 **WORLD GEOGRAPHY INSTRUCTIONAL MATERIALS SCREENING INSTRUMENT**

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

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

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

**UNITED STATES HISTORY AND GEOGRAPHY**

**Post-Reconstruction to the Present**

**Course Description**: Students will examine the global perspectives, basic concepts, and fundamental questions of geography. Students will explore where phenomena occur and reasons why phenomena occur in those locations. Students will focus on the ways through which all places on Earth are interconnected and how the human use of Earth's surface varies. Students will also explore various topics, including geographic skills and tools, physical processes, natural resources, cultural geography, political geography, population and migration, economic development and interdependence, and urbanization.

***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*

**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: | | | | | | | | |
| **Geographic Skills and Tools** | | | **Yes** | | **No** | | | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  | |  | | |  |
| WG.01 | Explain geography as a field of inquiry, differentiate between physical and human geography, describe the importance of the spatial perspective, and use spatial thinking skills to analyze global issues. | | X | |  | | |  |
| WG.02 | Synthesize geographic information from a variety of sources to analyze both human and physical processes in the world's regions, countries, and cities. | | X | |  | | |  |
| WG.03 | Explain the use of major geographic concepts (e.g., globalization, location, pattern, place, region, scale, site, and situation). | | X | |  | | |  |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***e.g.****: “for example”; examples that could be used, but examples are not limited to those listed* | | | | | | | | |
| WG.04 | Define the concept of region, identify different types (e.g., formal, functional, perceptual), and give examples. | | X | |  | | |  |
| WG.05 | Define mental map, and explain its usefulness in geographic analysis. | | X | |  | | |  |
| WG.06 | Read and interpret maps and globes using cardinal directions, latitude and longitude, legends, map scale, and title. | | X | |  | | |  |
| WG.07 | Identify, use, and evaluate the usefulness of different types of map projections (e.g., Mercator, Robinson, Goode's Homolosine). | | X | |  | | |  |
| WG.08 | Create and compare physical, political, and thematic maps (e.g., choropleth, dot density, proportional symbol, isoline, cartogram). | | X | |  | | |  |
| WG.09 | Analyze patterns and processes at different scales (e.g., local, national, regional, global). | | X | |  | | |  |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***e.g.****: “for example”; examples that could be used, but examples are not limited to those listed* | | | | | | | | |
| WG.10 | Describe the importance of geospatial technologies (i.e., GIS, GPS, remote sensing), and apply them in relevant contexts. | | X | |  | | |  |
| WG.11 | Use geographic knowledge, skills, and perspectives to analyze problems and make decisions. | | X | |  | | | Great chart on p. 27! |
| WG.12 | Relate current events to the physical and human characteristics of place and regions. | | X | |  | | |  |
| **Physical Process, Natural Resources, and the Environment** | | | **Yes** | | **No** | | | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  | |  | | |  |
| WG.13 | Describe ways in which different types of physical and natural processes create and shape the surface of the Earth. | | X | |  | | |  |
| WG.14 | Describe how unique weather patterns impact geography and population distribution of a region (e.g., drought, earthquakes, floods, hurricanes, tornadoes). | | X | |  | | |  |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***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* | | | | | | | | |
| WG.15 | Describe how societies modify and adapt to the environment, and explain how technology impacts the ability to do so. | | X | |  | | |  |
| WG.16 | Analyze how people interact with and modify the environment to satisfy basic needs and solve challenges (e.g., access to fresh water, energy resources, irrigation, transportation, type of housing). | | X | |  | | |  |
| WG.17 | Explain how humans are affected by and depend on the physical environment and its resources. | | X | |  | | |  |
| WG.18 | Analyze the distribution of natural resources, how they have impacted the economies of various world regions, and their connections to global trade. | | X | |  | | |  |
| WG.19 | Identify examples of scarcity in and around specific world regions. | | X | |  | | |  |
| **Cultural Geography** | | | | **Yes** | | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** | |
| Standard Number | | Content Standard | |  | |  |  | |
| WG.20 | | Define the concept of culture and its components (e.g., culture hearth, culture traits, material and nonmaterial culture, etc.). | | **X** | |  |  | |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | | | | |

