 **WORLD HISTORY AND GEOGRAPHY INSTRUCTIONAL MATERIALS SCREENING INSTRUMENT**

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

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

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

**WORLD HISTORY AND GEOGRAPHY**

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

*This course is a continuation of the 6th and 7th grade survey courses of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the contemporary world and its impact on students today.*

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

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

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

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

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

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

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

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| **SECTION I. Alignment to Tennessee State Social Studies Standards**  ***Part A.*** The instructional materials represent 100% alignment with the Tennessee State Social Studies Standards and explicitly focus teaching and learning on the grade level standards, topics, and content strands at a level of rigor necessary for students to reach mastery: | | | | | |
| **Age of Revolution (1750-1850)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| W.01 | Describe the concept of the divine right of kings as well as the features, strengths, and weaknesses of European absolutism, including: Louis XIV, Versailles, and Peter the Great. | | X |  | P 12; 17-23 |
| W.02 | Compare documents that establish limits on government in response to absolute monarchy (e.g., the Magna Carta and the English Bill of Rights). | | X |  | P 14; 38 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | |
| W.03 | Compare the major ideas of philosophers during the Age of Enlightenment, such as Charles-Louis de Montesquieu, Thomas Hobbes, John Locke, and Jean-Jacques Rousseau. | | X |  | P 24-5; 35-9 (includes Voltaire and Diderot not in standard) |
| W.04 | Examine the causes and consequences of the English Civil War. | | X |  | P 4-16 |
| W.05 | Identify the major causes of the French Revolution, including the impact of: | | X |  | P 38; 49-50; 70-77; 59-61; 67-8 |
| * The American Revolution * Conflicting social classes * Economic factors | * Enlightenment political thought * Government corruption and weakness |
| W.06 | Summarize the major events of the French Revolution (e.g., storming of the Bastille, execution of Louis XVI, reign of terror), and trace the evolution of France’s government from constitutional monarchy to democratic despotism to the Napoleonic Empire. | | X |  | P 67-77; 80-93 |
| W.07 | Analyze the geographic, political, and social factors that contributed to the rise and fall of Napoleon Bonaparte’s empire. | | X |  | P 85-6; 88-96 |
| W.08 | Identify how the ideas of the Enlightenment inspired Thomas Jefferson and the Declaration of Independence, and compare the American Revolution with the French Revolution. | | X |  | P 56-61; 86 |
| ***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*  ***Including****: used to say that a person or thing is a part of a group*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | |
| W.09 | Explain the effects of the French Revolution on Europe and the world, including the influence of: the Napoleonic Code, Concert of Europe, and Haitian Revolution. | | X |  | P 126-31; 141-2 |
| **The Industrial Revolution (1750s-1900s)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| W.10 | Explain how the Agricultural Revolution, mechanization, and the “enclosure movement” led to rapid population growth, rural to urban migration, and the growth of major cities in Europe and North America. | | X |  | P 114-25 |
| W.11 | Explain the geographic and economic reasons why the Industrial Revolution began in England, including: natural resources, entrepreneurship, labor, and access to capital. | | X |  | P 114-18; 124-5 |
| W.12 | Analyze how geographic and cultural features were an advantage or disadvantage to the diffusion of the Industrial Revolution. | | X |  | P 124; 118-23; 125 |
| W.13 | Describe the geographic scale, trade routes, and conditions of the forced migration of Africans to the Western Hemisphere, including connections between slave labor and the growth of industrial economies. | | X |  | P 108-13; 126-9 |
| W.14 | Explain how scientific and technological innovations (e.g., the steam engine, new textile technology, steel processing, medical advances, electricity, and new methods of transportation) led to massive social, economic, cultural, and demographic changes. | | X |  | P 115-18; 152-65 (particularly strong) |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | |
| W.15 | Evaluate the industrialization of Europe in terms of:   * Social benefits (e.g., increases in productivity and life expectancy) * Social costs (e.g., harsh working and living conditions, pollution, child labor, and income inequality) * Attempts to address these costs (e.g., political reform, urban planning, philanthropy, labor unionism, education reform, and public health and sanitation) | | X |  | P 120-3; 158-65 (could strengthen philanthropy) |
| W.16 | Compare and contrast the rise of the following economic theories as a result of industrialization: capitalism, communism, and socialism. | | X |  | P 122; 160-1; 169-75 |
| **Nationalism and Imperialism (1850-1914)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Content Standard | | |  |  |  |
| W.17 | Define nationalism, and explain how nationalism, cultural geography, and physical geography contributed to the unification of nations, such as Germany and Italy. | | X |  | P 132-9 |
| W.18 | Describe the rise of anti-Semitism in Europe during this time period. | | X |  | P 180-1 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed*  ***such as:*** *introduces an example or examples of something mentioned* | | | | | |

