 **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.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 |  | Re-Review Update: Inclusion of additional content on the diffusion of Buddhism and it's impact on China addressed the standard and thus is aligned. |
| 7.03 | Summarize agricultural, commercial, and technological developments during the Song Dynasties, and describe the role of Confucianism during the Song. | X |  | The way the book is organized here makes it very difficult to see if you are clearly addressing this standard. |
| 7.04 | Examine the rise of the Mongol Empire, including the conquests of Genghis Khan. | X |  | Good maps to help explain the information |
| 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 |  | Good expansion on Marco Polo. Helps put him in to context |
| 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 |  |  |
| ***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 |  | Please explicitly call this time period the Heian. It is mentioned in passing, but you have to really look for the connection. |
| 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 |  | Ch 1, Lesson 1 is mostly superfluous. Covered in 6th grade. Could use some of the information to teach the diffusion of Christianity and the Latin language, but don’t need most of it.  Interesting choice of primary sources regarding women in the early Christian Church |
| ***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 |  | Could use a little more information regarding the trading crossroads – especially as earlier standards cover China and the Silk Road. |
| **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 |  |  |
| ***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 |  |  |
| 7.19 | Explain the importance of Mehmed II the Conqueror, the fall of Constantinople, and the establishment of the Ottoman Empire. | X |  | Information is sufficient, but more could be added to clearly discuss Mehmed II. Too much is given about Suleiman, but not enough about Mehmed II. |
| 7.20 | Analyze the development of trade routes throughout Asia, Africa, and Europe and the expanding role of merchants. | X |  | Like the excerpt from *1001 Nights* |
|  | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** |  | Re-Review Update: The updates to the material do address the standard and are aligned to standard 7.22. Revisions include discussion of animism and ancestor worship, as well as other traditional beliefs. |
| 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** |  | Re-Review Update: Revisions to the chapter on Africa now include the necessary information over the cities of Timbuktu and Djenne This content is aligned to standard 7.23 and conveys the importance of these cities as centers of trade, learning, and religion. |
| 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** |  | **This information, while sufficient, should be expanded upon to ensure mastery.** |
| ***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* | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 7.26 | 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** |  |  |
| 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** |  | Re-Review Update: Text has been updated to include more information regarding Charlemagne and feudalism. This content is aligned to the standard and will help students reach mastery. |
| ***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* | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 7.30 | 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** |  | Re-Review Update: Revisions to the text on p 59-60 give more information regarding William the Conqueror, the Battle of Hastings, and the Norman rule of England This is aligned to standard 7.31 and will set the stage for students' understanding of the Middle Ages in Europe as it leads to the Renaissance. |
| 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** |  | Could include more information/excerpts to demonstrate the impact of Magna Carta on world history. Pertinent comparisons to US Declaration of Independence, Constitution, and UN Bill of Human Rights  P62 – 66 are superfluous and do not match TN standards for 7th grade |
| 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** |  | Could expand information given about Crusades 1, 2, and 3. |
| 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** |  | Need to expand information given about impact on Christian, Muslim, and Jewish populations |
| ***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* | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 7.36 | 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** |  | Good maps, but questions related to maps need to be more higher-order so students critically think through the effects |
| 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** | Not enough information given for students to master this standard. Information given reflects on how the Reconquista and Inquisition took place, but not the significance of these actions. Additionally, while it mentions that Spain was created, it doesn’t explain the significance of the Spanish and Portuguese kingdoms.  Re-Review Update: There is still not enough information in the text to satisfy alignment to this standard. There are brief mentions of Portugal as a Christian kingdom on p 86 (as noted by MHE), but that does not explain Portugal's rise to prominence. Additionally, more information is needed on the Reconquista and Inquisition for students to grasp the significance and be aligned to standard 7.39. |
| **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 |  | T Re-Review Update: he addition of more information surrounding the Medici family is aligned to standard 7.41. This supports student learning and will help ensure mastery. However, it is recommended that the information be closer together or looped. |
| 7.42 | Explain humanism, and describe how Thomas Aquinas’s writings influenced humanistic thought and fostered a balance between reason and faith. | X |  | Would be helpful to include references to prior information over Thomas Aquinas to help students make critical connections. |
| 7.43 | Explain the development of Renaissance art, including the significance of:   * Leonardo da Vinci * Michelangelo * William Shakespeare * Systems of patronage | **X** |  | Re-Review Update: The text now explains "system of patronage" on p 305 and helps students grasp the development of this concept. Information is aligned to 7.43 and fulfills the standard. |
| 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* | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 7.47 | Explain the political and religious roles of Henry VIII and Mary I in England's transition between Catholicism and Protestantism. | **X** |  | **Information given is sufficient, but students might need more clarification on the political side of this development.** |
