 **SEVENTH 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.

**SEVENTH GRADE SOCIAL STUDIES**

**World History and Geography: The Middle Ages to the Exploration of the Americas**

**Course Description:** Seventh grade students will explore the cultural, economic, geographical, historical, and political changes of Western Civilization in Europe as well as the geographic regions of East Asia, West Africa, and Southwest Asia and Northern Africa. Students will compare and contrast the history and geography of civilizations that were developing concurrently throughout Africa, Europe, the Americas, and Asia during the 15th to 18th centuries. Students will examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students will describe the indigenous populations of the Americas and the long-term impact of European exploration in the New World. Finally, students will analyze the influence of geography on the development of civilizations as they continue their study of world history and geography. 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 is a continuation of the 6th grade 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*

**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: | | | | |
| **East Asia: 400-1500s CE** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard |  |  |  |
| 7.01 | Identify and locate the geographical features of East Asia, including:   * China * Gobi Desert * Himalayan Mountains * Japan * Korean Peninsula * Pacific Ocean * Plateau of Tibet * Sea of Japan (East Sea) * Yangtze River * Yellow River | X |  |  |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group* | | | | |
| 7.02 | Describe how the reunification of China prior to the Tang Dynasty helped spread Buddhist beliefs. | X |  |  |
| 7.03 | Summarize agricultural, commercial, and technological developments during the Song Dynasties, and describe the role of Confucianism during the Song. | X |  | -The text deals with Tang and Song together. The standard only calls for Song. It would be helpful to have them separated out in the text. (mostly 142-146) |
| 7.04 | Examine the rise of the Mongol Empire, including the conquests of Genghis Khan. | X |  |  |
| 7.05 | Describe Kublai Khan’s conquest of China, and explain how he was able to maintain control of the Yuan Empire. | X |  |  |
| 7.06 | Summarize the effects of the Mongolian empires on the Silk Roads, including the importance of Marco Polo’s travels on the spread of Chinese technology and Eurasian trade. | X |  |  |
| 7.07 | Analyze the achievements of the Ming Dynasty and reasons for its isolationism, including building projects (e.g., the Forbidden City and reconstruction of the Great Wall) and Zheng He’s sea voyages. | X |  | -The sidebar on the Great Wall should be in the text. (158) |
| ***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* | | | | |
| 7.08 | Describe the origins and central features of Shintoism:   * Key Person(s): None * Sacred Texts: No sacred text * Basic Beliefs: localized tradition that focuses on ritual practices that are carried out with discipline to maintain connections with ancient past; animism and Kami | X |  |  |
| 7.09 | Explain how Japanese culture changed through Chinese and Korean influences (including Buddhism and Confucianism) as shown in the Constitution of Prince Shotoku and the adoption of the Chinese writing system. | X |  |  |
| 7.10 | Describe how the Heian aristocracy contributed to the development of a Japanese national culture. | X |  |  |
| 7.11 | Analyze the rise of a military society in the late 12th century and the role of the shogun and samurai in Japanese society. | X |  |  |
| **Byzantine Empire: 400-1500s CE** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard |  |  |  |
| 7.12 | Identify the continuation of the Eastern Roman Empire as the Byzantine Empire, and describe the diffusion of Christianity and the Latin language. | X |  |  |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group* | | | | |
| 7.13 | Explain the importance of Justinian’s political, social, and architectural achievements. | X |  |  |
| 7.14 | Analyze the importance of regional geography and the location of Constantinople in maintaining European culture. | X |  |  |
| **Southwest Asia and North Africa: 400-1550s CE** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard |  |  |  |
| 7.15 | Identify and locate the geographical features of Southwest Asia and North Africa, including:   * Arabian Peninsula * Arabian Sea * Black Sea * Caspian Sea * Euphrates River * Mecca * Mediterranean Sea * Persian Gulf * Red Sea * Tigris River | X |  | -Need to change the name of the chapter, Islamic Civilization, to match the unit title in the standards – Southwest Asia and North Africa: 400-1500s CE |
| ***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* | | | | |
| 7.16 | Describe the origins and central features of Islam:   * Key Person(s): Mohammad * Sacred Texts: The Quran and The Sunnah * Basic Beliefs: monotheism, Five Pillars | X |  |  |
| 7.17 | Describe the diffusion of Islam, its culture, and the Arabic language. | X |  |  |
| 7.18 | Summarize the contributions of the region’s scholars in the areas of:   * Art * Geography * Literature * Mathematics * Medicine * Philosophy * Science | X |  | Philosophy is covered in various places throughout the text; however, it would be very helpful if it were included with the rest of the contributions on pages 188-120. |
| 7.19 | Explain the importance of Mehmed II the Conqueror, the fall of Constantinople, and the establishment of the Ottoman Empire. | X |  |  |
| 7.20 | Analyze the development of trade routes throughout Asia, Africa, and Europe and the expanding role of merchants. | X |  | -This is covered over an 18-page span. Not easy to navigate through that. |
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| **West Africa: 400-1500s CE** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard |  |  |  |
| 7.21 | Identify and locate the geographical features of West Africa, including:   * Atlantic Ocean * Djenne * Gulf of Guinea * Niger River * The Sahara * Timbuktu | X |  |  |
| 7.22 | Explain indigenous African spiritual traditions, including: ancestor worship, animism, and the relationship between humans and deities. | X |  |  |
| 7.23 | Analyze the growth of the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenne and Timbuktu as centers of trade, culture, and learning. | X |  |  |
| 7.24 | Describe the role of the Trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and in the exchange of salt, gold, and slaves. | X |  |  |
| 7.25 | Explain the importance of griots in the transmission of West African history and culture. | X |  |  |
| *Note: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  *Including: used to say that a person or thing is a part of a group* | | | | |