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| W.19 | Define imperialism, and analyze reasons for 19th century imperialism, including: competition between empires, cultural justifications, and the search for natural resources and new markets in response to rapid industrialization. | X |  | P 186-221 (particularly strong section) |
| W.20 | Describe the natural resources and geographic features of Africa, their role in attracting European economic interests, and their impact on global trade. | X |  | P 198-203 |
| W.21 | Analyze the outcomes of the Berlin Conference and the impact of superimposed boundaries on African indigenous populations, and compare the geographic progression of imperialistic claims on the African continent by European empires. | X |  | P 202; 465; 470 |
| W.22 | Describe successful (e.g., Ethiopia) and unsuccessful (e.g., Zulu Wars and Ashanti Wars) examples of African resistance to European imperialism. | X |  | P 202-5 (could strengthen Ethiopia content) |
| W.23 | Describe the importance of India to the British Empire, the Suez Canal as a connection between Great Britain and India, and India’s reaction to British rule. | X |  | P 199-200; 208-214 |
| W.24 | Explain the growing influence of western powers on China from the Opium Wars through the Boxer Rebellion. | X |  | P 228-235 |
| ***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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| W.25 | Explain cultural diffusion, and describe the diffusion of cultures between Europe, Africa, and Asia as a result of European imperialism. | | X |  | P 189-90; 204-5; 244-5 (cultural diffusion should be defined) |
| W.26 | Analyze Japan’s abandonment of isolationism, its embrace of technological and political changes, and its consequent rise as an imperial power in the late 19th century. | | X |  | P 247-53 |
| W.27 | Describe the natural resources and geographic features of Central and South America, their role in attracting American and European economic interests, and their impact on global trade. | | X |  | P 215-21 (possibly considering strengthening physical geography content) |
| W.28 | Compare and contrast the impact of economic imperialism on Central and South America with the impact of imperialism on other parts of the world. | | X |  | P 216-17; 221 |
| **World War I through the Depression (1910s-1930s)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Content Standard | | |  |  |  |
| W.29 | Explain how tensions between nations and states contributed to regional conflicts of the era. | | X |  | Numerous pages in a number of sections |
| W.30 | Explain how the rise of militarism, alliances, imperialistic rivalries, and growing nationalism led to the outbreak of World War I. | | X |  | P 260-7 |
| W.31 | Describe how trench warfare, the resulting stalemate, war of attrition, and advances in weaponry (e.g., chemical weapons, machine guns, submarines, tanks) affected the course and outcome of World War I. | | X |  | P 268-78 |
| W.32 | Analyze the importance of geographic factors in military decision-making, and determine the principal theaters and significance of major battles in World War I (e.g., Battles of the Marne, Verdun, the Somme, etc.). | | X |  | P 261-77; 288-93 (could improve physical geography content) |
| W.33 | Explain how the entrance of the United States and the exit of Russia affected the course and outcome of World War I. | | X |  | P 268-77; 288 |
| W.34 | Define total war, and describe its effect on European civilian populations, including:   * Food shortages * Industrial production of war materials * Naval/submarine blockades * Women as war workers | | X |  | P 273-7; 788-9 |
| W.35 | Describe the effects of World War I, including the significance of: | | X |  | P 268-77; 287-95 (could emphasize environmental changes) |
| * Armenian Genocide * Collapse of major empires * Economic losses * Environmental changes | * Loss of human life * Movement of populations * Spread of disease |
| ***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*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | |

