with surrounding civilizations through trade and conflict, including its relationship with Nubia. | |  | X | | While this metric is nearly met, it is not very well organized. The sections “The Hyksos” on page 84, “Trade and Politics” on page 86 and the information about Nubia on 92-93 should be consolidated into one section to better align with the standard. The nomenclature “Kush” is not found in the standards and The Kingdom of Kush ( p. 91-97) section is extraneous and should be removed from the text. (Apart from the cultural diffusion pieces mentioned above).  Additionally the term “cultural diffusion” is not found in the text and should be plainly connected to Egypt’s connection with their surrounding civilizations.  Re-review:  The publisher has refused to make necessary revisions for this standard. They state their opinion about the intention of the standard, but they are incorrect as I am the one that wrote this standard. The intent with this standard was to focus on the concept of cultural diffusion and to use Egypt's relationship with Nubia as a piece of historical evidence to do this. While I understand that other states that the publisher serves include Kush as part of this section in their standards, Tennessee does not. The term Kush was intentionally not included in the standards so as to avoid the confusion that has occurred with the current standards. Nubia was chosen in an effort to be racially sensitive and inclusive.   The original reviewer feedback about the Hyksos and Kush still stand and it is imperative that these changes be made to this section if 100% alignment to TN standards wants to be maintained.   The addition of cultural diffusion here is a good addition by the publisher. The publisher, however, should understand the above point about cultural diffusion being the point of the standard. |
| **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 |  | | p. 119 |
| 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 |  | **p. 107-109** | |
| ***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 |  | **Most of this standard is present in a way that will support learning to mastery. (p. 107-110 ; 124-125) The missing pieces are “individual worth and personal responsibility”. These terms are mentioned on page 125 but not more than mentioned. This would be a good place to have a source for students to read.**  Re-review:  The revisions of the publisher meet this reviewer’s concern. |
| 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 |  | **p. 116-118** |
| 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 |  | **p. 119-123** |
| **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 |  | **p. 241, 243** |
| * 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 |  | **p. 245-246** |
| 6.27 | Describe the social structure of the caste system, and explain its effect on everyday life in ancient India. | X |  | p. 249-251 |
| 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 |  | p. 248, 253-255 “Moksha” is found on page 255 but is not defined or described.  Re-review:  The revisions of the publisher meet this reviewer's concern. |
| 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 |  | p. 256-259 |
| 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 |  | p. 265-268 |
| ***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 |  | p. 278-279 |
| * 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 |  | p. 282 has two short sentences about China being isolated. The standard requires analysis. The text should offer opportunity for analysis, possibly using sources and/or artifacts, and/or map analysis.    Re-review:  The publisher is correct that these items were overlooked by the reviewer. |
| 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 | This standard requires that Legalism and Mandate of Heaven be learned to a degree that understands the influence that physical geography played in China. The text teaches these concepts through the lens of dynasties…dynasties that are not within the scope of the standards. This appears obvious that the text was not written to the standard but with other standards in mind.  Re-review:  The reviewer's concern about the concepts being taught through the lens of dynasties was not that it was merely taught through he lens of dynasties but through specific dynasties that are not in the standards. This has remained unchanged. For example, a considerable amount of the text is devoted to the Shang Dynasty which is not in the standards. Another example of extraneous material is the inclusion of Daoism on 291, 293. |
| 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 | Much like the above standard Confucianism is not taught through the proper lens. The standard asks for the problems and how Confucianism address the problems with a)kinship, b) order, and c)hierarchy. Kinship is mentioned on page 290 yet is not fully developed while the other two are not mentioned at all. Also, although there is a short sentence from the Analects, it is not referenced to the task of the standard. There are not many primary sources specifically required in 6th grade but this is a place where one is. Therefore, there should be a focused passage and activity based on the source aligning with the Social Studies Practices.  Re-review:  The publisher did add three sentences on page 291. Thee three sentences do contain the words kinship, order, and hierarchy, and does offer a simple explanation. I am curious though why the publisher chose to include more in the textbook about Daoism (which is not in the standards) than about Confucianism (which is in the standards). I am marking this standard as "yes" as I believe that these additions minimally meet the requirements although the extraneous content needs to be removed.  The publisher is correct that the reviewer missed the primary source activity after the chapter and the question contained in the assessment (although this question is not about the Analects). |