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| WG.21 | Explain how physical geography and economic practices shape the cultural landscapes of various regions. | **X** |  |  |
| WG.22 | Locate, describe, and compare major cultural characteristics in the regions of North, Central, and South America. | **X** |  |  |
| WG.23 | Locate, describe, and compare major cultural characteristics in the regions of Europe. | **X** |  |  |
| WG.24 | Locate, describe, and compare major cultural characteristics in the regions of Sub-Saharan Africa. | **X** |  |  |
| WG.25 | Locate, describe, and compare major cultural characteristics in the regions of North Africa and Southwest Asia. | **X** |  |  |
| WG.26 | Locate, describe, and compare major cultural characteristics in the regions of East, South, and Southeast Asia. | **X** |  |  |
| WG.27 | Locate, describe, and compare major cultural characteristics of regions in the South Pacific and Oceania. | **X** |  |  |

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| WG.28 | Analyze how cultural characteristics (e.g., ethnicity, gender roles, identity, language, religion) link and/or divide regions or societies. | **X** |  |  |
| WG.29 | Describe the challenges of clearly defining cultural regions around the world. | **X** |  |  |
| **Political Geography** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard |  |  |  |

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| WG.30 | Define and differentiate between nation, state, and nation-state. | **X** |  |  |
| WG.31 | Explain and analyze the reasons for the creation of different political divisions (e.g., state, nation-state, federal states, unitary states, electoral districts). | **X** |  |  |
| WG.32 | Describe different types of political boundaries (i.e., cultural and physical) and shapes (e.g., compact, fragmented, elongated, prorupted, perforated), and explain benefits and drawbacks associated with each. | **X** |  | **During the discussion on pp. 90-91, a definition is provided for geometric boundaries but no further discussion is provided. The omission of examples and/or further discussion will prevent a majority of student mastery of this standard.** |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | |
| WG.33 | Analyze the changes between historical political maps and modern political maps, explain how and why political borders change, and describe the impact of these changes on populations (e.g., the former Soviet Union, the former Yugoslavia, Israel, South Asia, Africa, etc.). | **X** |  |  |
| WG.34 | Define, give examples, and evaluate supranational organizations and their roles (e.g., the United Nations, European Union, NATO, etc.). | **X** |  |  |

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| **Population and Migration** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard |  |  |  |
| WG.35 | Compare and contrast the distribution, growth rates, and characteristics of human populations at different scales in terms of settlement patterns and access to natural and economic resources. | **X** |  |  |
| WG.36 | Analyze the characteristics (e.g., age, gender, life expectancy, natural increase rate) of populations at different scales (e.g., local, national, global) using census data and population pyramids. | **X** |  |  |
| WG.37 | Define and give examples of economic, social, political, and environmental push and pull factors. | **X** |  |  |
| WG.38 | Define and give examples of voluntary, forced, interregional, and intraregional migration patterns. | **X** |  |  |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | |

