 **SEVENTH GRADE SOCIAL STUDIES INSTRUCTIONAL MATERIALS SCREENING INSTRUMENT**

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

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

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

**SEVENTH GRADE SOCIAL STUDIES**

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

**Course Description:** Seventh grade students will explore the cultural, economic, geographical, historical, and political changes of Western Civilization in Europe as well as the geographic regions of East Asia, West Africa, and Southwest Asia and Northern Africa. Students will compare and contrast the history and geography of civilizations that were developing concurrently throughout Africa, Europe, the Americas, and Asia during the 15th to 18th centuries. Students will examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students will describe the indigenous populations of the Americas and the long-term impact of European exploration in the New World. Finally, students will analyze the influence of geography on the development of civilizations as they continue their study of world history and geography. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion. Major world religions are introduced in either 6th or 7th grade.

*This course is a continuation of the 6th grade survey of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the development of government, including the beginning of democratic practices.*

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

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

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

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

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

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

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| **SECTION I. Alignment to Tennessee State Social Studies Standards**  ***Part A.*** The instructional materials represent 100% alignment with the Tennessee State Social Studies Standards and explicitly focus teaching and learning on the grade level standards, topics, and content strands at a level of rigor necessary for students to reach mastery: | | | | |
| **East Asia: 400-1500s CE** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard |  |  |  |
| 7.01 | Identify and locate the geographical features of East Asia, including:   * China * Gobi Desert * Himalayan Mountains * Japan * Korean Peninsula * Pacific Ocean * Plateau of Tibet * Sea of Japan (East Sea) * Yangtze River * Yellow River | x |  | Correctly identified in ‘Tennessee Correlations’; especially within maps and ‘Step into the Place’ at the beginning of the chapter. |
| ***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 |  | Correctly identified in ‘Tennessee Correlations’ |
| 7.03 | Summarize agricultural, commercial, and technological developments during the Song Dynasties, and describe the role of Confucianism during the Song. | x |  | Correctly identified in ‘Tennessee Correlations’ |
| 7.04 | Examine the rise of the Mongol Empire, including the conquests of Genghis Khan. | x |  | Correctly identified in ‘Tennessee Correlations’ |
| 7.05 | Describe Kublai Khan’s conquest of China, and explain how he was able to maintain control of the Yuan Empire. | x |  | Correctly identified in ‘Tennessee Correlations’ |
| 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 |  | Correctly identified in ‘Tennessee Correlations’ |
| 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 |  | Correctly identified in ‘Tennessee Correlations’ |
| ***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 |  | Correctly identified in ‘Tennessee Correlations’ |
| 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 |  | Correctly identified in ‘Tennessee Correlations’ |
| 7.10 | Describe how the Heian aristocracy contributed to the development of a Japanese national culture. | x |  | Correctly identified in ‘Tennessee Correlations’. Great job to include women in shogun Japan. (196) |
| 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 |  | Correctly identified in ‘Tennessee Correlations’ |
| **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 |  | Correctly identified in ‘Tennessee Correlations’. Excellent job of including Orthodoxy. |
| ***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 |  | Correctly identified in ‘Tennessee Correlations’. Excellent job of including Theodora and ‘Roles of Women’ (28-29) |
| 7.14 | Analyze the importance of regional geography and the location of Constantinople in maintaining European culture. | x |  | Correctly identified in ‘Tennessee Correlations’ |
| **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 |  | Correctly identified in ‘Tennessee Correlations’; especially within maps and ‘Step into the Place’ at the beginning of the chapter. |
| ***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 |  | Correctly identified in ‘Tennessee Correlations’ |
| 7.17 | Describe the diffusion of Islam, its culture, and the Arabic language. | X |  | Correctly identified in ‘Tennessee Correlations’. Should do a better job of demonstrating a growth of literacy, not just speaking Arabic. |
| 7.18 | Summarize the contributions of the region’s scholars in the areas of:   * Art * Geography * Literature * Mathematics * Medicine * Philosophy * Science | X |  | Correctly identified in ‘Tennessee Correlations’ |
| 7.19 | Explain the importance of Mehmed II the Conqueror, the fall of Constantinople, and the establishment of the Ottoman Empire. | x |  | Correctly identified in ‘Tennessee Correlations’ |
| 7.20 | Analyze the development of trade routes throughout Asia, Africa, and Europe and the expanding role of merchants. | x |  | Correctly identified in ‘Tennessee Correlations’ |
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| **West Africa: 400-1500s CE** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard |  |  |  |
| 7.21 | Identify and locate the geographical features of West Africa, including:   * Atlantic Ocean * Djenne * Gulf of Guinea * Niger River * The Sahara * Timbuktu | **x** |  | Correctly identified in ‘Tennessee Correlations’; especially within maps and ‘Step into the Place’ at the beginning of the chapter. |
| 7.22 | Explain indigenous African spiritual traditions, including: ancestor worship, animism, and the relationship between humans and deities. | **x** |  | Correctly identified in ‘Tennessee Correlations’ |
| 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** |  | Correctly identified in ‘Tennessee Correlations’; however, Djenne and Timbuktu are treated as after thoughts. Little is provided for the importance of the geographic locations of these cities. |
| 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** |  | Correctly identified in ‘Tennessee Correlations’; however, this only shows trade with the Middle East. The only trade mentioned with Europeans is with slaves. |
| 7.25 | Explain the importance of griots in the transmission of West African history and culture. | **x** |  | Correctly identified in ‘Tennessee Correlations’ |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group* | | | | |