| 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 |  | p. 297-298 |
| ***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 |  | p. 299-300 |
| 6.37 | Explain the major accomplishments of the Han Dynasty, including: the magnetic compass, paper making, porcelain, silk, and woodblock printing. | | X |  | p. 301 |
| 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 |  | p. 302-305 |
| **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 |  | p. 149 |
| * 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 |  | p. 151-157 |
| ***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 | p. 158; I could not find evidence of rule of law in the text.  Re-review:  The publisher did add two sentences about the rule of law. The publisher defines the term incorrectly however by calling it "equality of all citizens before the law" (158) and "citizens had equal rights and saw under the law." (159) This wasn’t true of ancient Greece and isn't what the rule of law means. The rule of law means that no person is above the law. If the publisher means to indicate that the concept of the rule of law is moving toward the idea of equality and that all people are equally under the rule of law then perhaps that works. Either way this text is unclear and needs to be revised. |
| 6.42 | Explain the basic concepts of direct democracy and oligarchy. | | X |  | P. 162-167 For some reason “direct” democracy is not specified until page 178. It should be on page 162. Also indirect democracy does not need to be here as the concept is intentionally not in the standard until 6.53 and the Roman Republic. |
| 6.43 | Explain the characteristics of the major Greek city-states of Athens and Sparta, including: | | X |  | p. 162-167; 181 (why is the info on 181 not on pages 162-167? This seems oddly misplaced).  I put no because the Sparta’s geographic advantages and disadvantages is not in the text.  Re-review:  The revisions of the publisher meet this reviewer’s concern. |
| * 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 |  | p. 168-176 (the cooperation between Athens and Sparta should be better developed.) |
| 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 |  | 182-185 |
| 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 |  | p. 200-202 |
| ***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 | **p. 202-208 While these facts are mostly present in the text (along with non-standards aligned information such as fables and oracles), the point of this standard is NOT about how literature was important to the Greeks. The standard is about the historical significance of Greek literature. In other words, how do historians learn about the Greeks from their literature? This section needs to be reworked to reflect the point of the standard.**  Re-review:  While the publisher's opinions about the modern significance and relevance of ancient Greek literature is appreciated (and I fully agree) that is not what the standard requires. The goal of the standard is for students to take on the role of a historian and read selections of the Iliad and The Odyssey to learn about the life of the ancient Greeks. And while the publisher states that this is found on page 204-205, they are incorrect. That is about Greek fables and not about the Iliad and The Odyssey. The publisher again states their opinion that Greek fables can serve this same purpose and again, while this is true, **that is not what the standard requires**. The standard requires that this exercise be done with the Iliad and the Odyssey specifically.  I must say "no" to this standard as the publisher refuses to comply with what the Tennessee standard requires. |
| 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 |  | p. 209-214 |
| 6.49 | Describe the purposes of major Greek architecture, including the Parthenon and the Acropolis. | | X |  | p. 207 mentions the Parthenon and Acropolis as a side text and includes a diagram of the Parthenon but does not put this in context of Greek architecture and says very little about each.  Re-review:  The publisher is correct that the Parthenon is explained on page 208. |
| 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 |  | p. 221-233 While meeting the requirements, the text goes way beyond the scope of the standards y including facts like Epicureanism, Stoicism, mathematic and scientific discoveries, etc. |
| **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 |  | I would prefer the language “Italian Peninsula” be used specifically on a map per the standard.  p. 312-313 |
| * 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 |  | p. 315-316 |
| 6.53 | Describe the government of the Roman Republic, including: | | X |  | p. 321-325 |
| * 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 |  | p. 322-324 |
| 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 |  | p. 333-336 |
| 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 |  | p. 337-341 |
| ***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 | p. 354-362 (although much of what is on these pages is outside the scope of the new standards).  Sanitation is not mentioned  There needs to be more pictures of standing Roman architecture  Re-review:  The publisher did include material about sanitation but did not alter the text to meet the reviewer's comment regarding the cognitive demand of the text and the very "analyze".  The publisher did not add content about roads and bridges  In response to the publishers comment about the standards not requiring the publisher to include photos, the standards were not written to dictate textbook writing. The standards are for the purpose of setting learning targets for the students. The textbook is a tool that helps students achieve mastery of the standard. Therefore, I do not understand the reason that the publisher would include such a comment. It was the reviewer’s professional opinion that photographs would help students achieve mastery.   The publisher also did not respond and did not alter the text to address the material here that is outside of the scope of the state standards.  The publisher did not add content about roads and bridges. |