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| W.36 | Compare the goals of leading nations (i.e., U.S., France, Great Britain, Italy, and Japan) at the Paris Peace Conference with the outcomes of the Treaty of Versailles and its impact on Germany. | | X |  | P 289-93 |
| W.37 | Analyze the shifts in geopolitical boundaries post-World War I resulting from the Treaty of Versailles and the League of Nations mandate system. | | X |  | P 290-93; 333-9 |
| W.38 | Determine the causes and consequences of the Bolshevik Revolution and Russian Civil War. | | X |  | P 280-6 |
| W.39 | Analyze the cultural, economic, and intellectual trends of the 1920s. | | X |  | P 302-8 |
| W.40 | Describe the collapse of international economies in 1929 that led to the Great Depression, including the significance of: | | X |  | P 300-8 |
| * Overproduction * Unemployment * Inflation | * Restrictive trade policies * Post-war economic relationships between the U.S. and Europe |
| ***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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| **Rise of Totalitarianism and World War II (1930s-1945)** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard |  |  |  |
| W.41 | Explain how economic instability, nationalism, and political disillusionment in Germany and Japan led to the rise of totalitarian regimes. | X |  | P 310-6 Germany and Italy; 348-9 Japan |
| W.42 | Compare and contrast the rise to power, goals, and characteristics of Adolf Hitler, Benito Mussolini, and Joseph Stalin’s totalitarian regimes. | X |  | P 309-18 |
| W.43 | Analyze the role of geographic features and natural resources in increasing tensions prior to and during World War II. | X |  | P 378-84 |
| W.44 | Compare the Italian, German, and Japanese efforts to expand their empires in the 1930s, including: the invasion of Ethiopia, German militarism, and atrocities in China. | X |  | P 378-84 |
| W.45 | Explain the role of military alliances, appeasement, isolationism, and the domestic distractions in Europe and the U.S. prior to the outbreak of World War II. | X |  | P 378-87 |
| ***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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| W.46 | Describe how geography and technology (e.g., airplanes, advanced medicine, propaganda, radar) influenced wartime strategies, including: blitzkrieg, “island hopping”, kamikaze, and strategic bombing. | | X |  | P376-400 |
| W.47 | Describe the geography and outcomes of major battles and turning points of World War II in both the European and Pacific theaters, including: | | X |  | P 385-91; 407-11 |
| * Battle of Britain * Battle of Midway * Battle of Stalingrad | * Battle of Normandy * Battle of the Bulge |
| W.48 | Describe the roles of leaders during World War II, including the significance of: | | X |  | P 379-413 |
| * Winston Churchill * Adolf Hitler * Benito Mussolini * President Franklin D. Roosevelt | * Joseph Stalin * Hideki Tojo * President Harry S. Truman |
| W.49 | Describe the persecution of Jews and other targeted groups in Europe leading up to World War II, and explain why many people were unable to leave and their efforts to resist persecution. | | X |  | P 180-1; 402-3 |
| W.50 | Explain the state-sponsored mass murder of the Jews in Nazi-controlled lands, and describe the varied experiences of Holocaust survivors and victims. | | X |  | P 401-6 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | |
| W.51 | Explain the decisions made in the Atlantic Charter and at the Tehran, Yalta, and Potsdam Conferences. | | X |  | P 387; 411-3 |
| W.52 | Describe the development of atomic bombs, and evaluate both the decisions to use them and the impact of their use. | | X |  | P 400; 407; 411 |
| W.53 | Describe the cultural, economic, geographic, and political effects of World War II, including: | | X |  | P 395-99; 411-3 (could strengthen cultural heritage portion) |
| * Casualties of the war (military and civilian) * Changes to geopolitical boundaries * Creation of the United Nations | * Destruction of cultural heritage * Division of Germany * Impact of the Nuremberg trials * Refugees and displaced populations |
| W.54 | Summarize the nature of reconstruction in Europe after 1945, including both the economic and political purposes of the Marshall Plan. | | X |  | P 421-6; 435; 491 |
| W.55 | Explain the origins and significance of the establishment of the State of Israel, and describe the reactions by surrounding Arab countries to the United Nations’ decision to establish Israel. | | X |  | P 458-61 |
| W.56 | Describe the economic and military power shift at the end of World War II, such as Soviet control over Eastern Europe and the economic recoveries of Germany and Japan. | | X |  | P 411-3; 418-26; 432-41 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group* | | | | | |
| **Cold War (1945-1991)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| W.57 | Analyze the rise of communism and Mao Zedong in China, as well as the related political, social, and economic impacts on China. | | X |  | P 427-31 |
| W.58 | Describe the characteristics of the Cold War, and explain reasons for the rising tensions between the Soviet Union and former Allied powers. | | X |  | P 411-3; 421-6 |
| W.59 | Summarize the functions of the Warsaw Pact and NATO, including their roles in organizing post-war Europe. | | X |  | P 424-5; 435 |
| W.60 | Describe methods of Soviet control in Eastern Europe and the role of Berlin as a focal point in escalating Cold War tensions. | | X |  | P 500-5 |
| W.61 | Explain the role of the nuclear arms race, mutual assured destruction, and arms control agreements within the context of rising tensions between the Soviet Union and U.S. | | X |  | P 425-6 (describes but does not define MAD) |