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| 7.26 | Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca in 1324. | **X** |  |  |
| **Middle Ages in Western Europe: 400-1500s CE** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard |  |  |  |
| 7.27 | Identify and locate geographical features of Europe, including:   * Alps * Atlantic Ocean * English Channel * Mediterranean Sea * Influence of the North Atlantic Drift * North European Plain * Ural Mountains | X |  | -Don’t really have a map showing the North Atlantic Drift (38) |
| 7.28 | Describe the role of monasteries in the preservation of knowledge and spread of the Catholic Church beyond the Alps. | X |  |  |
| 7.29 | Explain how Charlemagne shaped and defined medieval Europe, including: his impact on feudalism, the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire. | **X** |  |  |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group* | | | | |

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| 7.30 | Describe the development of feudalism and manorialism, their role in the medieval European economy, and the way in which they were influenced by physical geography (i.e., the role of the manor and the growth of towns). | X |  |  |
| 7.31 | Analyze the Battle of Hastings and the long-term historical impact of William the Conqueror on England and Northern France. | X |  |  |
| 7.32 | Describe how political relationships both fostered cooperation and led to conflict between the Papacy and European monarchs. | X |  |  |
| 7.33 | Analyze the impact of the Magna Carta, including: limiting the power of the monarch, the rule of law, and the right to trial by jury. | X |  |  |
| 7.34 | Analyze the causes, effects, and key people of the 1st, 2nd, and 3rd Crusades, including: Pope Urban II, Saladin, and Richard I. | X |  | -Richard should not be a sidebar. He should be in the text. (68) |
| 7.35 | Explain how the Crusades impacted Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact with cultures outside Europe. | X |  |  |
| *Note: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  *Including: used to say that a person or thing is a part of a group*  *i.e.: “that is” or “in other words”; specific examples that should be used* | | | | |

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| 7.36 | Describe the economic and social effects of the spread of the Black Death (i.e., Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population. | X |  | -Fix that painting on page 82 |
| 7.37 | Analyze the importance of the Black Death on the emergence of a modern economy, including:   * Agricultural improvements * Commerce * Growth of banking * A merchant class * Technological improvements * Towns | X |  |  |
| 7.38 | Describe the significance of the Hundred Years War, including the roles of Henry V in shaping English culture and language and Joan of Arc in promoting a peaceful end to the war. | X |  |  |
| 7.39 | Explain the significance of the Reconquista, Inquisition, and the rise of Spanish and Portuguese kingdoms in the Iberian Peninsula. | X |  |  |
| **Early Modern Europe: 1400-1700s CE** | | Yes | No | Evidence (e.g., page numbers and/or examples of inclusion) |
| Standard Number | Content Standard |  |  |  |
| 7.40 | Explain how the location of the Italian Peninsula impacted the movement of resources, knowledge, and culture throughout Italy’s independent trade cities. | X |  |  |
| *Note: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  *Including: used to say that a person or thing is a part of a group*  *i.e.: “that is” or “in other words”; specific examples that should be used* | | | | |
| 7.41 | Identify the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance. | X |  |  |
| 7.42 | Explain humanism, and describe how Thomas Aquinas’s writings influenced humanistic thought and fostered a balance between reason and faith. | X |  | -Again, this is all of the place in the text. Some streamlining would be nice. The discussion on Aquinas is on pages 73-74, but humanism isn’t discussed until the 300s. Also, there is not direct connection between Aquinas and Humanism. There is for Scholasticism, but not humanism. |
| 7.43 | Explain the development of Renaissance art, including the significance of:   * Leonardo da Vinci * Michelangelo * William Shakespeare * Systems of patronage | X |  |  |
| 7.44 | Analyze Johannes Gutenberg’s printing press and William Tyndale’s translation of the Bible into the English language as vehicles for the spread of books, growth of literacy, and dissemination of knowledge. | X |  |  |
| 7.45 | Explain the significant causes of the Protestant Reformation, including: the Catholic Church’s taxation policies, the selling of indulgences, and Martin Luther’s 95 Theses. | X |  |  |
| 7.46 | Analyze the development of the Protestant Reformation and the split with the Catholic Church, including: the emphasis on scripture alone, salvation by faith, and predestination. | X |  |  |
| *Note: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  *Including: used to say that a person or thing is a part of a group* | | | | |