| * 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 |  | P 358 (the concept of “humanlike qualities” is missing in the text)  Re-review:  The revisions of the publisher meet this reviewer’s concern. |
| 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 |  | p. 393-399 |
| 6.60 | Explain the expulsion of the Jews from their homeland by the Romans, which began the Jewish diaspora. | | X |  | P 390-392  The text does not refer to the Roman expulsion of the Jews as “Diaspora”  Re-review:  The revisions of the publisher meet this reviewer's concern and the reviewer appreciates the publisher's willingness to "meet the Tennessee standards." |
| 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 |  | p. 364-367  The text mentions Diocletian dividing the empire into four parts. While Diocletian’s actions were complex, the standard dictates the division into two parts.  Re-review:  The revisions of the publisher meet this reviewer’s concern. |
| 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 |  | p. 367-371  P. 374-381 is outside the scope of the standards. This standard only asks students to identify the Byzantine Empire. 7th grade students learn about the Byzantine Empire in this detail.  A sentence simply needs to be added to page 371 stating this piece of content and lesson 3 needs to be eliminated. |
| ***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 | **There are multiple instances where the text may address a piece from the standards but does not support student learning to mastery. There are also instances that the text does not address some content. There also instances that the text does not address the main point of the standard.** |

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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 | **1. This text includes sections on the Assyrian and Chaldean Empires which are not in the standards. P**  **2. Chapter 3, lesson 1 should end on page 63 (and move the writing section from page 64 to later). The forming of the kingdoms and Narmer are not in the standards.**  **3. The section on the Kingdom of Kush is outside the scope of the standards p. 91-97.**  **4. pages 133-141 is outside the scope of the standards (the Disapora aligns to 6.60 but everything else is extraneous).**  **5. The inclusion of Zoroastrianism is outside the scope of the standards (171-172).**  **6. 215-217 is outside the scope of the standards.**  **7. p. 221-233 The text goes way beyond the scope of the standards y including facts like Epicureanism and Stoicism**  **mathematic and scientific discoveries, etc. It appears that this may be an attempt to align to the current standards and not the new standards.**  **8. The inclusion of Jainism 259-260 is outside of the scope of the standards.**  **9. The inclusion of the Mauryan and Gupta Empires (261-265) is outside of the scope of the standards. These empires align with the current standards but not the new.**  **10. p 283-289 gives significant time to the Shang and Zhou dynasties which are no longer within the scope of the standards.**  **11. p 326-329 is dedicated to the Punic Wars which is outside of the scope of the standards. This particular content is not too distracting and can add some context to Caesar being a general and the need for a dictator, however 4 pages is too much.**  **12.**  **P. 374-381 is outside the scope of the standards. This standard only asks students to identify the Byzantine Empire. 7th grade students learn about the Byzantine Empire in this detail.**  **13. Chapter 11 lessons 2 and 3 are entirely outside of the scope of the standards.**  Re-review:  **On multiple occasions below, the publisher provides a rationale to keep content that is outside the scope of the standards by referring to "the master standard.". There is no such thing as a master standard or a "larger master standard” for any of the civilizations in any of the grades. I can speak with absolute certainty on this matter because I was the team lead for the educator advisory team that write the revised standards. What the publisher appears to be referring to is the section overview for that particular civilization. This overview serves only as a brief summary of the types of content that will be found in the standards. The overview is not a standard nor was it intended to be a catch all for any content that a textbook publisher wishes to add that is outside of the scope of the standards. This is a serious concern as it serves as the reasoning that the publisher uses to keep much of the content that is in the book that should not be there. Additionally, the overview in no way guides the creation or alignment of content found in the TNReady TCAP assessments. The publisher and textbook commission needs to be aware of this serious misunderstanding by the publisher. Without this rationale, the refusal to remove content outside of the scope of the standards is an unreasonable position for the publisher to maintain. (Please note that whenever the publisher refers to "geographical, political, economic, and cultural structures of..." this is what they are referring to: the overview and not a standard or a group of standards.)  