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| 7.26 | Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca in 1324. | **x** |  | Correctly identified in ‘Tennessee Correlations’ |
| **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** |  | Correctly identified in ‘Tennessee Correlations’; especially within maps and ‘Step into the Place’ at the beginning of the chapter. |
| 7.28 | Describe the role of monasteries in the preservation of knowledge and spread of the Catholic Church beyond the Alps. | **x** |  | Correctly identified in ‘Tennessee Correlations’ |
| 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** |  | Correctly identified in ‘Tennessee Correlations’ |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group* | | | | |

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| 7.30 | Describe the development of feudalism and manorialism, their role in the medieval European economy, and the way in which they were influenced by physical geography (i.e., the role of the manor and the growth of towns). | **X** |  | Correctly identified in ‘Tennessee Correlations’ |
| 7.31 | Analyze the Battle of Hastings and the long-term historical impact of William the Conqueror on England and Northern France. | **X** |  | Correctly identified in ‘Tennessee Correlations’ |
| 7.32 | Describe how political relationships both fostered cooperation and led to conflict between the Papacy and European monarchs. | **X** |  | Correctly identified in ‘Tennessee Correlations’ |
| 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** |  | Correctly identified in ‘Tennessee Correlations’ |
| 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** |  | Correctly identified in ‘Tennessee Correlations’ |
| 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** |  | Correctly identified in ‘Tennessee Correlations’ |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group*  ***i.e.:*** *“that is” or “in other words”; specific examples that should be used* | | | | |