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| 7.47 | Explain the political and religious roles of Henry VIII and Mary I in England's transition between Catholicism and Protestantism. | X |  |  |
| 7.48 | Analyze how the Catholic Counter-Reformation emerged as a response to Protestantism and revitalized the Catholic Church, including the significance of: St. Ignatius of Loyola, the Jesuits, and the Council of Trent. | X |  | -There is much debate as to the Counter-Reformation in that is evidence that it started before Luther’s Theses, thus before the Protestant Reformation. This would mean that the Counter-Reformation is not a response to the Protestant Reformation. (290-300) |
| 7.49 | Examine the Golden Age of the Tudor dynasty (i.e., Queen Elizabeth I), including the defeat of the Spanish Armada and the rise of English power in Europe. | X |  |  |
| 7.50 | Compare and contrast heliocentric and geocentric theories of the Greeks (geocentric), Copernicus (heliocentric), and Kepler (elliptical orbits). | X |  |  |
| 7.51 | Examine Galileo Galilei’s theories and improvement of scientific tools, including the telescope and microscope. | X |  |  |
| 7.52 | Explain the significance of the following in regards to the Scientific Revolution: Sir Francis Bacon in establishing the scientific method and Sir Isaac Newton’s three Laws of Motion. | X |  |  |
| *Note: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  *Including: used to say that a person or thing is a part of a group*  *i.e.: “that is” or “in other words”; specific examples that should be used* | | | | |

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| **Indigenous Civilizations of the Americans: 400-1500s CE** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard |  |  |  |
| 7.53 | Identify and locate the geographical features of the Americas, including:   * Andes Mountains * Appalachian Mountains * Atlantic Ocean * Caribbean Sea * Central Mexican Plateau * Great Plains * Gulf of Mexico * Mississippi River * North America * Pacific Ocean * Rocky Mountains * South America * Yucatan Peninsula | X |  |  |
| 7.54 | Explain the impact of geographic features on North American Indian cultures (i.e., Northeast, Southeast, and Plains), including: clothing, housing, and agriculture. | X |  |  |
| 7.55 | Describe the existence of diverse networks of North American Indian cultures (within present-day United States) including: varied languages, customs, and economic and political structures. | X |  |  |
| *Note: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  *Including: used to say that a person or thing is a part of a group*  *i.e.: “that is” or “in other words”; specific examples that should be used* | | | | |
| 7.56 | Explain the impact of geographic features and climate on the agricultural practices and settlement of the Maya, Aztec, and Incan civilizations. | X |  |  |
| 7.57 | Describe the social, economic, and political characteristics of the Maya, Aztec, and Incan civilizations, including: oral traditions, class structures, religious beliefs, slavery, and advancements (e.g., astronomy, mathematics, and calendar). | X |  | -Oral traditions is a sidebar, but it is mentioned. No reason it cannot be in the text. (226) |
| **Age of Exploration: 1400-1700s CE** | | Yes | No | Evidence (e.g., page numbers and/or examples of inclusion) |
| Standard Number | Content Standard |  |  |  |
| 7.58 | Analyze why European countries were motivated to explore the world, including: religion, political rivalry, and economic gain (i.e., mercantilism). | X |  | -Really spread out, but is covered. |
| 7.59 | Identify the significance of the voyages and routes of discovery of the following explorers by their sponsoring country:   * England: Henry Hudson * France: Jacques Cartier * Portugal: Vasco da Gama, Bartolomeu Dias * Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Amerigo Vespucci |  | X | -Henry Hudson is not adequately covered as an English explorer. The text does not show the significance of the voyage while exploring for England as the standard details. One green arrow on a convoluted map at the beginning of the chapter is not adequate to meet the 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:*  *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* | | | | |