| W.62 | Describe examples of national uprisings against the Soviet Union (e.g., Hungary and Czechoslovakia), and explain why they were unsuccessful. | | X |  | P 499; 504-5 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | |
| W.63 | Describe the competition in Asia between the Soviet Union and U.S., including the wars in Korea and Vietnam as examples of proxy wars. | | X |  | P 434-41 |
| W.64 | Explain reasons for the rapid decline of communist systems in the late 1980s, including: | | X |  | P 500-5; 510-11; 520-8; 538-41 |
| * Economic inefficiency * Unsustainable military spending * Mikhail Gorbachev’s reforms | * Economic inefficiency Unsustainable military spending * Mikhail Gorbachev’s reforms |
| W.65 | Analyze the political, economic, social, and geographic consequences of the collapse of communist governments in the Soviet Union and Eastern Europe. | | X |  | P 520-8 |
| **Creation of New States and Decolonization (1940s-1980s)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| W.66 | Explain the push and pull factors of migration. | | X |  | P 469 |
| W.67 | Explain the reasons for and the effects of the partition of the Indian subcontinent into India and Pakistan in 1947. | | X |  | P 450-54 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group* | | | | | |
| W.68 | Explain the factors that led to the creation of a lasting democratic government in India as well as the roles of political leaders (e.g., Mohandas Gandhi, Jawaharlal Nehru, Indira Gandhi). | | X |  | P 346-54 |
| W.69 | Describe the development, goals, and outcomes of nationalist movements in Africa, including the ideas and roles of nationalist leaders (e.g., Jomo Kenyatta, Patrice Lumumba, and Gamal Abdel Nasser). | | X |  | P 459-60; 465-70 |
| W.70 | Explain the fight against and dismantling of the apartheid system in South Africa, including the roles of Nelson Mandela and the African National Congress. | | X |  | P 465-7; 470; 482-3 |
| W.71 | Analyze the political, economic, ethnic, and military challenges faced by newly-created countries in post-imperial Africa (e.g., civil war, genocide, corruption). | | X |  | P 465-72 |
| W.72 | Explain how ideological conflicts between capitalism and communism led to armed insurgencies, revolutions, and military dictatorships in Latin American nations, including: Argentina, Colombia, Cuba, and Nicaragua. | | X |  | P 473-81 |
| W.73 | Describe how competing national, ethnic, and religious interests led to conflict and the establishment of new countries in the Balkans. | | X |  | P 503-5; 520-8 |
| W.74 | Compare and contrast the causes and effects of modern genocide, including in: Cambodia, Rwanda, and the former Yugoslavia. | | X |  | P 435; 470; 527-8; 582-3 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | |
| W.75 | Explain the causes and effects of German reunification on both West and East Germany. | | X |  | P530-1 |
| W.76 | Analyze the response of Arab countries to the creation of the State of Israel and the peace processes in the Middle East, including the Camp David and Oslo Accords. | | X |  | P 458-61 |
| **Understanding the Contemporary World (1980s- present)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| W.77 | Analyze the demographic changes of countries in post-World War II regions, using population pyramids and census data. | | X |  | P 590-1 |
| W.78 | Explain the challenges of rapid population growth on developing countries (e.g., China and India) and of population decline in developed countries (e.g., Germany, Japan, and Sweden), and give examples of policies implemented to both slow and increase population growth. | | X |  | P 539-40; 590-1 |
| W.79 | Describe the cultural, economic, geographic, and political effects of significant technological, ideological, medical, and scientific developments and breakthroughs of the era. | | X |  | P 607-13 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed*  ***Including****: used to say that a person or thing is a part of a group*  ***such as:*** *introduces an example or examples of something mentioned* | | | | | |
| W.80 | Evaluate the impact of geospatial technologies (such as GPS and GIS) on retail, military, transportation, city planning, and communication. | | X |  | P 608-9 |
| W.81 | Analyze the economic, political, and social impacts of drug and human trafficking in the contemporary era. | | X |  | P 552-3; 579 |
| W.82 | Analyze how technology has intensified patterns of globalization and led to the idea of space-time compression, containerization, and computer technology. | | X |  | P 598-601 (would be helpful to define space-time compression and containerization) |
| W.83 | Explain the goals and consequences of trade organizations and treaties and how they have played a role in the growing global economic system. | | X |  | P 600-3 |
| W.84 | Identify examples of supranational organizations, and discuss the benefits and drawbacks of membership. | | X |  | P 600-6 (needs a clear definition of supranational organizations) |
| W.85 | Analyze the causes and effects of an increased role of South and East Asian countries in the global economy. | | X |  | P 538-47 |
| W.86 | Describe the international importance and rapid economic development of the oil-rich Persian Gulf states. | | X |  | P 561-3; 603 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***such as:*** *introduces an example or examples of something mentioned* | | | | | |
| W.87 | Explain implications of the transition from the use of fossil fuels to alternative and renewable energy sources. | | X |  | P 611-3 |
| W.88 | Describe governing ideologies, conflicts among nations (e.g., Persian Gulf War), and popular religious or democratic movements in the Middle East/North Africa. | | X |  | P 458-63; 560-66 |
| W.89 | Analyze the causes and consequences of terrorism and international efforts to counteract it. | | X |  | P 563; 578-82; 614-5 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | |