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| WG.39 | Analyze past and present trends in human migration and the role of intervening obstacles and opportunities (e.g., economic, social, political, and environmental). | **X** |  | **Although the text discussion of migration covers trends, the discussion of various migration factors is vague. The absence of Ravenstein’s Theory of Migration would satisfy this omission.** | |
| WG.40 | Describe the impact and challenges of migration on both the sending and receiving countries. | **X** |  |  | |
| **Economic Development and Interdependence** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** | |
| Standard Number | Content Standard |  |  |  | |
| WG.41 | Differentiate between developed and developing countries, and evaluate how economic and social indicators are used to determine a country’s level of development. | **X** |  |  | |
| WG.42 | Analyze the spatial distribution and patterns of developed and developing countries. | **X** |  |  | |
| WG.43 | Define comparative advantage, and evaluate how a country leverages its access to land, labor, and capital to expand trade. | **X** |  |  | |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | |
| WG.44 | Identify physical, economic, cultural, and political factors that influence the locations and patterns of economic activities, trade, and economic development. | **X** |  |  | |
| WG.45 | Describe how goods and services are exchanged on local, national, and global levels, including: bartering, monetary exchange, and transportation. | **X** |  |  | |
| WG.46 | Interpret and analyze a chart, graph, or resource map of major imports and exports of goods and services. | **X** |  |  | |
| WG.47 | Analyze the global patterns and networks of economic interdependence (e.g., dependence on resources, use of low cost labor, the new international division of labor, etc.). | **X** |  |  | |
| WG.48 | Locate, describe, and evaluate the formation of trade blocs throughout the world (e.g., EU, NAFTA. ASEAN, CARICOM, etc.). | **X** |  |  | |
| **Urbanization** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** | |
| Standard Number | Content Standard |  |  |  | |
| WG.49 | Describe reasons for increasing urbanization around the world and the economic, social, and political implications. | **X** |  |  | |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***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* | | | | | |
| WG.50 | Locate both the largest and fastest growing cities in the world, and analyze their locations using the concepts of site and situation. | **X** |  |  | |
| WG.51 | Explain how the function and role of towns and cities change over time, applying the concepts of urban hierarchy and central place theory. | **X** |  |  | |
| WG.52 | Describe how cities are structured, including their unique roles and characteristics. | **X** |  |  | |
| WG.53 | Describe the challenges of urban areas (e.g., access to public services, affordability of housing, discrimination, gentrification, overpopulation, pollution, sprawl, transportation, zones of abandonment). | **X** |  |  | |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***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* | | | | | |
| **WORLD GEOGRAPHY, 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** |  | | **While all the content standards are addressed within the text, much of the material has better coverage in the online edition of the student text. Great if access to technology is easy, i.e. one-to-one.** |