In response to the publisher's argument: 1. The reviewer agrees that some context about the Assyrian Empire can be helpful to understanding the area. But devoting more of the text to the Assyrian Empire than Hammurabi is unacceptable. Even though this is not a standard, the context needed to understand "the geographical, political, economic, and cultural structures of Ancient Mesopotamia" can and should be taught through the empires and people that are listed in the Tennessee Standards (such as Babylonia and Hammurabi. Devoting nearly 25% of this chapter section to an empire not specifically in the standards is extraneous as compared to the lack of information about the empire/emperor that is in the standards.  Furthermore, the publisher states that understanding of the Chaldean Empire is necessary because of standard 6.24. Standard 6.24 refers to Babylonian captivity of the Jewish people...so why does the publisher choose to use the term Chaldean instead of the equally recognized nomenclature of Neo-Babylonian. Also, the significant portion of this section that is given to the Chaldean Empire is not at all necessary to understand that this group of people took the Jewish people captive. If the textbook commission agrees that this information is essential, the publisher should use the language used in the Tennessee standards.   2. The publisher again makes the mistake of referring to the overview as a standard. Even so, the reviewer can agree that the information in Chapter 3 lesson 1 is not as distracting as above.   3. The reviewer's original argument here is still correct. The publisher has clearly not written this section with the Tennessee standards in mind. Does this chapter exist in large part in the current MHE textbook used by Tennessee? The standards about Nubia and Kush have changed drastically since the last textbook adoption. The standard is about students learning about cultural diffusion and not about pieces of factual information about Kush. The publisher refused to even change the verbiage used in the standards to better reflect the Tennessee specific nature. While it is certainly good to expect contextual narratives to be woven around the standards so that students can master the content, the current text is not written to accommodate the standard's emphasis on cultural diffusion.   4. The reviewer is curious what the publisher would say are "the reasons for the expulsion" of the Jewish people form the Roman Empire and would also like to know what "the strength of the Jewish Diaspora" means. Nine pages of text book are not needed for students to understand the Romans conquered the land of the Jewish people and the Jewish people revolted. Furthermore, this standard is not located within this civilization.**  5. The discussion of Zoroastrianism is not at all necessary to understand the cause and consequences of the Persian Wars. This reviewer does not even understand this line of thinking from the publisher. Additionally, the remainder of standard 6.44 that the publisher fails to quote to the left gives a specific cause to be learned: the role of Athens--meaning the actions of Athens in coming to the aid of other Greek City-States in Asia Minor which is widely held as a major cause of the war between Athens and Persia.   6. The publishers is incorrect here as the original pages listed by the reviewer reference Greek individuals in the current standards but not in the revised standards. Three Greek philosophers are specifically in the standard listed by the publisher (6.48)--Socrates, Plato, and Aristotle. The publisher should focus on these three individuals instead of the men they use in the text (Herodotus, Thales, Thucydides, and Hippocrates etc.). While the publisher does include the three mentioned in the standard they argue here that others are needed to teach what the standard says and this is befuddling.   7. The publisher is correct here in that some of the information found on these pages is important for 6th graders. The portion of the original statement by the reviewer about Epicureanism and Stoicism being outside the scope of the standards is correct however. These philosophies are not necessary to understand anything further in the 6th grade standards nor in the 7th grade standards. While these philosophies are highly important to some people and are connected to modern ideas, the number of items that fit this criteria is infinite in regards to history. Also, the metric that is used to evaluate the textbook is "does the content align with the state standards", not what one finds to be of high personal importance.   8. This is a good decision by the publisher and the reviewer wonders why more extraneous content was not removed. Was this the only piece of content removed that was flagged by reviewers?  9. (This is where the reviewer realized that the publisher was repeatedly referencing the section overviews instead of the standards). What is the publisher referring to here? There is no such thing as "the larger master standard on Ancient India" and the language of "geographical, political, economic, and cultural structures" is not found in any Tennessee standard on India. What it appears the publisher is referring to here is the overview of the section of India in the standards document which is definitely NOT a standard but gives a general summary of the content in the standards. The publisher should not use these overviews as though they carry the weight of the standard.  **10. The publisher again makes the mistake of referring to an overview of the standards as "the master standard." The standards were not written with the idea that the overview would carry any weight at all. Students will not be assessed by TNReady on the overviews but only by the enumerated standards. This is a significant flaw in the publishers arguments. The overview is not a "catch all" that lets the publisher include any extraneous content in the textbook. Thus, the original statement of the reviewer stands.   