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| **SECTION IA:** | **Yes** | **No** | **Notes (summary of notes from section IA)** |
| The instructional materials reviewed in section IA represents 100% alignment with the Tennessee Social Studies Standards and explicitly focuses teaching and learning on the grade level standards at a level of rigor necessary for students to reach mastery. | X |  | All standards are well-covered with maybe a few terms not being clearly defined. |

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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 |  |  |
| 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 |  | One example is the discussion of how Europeans influenced the culture of Latin America. |
| Understand the role of culture in shaping lives and society. | X |  | An example is the discussion of culture in the Middle East, including the impact of Islam on shaping daily life. |
| **Economics** | Use economic reasoning skills and knowledge of major economic concepts, issues, and systems. | X |  | The theme of economics is woven throughout the textbook, including communism and socialism systems, and much more. |
| Make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world. |  | X | There does not seem to be an emphasis on how students can use the economics discussed in the textbook to help themselves as consumers, etc. |
| **Geography** | Use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity. | X |  | Geographic topics include deforestation and desertification, along with sustainable development. |
| Explain the interactions that occur in an increasingly interdependent world. | X |  | The greenhouse effect is discussed from this perspective. |
| 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 |  | The material includes references to gender, ethnicity, and culture throughout. |
| **History** | Use materials drawn from the diversity of the human experience to analyze and interpret significant events, patterns, and themes in history. | X |  | The authors include a wide variety of sources, such as art and literature, to help students analyze and interpret history. |
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| **Politics (Politics/ Government)** | Use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels. | X |  | The text covers many types of political systems on national and international levels. Could use more on state and local. |
| Understand that people create systems of government as structures of power and authority to provide order, maintain stability, and promote the general welfare. | X |  | One good example would be the discussion of absolute monarchy vs democracy via the Enlightenment section. |
| 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 |  | This is covered in the discussion of Thomas Jefferson, the Enlightenment Period, and the development of the US system of government. |
| **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 | There does not seem to be a specific Tennessee lens for viewing this content. |
| **Additional comments on integration of the content strands into the materials:**  **I’m not sure about that last content strand. As I said above, there does not seem to be an actual Tennessee perspective in the textbook, but I’m not clear on whether that is necessary in this case. That’s the only reservation I have about approving this material for Section One.** | | | | |
| ***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 lesson begins with an excerpt from a primary source, such as a speech by Obama or Churchill. |
| **SSP.02** | Critically examine primary or secondary source(s). | X |  | The material includes numerous opportunities to analyze sources, such as the constitution of Japan, to determine central ideas. |
| **SSP.03** | Organize data from a variety of sources. | X |  | Students are asked to analyze photos (p 464 et al); maps (p 337 et al); graphs (p 124 et al) and political cartoons (p 393 et al). |
| **SSP.04** | Construct and communicate arguments supported by evidence. | X |  | Students are asked to write essays on a variety of topics, such as comparing and contrasting how different US administrations dealt with the conflict in Vietnam. |
| **SSP.05** | Develop historical awareness. | X |  | Students are asked to look at circumstances from different viewpoints; such as writing about life in a Chinese city under Chiang Kai-shek. |
| **SSP.06** | Develop geographic awareness. | X |  | Students can examine lots of maps throughout the material. Geographic questioning, along with historical content, are contained in each one. |
| **Additional comments on the Social Studies Practices within materials:**  Very well done. There is a wide variety of tasks for the students to tackle, which is helpful for differentiation. | | | | |