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| **SECTION I. Alignment to Tennessee State Social Studies Standards**  ***Part B. Focus:*** Instruction centers on the grade level topic, content strands, and Social Studies Practices at the level articulated within the standards. | | | | |
|  | | **Yes** | **No\*** | **\* Evidence of extraneous or inaccurate materials** |
| Materials focus on the grade level standards (i.e., does not include information from outside of the scope of the grade level standards or use disconnected facts and details). | | **X** |  |  |
| Materials are accurate and grade level appropriate. | | **X** |  |  |
| ***Part C. 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.  *This course has implied content.* | ***X*** |  | ***Chapter 4, Lesson 2 (78-82) and Case Study (422) integrate this specific culture strand.*** |
| Understand the role of culture in shaping lives and society.  *This course has implied content.* | ***X*** |  | ***“Why Geography Matter” feature (482) and the World Religions Handbook (826-845) integrate this specific culture strand.*** |
| **Economics** | Use economic reasoning skills and knowledge of major economic concepts, issues, and systems.  *This course has implied content.* | ***X*** |  | ***“Connecting Geography to…” sections (347,400) integrate this economic strand.*** |
| Make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.  *This course has implied content.* | ***X*** |  | ***Two Decades of NAFTA (156) and China’s Growing Energy Needs (678) integrate this economic strand.*** |
| **Geography** | Use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity. | ***X*** |  | ***Case Study (692) and “connecting Geography to…” (18, 487, 660) integrate this geography strand.*** |
| Explain the interactions that occur in an increasingly interdependent world. | ***X*** |  | ***“Why Geography Matters” feature (574, 752) and Case Study (92) integrate this geography strand.*** |
| 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*** |  | ***“Why Geography Matters” sections (388, 400, 604) integrate this geography strand.*** |
| **History** | Use materials drawn from the diversity of the human experience to analyze and interpret significant events, patterns, and themes in history.  *This course has implied content.* | ***X*** |  | ***Various Primary Sources listings (xx-xxi) and “Connecting Geography to…” features (510, 635) integrate this history strand.*** |
| **Politics (Politics/ Government)** | Use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels.  *This course has implied content.* | ***X*** |  | ***Chapter 4 Lesson 3 (87-91) and Chapter 4 Lesson 5 (102-108) integrate this politics strand.*** |
| Understand that people create systems of government as structures of power and authority to provide order, maintain stability, and promote the general welfare. *This course has implied content.* | ***X*** |  | ***“Connecting Geography to…” sections (91,384, 448) integrate this politics strand.*** |
| 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.  *This course has implied content.* | ***X*** |  | ***Case Study (132) and Chapter 5 Lessons 2-3 (125-138) integrate this politics strand.*** |
| **Tennessee History** | Students will use materials drawn from various sources to explore history through a Tennessee lens while focusing on the events, patterns, and themes that impacted both the U.S. and Tennessee.  *This course has embedded and implied Tennessee history content.* | ***X*** |  | ***Revised content includes discussion of Tennessee’s population represented by a population pyramid, growth and settlement through migration on pp.112-6, 132-3.*** |
| **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*** |  | ***Each chapter has at least one primary source with questions. Additionally, the text supplements these with various graphics (charts, maps, etc.).*** |
| **SSP.02** | Critically examine primary or secondary source(s). | ***X*** |  | ***The text provides multiple opportunities to assess student learning throughout each chapter.*** |
| **SSP.03** | Organize data from a variety of sources. | ***X*** |  | ***The various sources provide opportunities for students to organize and connect data from the sources.*** |
| **SSP.04** | Construct and communicate arguments supported by evidence. | ***X*** |  | ***At the end of each lesson, the last question asks students to construct arguments with support and evidence.*** |
| **SSP.05** | Develop historical awareness. | ***X*** |  | ***Each chapter’s Lesson 2 devotes a brief historical sketch of each country or region. Along with primary and secondary sources and “Connecting Geography to…” sections, students will have the necessary support to develop historical awareness.*** |
| **SSP.06** | Develop geographic awareness. | ***X*** |  | ***Chapter 1 discusses at length the professional geographer and the techniques they employ to execute their research. Students will have a broad understanding of geographers as aa academic discipline and aid in developing geographic awareness.*** |
| **Additional comments on the Social Studies Practices within materials:**  **Examples, tips, etc. on writing “like a geographer” and/or using geographic data appropriately, checking for bias, and reconciling various differences and perspectives would be a welcomed addition to the text as appendices. Geography is an exacting discipline and must be treated as such.** | | | | |

**WORDL GEOGRAPHY   
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 |  |  |
| ***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 |  |  |
| ***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 |  |  |
|  | **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.* |  | | |

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| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part B. Student Engagement and Instructional Supports*.** | | | |
|  | **Yes** | **No** | **Evidence and/or comments** |
| 1. Engages students through real-world, relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit critical thinking and problem solving. | X |  |  |
| 1. Includes differentiated materials that provides support for the following: ELL students, students with disabilities, or struggling learners. | X |  | Materials for multiple learners is the glaring weakness as material for some lessons are more robust than others. This is the major weakness of the program. |
| 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 |  |  |

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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. Assesses student mastery using methods that are unbiased and accessible to all students. | X |  |  |
| 1. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance. | X |  |  |
| 1. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures. | X |  |  |
| 1. Assessments are embedded throughout instructional materials as tools for students’ learning and teachers’ monitoring of instruction. | X |  |  |
| 1. Assessments provide teachers with a range of data to inform instruction. | X |  |  |

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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 all topics, content strands, and social studies practices within the lessons, units, and grade. | X |  |  |
| 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 |  |  |
| 1. Provides strategies and guidance to support the inclusion of “hands-on” activities with other practices (e.g., asking questions, engagement in argument). | X |  |  |
| 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 |  |  |
| 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 |  |  |