11. See above for the publisher's use of "the master standard." Thus the information about the Punic Wars while considered an important piece of history to many, does not align with the scope of the state standards.   12.The publisher here again only quotes part of the standard. The opening part to this clause in the standard states that students are to "identify" that the Eastern part of the Roman Empire continued as the Byzantine Empire. Students will learn more thoroughly about the Byzantine Empire in 7th grade.   13. Again the publisher only quotes part of the standard. The reminder of 6.59 lists exactly what is expected from this standard and the content of lessons 2 and 3 in chapter 11 extended well beyond the standard. This is an area that the state must be exceedingly careful as Tennessee Code Annotated prohibits the proselytizing and this reviewer is concerned that this content could be seen as problematic by some since this content is not in the 6th grade standards. The publisher could avoid this by simply eliminating the entirety of the two lessons.** |
| Materials are accurate and grade level appropriate. | | X |  |  |
| ***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 |  |  |
| Understand the role of culture in shaping lives and society. | X |  |  |
| **Economics** | Use economic reasoning skills and knowledge of major economic concepts, issues, and systems. | X |  |  |
| Make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world. | X |  |  |
| **Geography** | Use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity. | X |  |  |
| Explain the interactions that occur in an increasingly interdependent world. | X |  |  |
| 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 |  |  |
| **History** | Use materials drawn from the diversity of the human experience to analyze and interpret significant events, patterns, and themes in history. | X |  |  |
| World History |  |  |  |
| **Politics (Politics/ Government)** | Use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels. | X |  |  |
| Understand that people create systems of government as structures of power and authority to provide order, maintain stability, and promote the general welfare. | X |  |  |
| 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 |  |  |
| **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 |  |  |
| **SSP.02** | Critically examine primary or secondary source(s). |  | X | ***Most of the primary source materials are contain low level reading questions that align more with English Language Arts standards than with the social studies standards and practices.***  ***I would strongly suggest that all source activities not only be aligned but also list the aligned standards and practices.***  ***Examples of non-aligned materials in the Inquiry Journal:***   1. ***P 42-43*** 2. ***P 114-115*** 3. ***P 150-151*** 4. ***P 166-167*** 5. ***Etc***   ***Re-review***  ***I did not overlook the delineating bullets on the SSPs as I was on the that helped to write them. The objection is that the majority of the activities align to the types of questioning seem commonly in English Language Arts materials and not with the levels of thinking required by the SSPs. The publisher suggests several page numbers here and some of those pages have well aligned activities (page 43 questions 1&2 for example). but most do not. Perhaps the publisher could provide a link between the questioning and the SSPs.*** |
| **SSP.03** | ~~Organize~~ Synthesize data from a variety of sources. |  | X | ***I see very little evidence of this in any of the supplied materials. One example of alignment is pages 56-57 in the Inquiry Journal. More materials should be of this quality, although I would like to see the content standards addressed by this resource listed.***  ***Re-review:***  I did not overlook the SSP.03 bullet points as I was on the team that developed them. The publisher is correct that the screening instrument did not contain the full language for the SSPs at the middle school level.   The publisher's comments do not seem to address the reviewer's original statement about the lack of high quality materials aligned to SSP.03, especially in regards to the required synthesis of the standard. The publisher lists pages 55, 64, 98-99, and 114 as reference points. I see no activity requiring synthesis of multiple sources on these pages. |
| **SSP.04** | Construct and communicate arguments supported by evidence. |  | X | ***I see very little evidence of this standard in the supplied material. The type of communicating here is specific to historical thinking and the bullet points for SSP 04 should be referenced when these materials are developed/selected and less about “central idea” and other English Language Arts specific questions.***  ***Re-review:***  Again, I did not overlook the SSPs. Knowing what is expected form the SSPs is not the problem. My opinion is that the text does not align well with SSP 04.   The publisher provides page numbers to the left to indicate points of references. These pages do provide some examples of questions aligning with SSP.04 but most of the questions in the Inquiry Journal did not. |
| **SSP.05** | Develop historical awareness. | X |  | ***The breadth of the material support this standard.*** |
| **SSP.06** | Develop geographic awareness. | X |  | ***The breadth of the material support this standard.*** |
| **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 |  | **This text does not proselytize and is for educational purposes only.** |