| 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** |  |  |
| 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** |  | Re-Review Update: "Golden Age" is now explicitly stated on p 287 when discussing Queen Elizabeth I and the Tudor Dynasty. This inclusion, along with the Spanish Armada, will help students understand and analyze the rise of English power. |
| 7.50 | Compare and contrast heliocentric and geocentric theories of the Greeks (geocentric), Copernicus (heliocentric), and Kepler (elliptical orbits). | **X** |  | **Diagrams on p 324 are helpful** |
| 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* | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** |  |  |
| **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** |  |  |
| 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** |  |  |
| ***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* | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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** |  |  |
| 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** |  | Re-Review Update: The inclusion of information on p 295, 359, 360, 361, and 362 is aligned to standard 7.61. Revised information now includes a discussion of how religion impact the location and vice versa. |
| 7.62 | Describe how the Aztec and Inca empires were eventually defeated by Spanish Conquistadors (i.e., Hernan Cortes and Francisco Pizarro). | **X** |  |  |
| 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** |  | Re-Review Update: The revisions on 295 do align to standard 7.63 and will help students understand the divisions. |
| 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** |  | Re-Review Update: MHE provided information that is aligned to 7.65 on p 367. There is an inset that discusses Bartolome de la Casas and his views on African slavery. |
| ***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** | Ch 1, Lesson 1 is mostly superfluous. Covered in 6th grade. Could use some of the information to teach the diffusion of Christianity and the Latin language, but don’t need most of it.  P179 – 184 do not match TN Standards and should be considered superfluous  P329 – 339 do not match TN Standards and should be considered superfluous  Not enough information given for students to master standard 7.39. Information given reflects on how the Reconquista and Inquisition took place, but not the significance of these actions. Additionally, while it mentions that Spain was created, it doesn’t explain the significance of the Spanish and Portuguese kingdoms.  Re-Review Update: There is still not enough information in the text to satisfy alignment to this standard. There are brief mentions of Portugal as a Christian kingdom on p 86 (as noted by MHE), but that does not explain Portugal's rise to prominence. Additionally, more information is needed on the Reconquista and Inquisition for students to grasp the significance and be aligned to standard 7.39. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** | Chapters need to be reorganized to reflect the sequence of the Tennessee standards. **Re-Review Update:**  **Tennessee standards are written in a thoughtful, carefully researched format and the textbook should match this. It is very difficult to find necessary information throughout the book, as evidenced by this process. Students and teachers would benefit from a text that is aligned to our standards, including order of information.**  Ch 1, Lesson 1 is mostly superfluous. Covered in 6th grade. Could use some of the information to teach the diffusion of Christianity and the Latin language, but don’t need most of it. **Re-Review Update:**  **Again, this information is covered in the 6th grade standards and should therefore be in the 6th grade text.**  **Re-Review Update on naming of “Islamic World” chapter: Text has been revised to match Tennessee's standards and is aligned on this point**.  P179 – 184 do not match TN Standards and should be considered superfluous. **Re-Review Update: This information is not a part of the Tennessee state standards for 7th grade.**  P329 – 339 do not match TN Standards and should be considered superfluous. **Re-Review Update: This information is not a part of the Tennessee state standards for 7th grade.** |
| 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*** |  | Inclusion of cultural sections within chapters, as well as the usage of many paintings and diverse literature excerpts. |
| 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*** |  | Inclusion of information regarding trade routes and economic systems. |
| **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*** |  | Information regarding how different cultures created new governmental systems, such as the inclusion of diplomacy, monarchies, etc. |
| 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.* | **X** |  | Information in the Americas discussing North American indigenous peoples. |
| **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 |  | Throughout the textbook, there are multiple diverse paintings, primary source excerpts, and secondary accounts of historical events to help students put history in context. |
| **SSP.02** | Critically examine primary or secondary source(s). | X |  | See above |
| **SSP.03** | Organize data from a variety of sources. | X |  | See above |
| **SSP.04** | Construct and communicate arguments supported by evidence. | X |  |  |
| **SSP.05** | Develop historical awareness. | X |  |  |
| **SSP.06** | Develop geographic awareness. | X |  | Multiple maps and projections are available. |
| **Additional comments on the Social Studies Practices within materials:** | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **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** | Chapters need to be reorganized to reflect the sequence of the Tennessee standards. **Re-Review Update:**  **Tennessee standards are written in a thoughtful, carefully researched format and the textbook should match this. It is very difficult to find necessary information throughout the book, as evidenced by this process. Students and teachers would benefit from a text that is aligned to our standards, including order of information.**  Ch 1, Lesson 1 is mostly superfluous. Covered in 6th grade. Could use some of the information to teach the diffusion of Christianity and the Latin language, but don’t need most of it. **Re-Review Update:**  **Again, this information is covered in the 6th grade standards and should therefore be in the 6th grade text.**  **Re-Review Update on naming of “Islamic World” chapter: Text has been revised to match Tennessee's standards and is aligned on this point**.  P179 – 184 do not match TN Standards and should be considered superfluous. **Re-Review Update: This information is not a part of the Tennessee state standards for 7th grade.**  P329 – 339 do not match TN Standards and should be considered superfluous. **Re-Review Update: This information is not a part of the Tennessee state standards for 7th grade.** |