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| 7.60 | Describe Prince Henry the Navigator’s influence on exploration, voyages, cartographic improvements, and tools related to exploration (i.e., compass, caravel, astrolabe, and Harrison’s chronometer) during the Age of Discovery. | X |  | -I’m going to give this one to you as the standard asks for Henry’s influence on that entire list. He did not have an influence of most of those. They influenced him. (348-349) |
| 7.61 | Locate and identify French, Spanish, English, Portuguese, and Dutch colonies in the Americas, and explain how religion impacted the location of settlement by each country. | X |  |  |
| 7.62 | Describe how the Aztec and Inca empires were eventually defeated by Spanish Conquistadors (i.e., Hernan Cortes and Francisco Pizarro). | X |  | -Great job of telling the story. (354-357) |
| 7.63 | Locate and identify the European regions that remained Catholic and those that became Protestant and how that division affected the distribution of religions in the New World. | X |  |  |
| 7.64 | Explain the impact of the Columbian Exchange on people, plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the 15th and 16th centuries, and examine the major economic and social effects on each continent. | X |  |  |
| 7.65 | Explain how Spanish colonization introduced Christianity, the mission system, and the encomienda system to the Americas as well as Bartolome de la Casa’s role in the transition to African slavery. | X |  | -Las Casas’ role is covered in a sidebar and could easily be in the text. (367) Thank you for spelling his name correctly, even though it is misspelled in the 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:*  *i.e.: “that is” or “in other words”; specific examples that should be used* | | | | |
| **SECTION IA:** | | Yes | No | Notes (summary of notes from section IA) |
| The instructional materials reviewed in section IA represents 100% alignment with the Tennessee Social Studies Standards and explicitly focuses teaching and learning on the grade level standards at a level of rigor necessary for students to reach mastery. | |  | X | See notes |

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| **SECTION I. Alignment to Tennessee State Social Studies Standards (Grade 5, Part 1)**  ***Part B. Focus:*** Instruction centers on the grade level topic, content strands, and Social Studies Practices at the level articulated within the standards. | | | | |
|  | | **Yes** | **No\*** | **\* Evidence of extraneous or inaccurate materials** |
| Materials focus on the grade level standards (i.e., does not include information from outside of the scope of the grade level standards or use disconnected facts and details). | | **X** |  | -Need to change the name of the chapter, Islamic Civilization, to match the unit title in the standards – Southwest Asia and North Africa: 400-1500s CE  -Rearrange the lessons and chapters to match the flow of the standards. They standards are written with a specific flow and purpose.  -Stop using sidebars to fit the standards into an existing textbook |
| 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 | ***X*** |  |  |
| **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*** |  |  |
| **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.* | ***N/A*** |  |  |
| **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*** |  | ***Outstanding job on both primary and secondary sources. Plenty throughout and great questions to go with them.*** |
| **SSP.02** | Critically examine primary or secondary source(s). | ***X*** |  | ***See comments above*** |
| **SSP.03** | Organize data from a variety of sources. | ***X*** |  |  |
| **SSP.04** | Construct and communicate arguments supported by evidence. | ***X*** |  |  |
| **SSP.05** | Develop historical awareness. | ***X*** |  |  |
| **SSP.06** | Develop geographic awareness. | ***X*** |  |  |
| **Additional comments on the Social Studies Practices within materials:** | | | | |

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| **SECTION I. Alignment to Tennessee State Social Studies Standards (Grade 7)**  ***Part B. Focus:*** Instruction centers on the grade level topic, content strands, and Social Studies Practices at the level articulated within the standards. | | | |
|  | **Yes** | **No\*** | **\* Evidence of extraneous or inaccurate materials** |
| Materials focus on the grade level standards (i.e., do not include information from outside of the scope of the grade level standards or use disconnected facts and details). | **X** |  | **See comments from the first time Part B appears on the screener** |
| Materials are accurate and grade level appropriate. | **X** |  |  |

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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** |  | **Great job on balance** |
| **Additional comments on T.C.A. within materials:** | | | |

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

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

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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 | |  | Nice use of sources. Not easy to find during the Medieval period. |
| ***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 sequence does not follow the sequence of the standards. One has to hunt all over the text to find information listed in the standards. There might be one part of a standard on page 200 and another part of the standard on page 350. Very frustrating! |
| ***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.* | I’m the last person to address bias. I’m not easily offended. | | | |
| **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 |  | |  |
| 1. Engages students through real-world, relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit critical thinking and problem solving. | X |  | | Great work here. |
| 1. Includes differentiated materials that provides support for the following: ELL students, students with disabilities, or struggling learners. | X |  | | Quite a few options here. Would like to see more variation in modalities. |
| 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 |  | | Nice PBL options. |

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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 |  | I didn’t notice bias and these are accessible to all. |
| 1. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance. |  | X | I don’t see rubrics. |
| 1. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures. | X |  | Good work here. |
| 1. Assessments are embedded throughout instructional materials as tools for students’ learning and teachers’ monitoring of instruction. | X |  | Nice here. |
| 1. Assessments provide teachers with a range of data to inform instruction. |  | X | Too many items linked to the reading and not to the standards.  There is only one type of item we use on TCAP – multiple choice. None of the other options are available – multiple select, TE, one-point, four-point. |

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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 |  | Pretty good background info provided throughout the teacher edition. |
| 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 | Don’t see much out of the ELA world to link with. |
| 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 |  | Going to say yes here, but don’t really know how a textbook would do this anyway. |
| 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 |  |  |