| **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 | 1. The activities in this book do not contain enough high quality questions that use one or more stimuli. For example, on page 11 of the Chapter Tests and Lesson Quizzes book, the page is titled “Document-Based Questions” and what follows are low level questions and questions not aligned to the standards (see below for more on standards non-alignment). Questions 1-3 are simply asking the students to look at the chart and interpret the data and does not require students to have a mastery of the content. The activity on page 10 does the same. This pattern is indicative of most of the assessments and questions in the entire book. 2. The rigor level of the questions in the assessment book are not commensurate with the demand of the standard or with TNReady. The multiple choice are low level and not complex. The multiple choice questions rarely contain stimuli and almost never have texts with them. 3. Throughout the text book, the publisher asks varying questions and labels them with titles like “analyzing” and “drawing conclusions.” Yet these titles do not always mean that the tasks at hand actually require analysis or drawing conclusions etc. 4. There is an alarming lack of learning experiences that require the highest levels of thinking such as synthesis. 5. The question here asks about “practice in an interconnected and social context.” When one thinks of “practicing history’ one should think of doing the work of a historian—studying multiple types of sources, identifying and accounting for perspective, bias, reliability, etc. This text does not offer enough rigorous examples of this type of work. |
| ***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 puts the Unit on ancient Greece in a really odd place. I think their reasoning is that the students will learn about the Babylonians in the unit on Israel and continue learning about the Persians during the Greece unit. This rationale, however, is flawed because while Persia is in the standards it is not a major civilization that students learn about. They learn about Persia in the context of Greece and Israel. The state standards also do not place the Greek civilization in this place in the sequence of the standards. This was very intentional as Greece is thematically different from the civilizations of Egypt, Israel, India, and China in the context of world civilizations as the former is a classical civilization and the latter are early farming civilizations.  MHE reps were made aware of this glaring concern at the initial meeting in April but then stated that they would not make this alteration to better fit the Tennessee 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 | |  | There are many sources both secondary and primary throughout the materials that support student literacy. (Although many of these do not align with the state standards.). |
|  | **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.* | None found | | | |
| **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 reviewed materials show evidence of the 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 |  | | The reviewed materials show evidence of this criterion although the questions often are not well aligned to the standards. |
| 1. Includes differentiated materials that provides support for the following: ELL students, students with disabilities, or struggling learners. | X |  | | Online and print materials show evidence of this criteria. |
| 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 reason these materials do not pass this category is because the questions, assessments, and activities are not well aligned with the standards as noted elsewhere which does not support student mastery of the standards. |

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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 | 1. The assessments found within this textbook and ancillary materials do not assess many of the Tennessee standards specifically. In fact many of the questions do not align with standards and many of the standards do not have assessment items. The assessments appear to have been written and developed to the content in the book instead of the state standards. |
| 1. Assesses student mastery using methods that are unbiased and accessible to all students. | X |  | There is evidence of unbiased and accessible materials. |
| 1. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance. |  |  | Assessment evaluation is simple and present although complex and rigorous assessments are not. |
| 1. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures. | X |  | There is evidence of varies modes of assessment. |
| 1. Assessments are embedded throughout instructional materials as tools for students’ learning and teachers’ monitoring of instruction. | X |  | The text does a good job at embedding small, quick assessment throughout. |
| 1. Assessments provide teachers with a range of data to inform instruction. |  | X | The major concern here is that most of the provided assessments, especially the summative type assessments are not well aligned to the standards. My estimation is that nearly 60% of the assessment questions are not aligned to any one or any collection of standards. This is highly concerning as teachers will have a hard time preparing students for a state assessment that is 100% aligned to standards if they do not have access to better assessments to serves as checks for understanding throughout the year. |

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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 |  | Observed throughout. |
| 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 | There were strong connections to ELA strategies but not observed in other subjects. |
| 1. Provides strategies and guidance to support the inclusion of “hands-on” activities with other practices (e.g., asking questions, engagement in argument). | X |  | Observed throughout. |
| 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 | Reviewer did not observe. |
| 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 | Review is not certain of the meaning of this metric but did not observe. |