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

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

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

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| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part A. Key Areas of Focus*** | | | | |
|  | **Yes** | | **No** | **Evidence** |
| ***Rigor***:Learning experiences provide opportunities for thought, discourse, and practice in an interconnected and social context. | X | |  | Students are asked to examine points of view, such as when it might be acceptable to break a social contract and who was most at fault in World War I. They are asked to research the topics, form opinions, and express their arguments. |
| ***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 begins with a skill building handbook that can serve as a review of previous learning with an emphasis on skills such as map reading and understanding timelines. The text follows a chronological pattern for studying history. |
| ***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 several opportunities for students to write argumentative or explanatory essays. For example, students are asked to write about the role of ordinary citizens in revolutions. Efforts are made to encourage vocabulary and reading skills with differentiation suggestions. Group activities typically include speaking and listening components. |
|  | **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.* |  | | | |
| **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 |  | | Maps and timelines are prominently featured at the beginning of each chapter to help students have a visual sense of the physical and human geography covered in the following pages. Economics are included in the context of historical times – such as the period of instability after World War I. |
| 1. Engages students through real-world, relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit critical thinking and problem solving. | X |  | | Students are faced with relevant issues in the Citizenship activities in the text. For example, when learning about imperialism, students debate whether it was justified at the time, and do research on the current status of American imperialism and propose changes if they see fit. |
| 1. Includes differentiated materials that provides support for the following: ELL students, students with disabilities, or struggling learners. | X |  | | Each chapter offers recommendations for assisting ELL students in comprehending the material. For example, in the lesson on World War I and the Russian Revolution, the teacher is given suggestions on reading aloud certain sections, and then using vocabulary strategies on the board. |
| 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 |  | | Each chapter has two strategies for differentiating the material, whether it be for a student below or above level. For example, students approaching level may be asked to create a timeline, while more advanced students are working on a Venn Diagram and essays. |

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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 |  | Students are provided with questions covering both knowledge and skills at the end of each lesson. Teachers are provided with lesson quizzes in matching and multiple-choice formats. The chapter tests come in two forms, one emphasizing knowledge and the other emphasizing skills such as answering DBQs and writing essays. |
| 1. Assesses student mastery using methods that are unbiased and accessible to all students. | X |  | Students can be assessed through DBQs, essays, and quizzes designed in a variety of formats. Using the online component allows teachers to modify the tests or create their own to meet the specific needs of each class. |
| 1. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance. |  | X | No rubrics or scoring guidelines were noted. Although numerous recommendations are included as to essays to write, activities to do, and presentations to make, it will be at the teacher’s discretion to determine how each is weighted. |
| 1. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures. | X |  | When students miss questions at the end of a lesson, the text recommends where to find more information to review. Students can use this as a formative assessment individually, as teachers can do the same for the class as a whole. Each chapter also includes an “Entry Test” as a formative assessment. The summative assessments are particularly strong, but more attention could be paid to the pre-assessments. |
| 1. Assessments are embedded throughout instructional materials as tools for students’ learning and teachers’ monitoring of instruction. | X |  | Each lesson (several lessons make up each chapter) is followed by a variety of assessments, as is each chapter in turn. Students and teachers benefit from the quantity and variety of options. |
| 1. Assessments provide teachers with a range of data to inform instruction. | X |  | Teachers have the opportunity to assess students on a wide variety of data, from multiple choice quizzes, to essays, and classroom presentations created by the students. |

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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 |  | Each chapter begins with a “background knowledge” section that the teacher can use to help set the stage for the material to follow. Map questions at the beginning of chapters help the students understand the issues of the chapter as well. |
| 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 are some connections to science, such as a discussion of geospatial technology and an emphasis on ELA, along with some opportunities for visual arts assignments. However, there isn’t much material relevant to mathematics, performing arts, or CTE. There are some general suggestions at the beginning of the teacher’s edition, that relate to creating visual presentations. |
| 1. Provides strategies and guidance to support the inclusion of “hands-on” activities with other practices (e.g., asking questions, engagement in argument). | X |  | The materials are replete with examples of hands-on activities, including project-based learning. Each chapter offers a hands-on project such as the creation of an encyclopedia of the Enlightenment, and the creation of an historical online media presence for a figure being studied. |
| 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 | Although there are reteaching opportunities available, there does not appear to be any specific strategies offered to help a teacher determine a student’s misconceptions and reasons for not reaching mastery of the content. |
| 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 | The Citizenship sections provide a means to connect an historical event to something in contemporary life, but it is left up to the teacher to determine a way in which to make it relevant to the individual school community. |