| Materials are accurate and grade level appropriate. | **X** |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| ***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** |  | Materials meets the requirements set forth in T.C.A. 49-6-1005 and does not place one religion over another. |
| **Additional comments on T.C.A. within materials:**  The “Islamic Civilizations” chapter needs to be renamed – Tennessee standards have this content as “Southwest Asia and North Africa: 400 – 1550s CE.” Please revise to match our standards. Re-Review Update: “Islamic World” chapter was renamed to reflect Tennessee’s standards and alignment. | | | |

**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.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 | |  | This book is somewhat rigorous but is difficult to maintain a flow throughout the year. (See below for coherence.) The interconnectedness is hard to find but is there if teachers are able to dig.  There are opportunities for discourse and thought interspersed throughout the text. |
| ***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 units skip all around the state standards and it is difficult to find specific information for some standards. New to social studies teachers will find this book hard to use; some standards are skipped or mentioned only in a sentence.  Additionally, there is a surplus of information not needed for 7th grade that will bog down teachers and students. |
| ***Literacy***: Supports student communication within a historical context through providing consistent opportunities for students to utilize literacy skills in reading, writing, vocabulary, speaking and listening. | X | |  | The text provides many opportunities for utilizing literacy skills. There are several primary sources and other documents scattered amongst the chapters that would provide a chance for discussion throughout the year. |
|  | **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.* | This material meets the expectations of TCA regarding religion in the curriculum. | | | |
| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part B. Student Engagement and Instructional Supports*.** | | | | |
|  | **Yes** | **No** | | **Evidence and/or comments** |
| 1. Provides learning experiences that incorporate the content strands (i.e., each of the content strands is learned in the context of the topic and not taught in isolation). | X |  | | The text does a fine job of incorporating the content standards throughout the curriculum. There are insets that include cultural items of note, as well as frequent geographic insets throughout the textbook. |
| 1. Engages students through real-world, relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit critical thinking and problem solving. | X |  | | The primary/secondary sources that are included throughout the text as “Making Connections” sections at the end of each chapter provide opportunities for students to practice critical thinking skills. Examples are “fact versus opinion,” “point of view,” and other problem-solving activities. |
| 1. Includes differentiated materials that provides support for the following: ELL students, students with disabilities, or struggling learners. | X |  | | The textbook comes with a separate “Inquiry Journal” that can be used for differentiation. The Inquiry Journal is set up to match the textbook – chapter by chapter – and uses graphic organizers to reinforce learning. Additionally, this journal guides students to develop research questions, includes study tips, and citizenship activities.  There are also insets throughout the book that provide guidance on differentiating activities for various groups. |
| 1. Includes differentiated materials that provides support for students approaching mastery as well as extensions for students already meeting mastery or with high interest. | X |  | | The activities included in the above section can also be used for those meeting mastery or with high interest. |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 | Not all standards are included, and the test questions do not show what standard they are meeting. The tests are very basic multiple choice with a few true/false or short answer at the end. |
| 1. Assesses student mastery using methods that are unbiased and accessible to all students. | X |  | I believe the assessments are unbiased. |
| 1. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance. |  | X | Simple answer keys are included, but as the questions do not show much in regards to student performance, the scoring guides do not either. |
| 1. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures. | X |  | Included with the materials are pre-tests, formatives (in the textbook), and summative tests. |
| 1. Assessments are embedded throughout instructional materials as tools for students’ learning and teachers’ monitoring of instruction. | X |  | There are questions interspersed throughout the text that can be used as formative assessments. |
| 1. Assessments provide teachers with a range of data to inform instruction. |  | X | Assessments do not provide much data beyond basic multiple choice skills. |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |  | Yes, however teachers who are new to social studies or without a history background will find it difficult to sift through the information to find what is actually a part of the state standards. |
| 1. Includes strategies that assist teachers in incorporating appropriate and integral connections between social studies and other subject areas (e.g., mathematics, ELA, science, visual and performing arts, CTE) | X |  | The textbook includes insets throughout the materials that contain connections to other subjects. There are many opportunities for transdisciplinary activities. |
| 1. Provides strategies and guidance to support the inclusion of “hands-on” activities with other practices (e.g., asking questions, engagement in argument). | X |  | This text does provide guidance on the inclusion of activities throughout the year. Many of the activities can be differentiated to provide the needed supports for all students. |
| 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 | I do not see any strategies specifically aimed at identifying student misconceptions |
| 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 | Other than sporadic insets regarding Tennessee, I did not see strategies to help teachers identify how to contextualize learning experiences to the school environment. |