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| 7.36 | Describe the economic and social effects of the spread of the Black Death (i.e., Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population. | **X** |  | Correctly identified in ‘Tennessee Correlations’ |
| 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** |  | Correctly identified in ‘Tennessee Correlations’  Great job of mentioning vernacular languages and literature (75) |
| 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** |  | Correctly identified in ‘Tennessee Correlations’ |
| 7.39 | Explain the significance of the Reconquista, Inquisition, and the rise of Spanish and Portuguese kingdoms in the Iberian Peninsula. | **X** |  | Correctly identified in ‘Tennessee Correlations’ |
| **SEarly 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** |  | Correctly identified in ‘Tennessee Correlations’ |
| ***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** |  | Correctly identified in ‘Tennessee Correlations’. I especially like Arno River and clothing is mentioned (308) |
| 7.42 | Explain humanism, and describe how Thomas Aquinas’s writings influenced humanistic thought and fostered a balance between reason and faith. | **x** |  | Correctly identified in ‘Tennessee Correlations’ |
| 7.43 | Explain the development of Renaissance art, including the significance of:   * Leonardo da Vinci * Michelangelo * William Shakespeare * Systems of patronage | **x** |  | Correctly identified in ‘Tennessee Correlations’ |
| 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** |  | Correctly identified in ‘Tennessee Correlations’. Should mention that the Gutenberg Bibles were printed in Latin (315). First dictionaries are printed during this time, link to literacy. |
| 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** |  | Correctly identified in ‘Tennessee Correlations’ |
| 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** |  | Correctly identified in ‘Tennessee Correlations’ |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group* | | | | |

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| 7.47 | Explain the political and religious roles of Henry VIII and Mary I in England's transition between Catholicism and Protestantism. | **x** |  | Correctly identified in ‘Tennessee Correlations’ |
| 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** |  | Correctly identified in ‘Tennessee Correlations’; however, Council of Trent and Jesuits are minimally covered. I appreciate the nod to Teresa (289). |
| 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** |  | Correctly identified in ‘Tennessee Correlations’ |
| 7.50 | Compare and contrast heliocentric and geocentric theories of the Greeks (geocentric), Copernicus (heliocentric), and Kepler (elliptical orbits). | **x** |  | Correctly identified in ‘Tennessee Correlations’; however, Copernicus presented his ideas in 1514 and were taught in Catholic Universities prior to being banned. The book was written well before 1543. |
| 7.51 | Examine Galileo Galilei’s theories and improvement of scientific tools, including the telescope and microscope. | **x** |  | Correctly identified in ‘Tennessee Correlations’ |
| 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** |  | Correctly identified in ‘Tennessee Correlations’ |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group*  ***i.e.:*** *“that is” or “in other words”; specific examples that should be used* | | | | |

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| **Indigenous Civilizations of the Americans: 400-1500s CE** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard |  |  |  |
| 7.53 | Identify and locate the geographical features of the Americas, including:   * Andes Mountains * Appalachian Mountains * Atlantic Ocean * Caribbean Sea * Central Mexican Plateau * Great Plains * Gulf of Mexico * Mississippi River * North America * Pacific Ocean * Rocky Mountains * South America * Yucatan Peninsula | **x** |  | Correctly identified in ‘Tennessee Correlations’; especially within maps and ‘Step into the Place’ at the beginning of the chapter. |
| 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** |  | Correctly identified in ‘Tennessee Correlations’ |
| 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** |  | Correctly identified in ‘Tennessee Correlations’ |
| ***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** |  | Correctly identified in ‘Tennessee Correlations’ |
| 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** |  | Correctly identified in ‘Tennessee Correlations’ |
| **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** |  | Correctly identified in ‘Tennessee Correlations’ |
| 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** |  | Correctly identified in ‘Tennessee Correlations’ |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group*  ***i.e.:*** *“that is” or “in other words”; specific examples that should be used*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | |

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| 7.60 | Describe Prince Henry the Navigator’s influence on exploration, voyages, cartographic improvements, and tools related to exploration (i.e., compass, caravel, astrolabe, and Harrison’s chronometer) during the Age of Discovery. | **x** |  | Correctly identified in ‘Tennessee Correlations’. Thank you for correctly identifying the instruments and their purposes. |
| 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** |  | Correctly identified in ‘Tennessee Correlations’ |
| 7.62 | Describe how the Aztec and Inca empires were eventually defeated by Spanish Conquistadors (i.e., Hernan Cortes and Francisco Pizarro). | **x** |  | Correctly identified in ‘Tennessee Correlations’ |
| 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** |  | Correctly identified in ‘Tennessee Correlations’ |
| 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** |  | Correctly identified in ‘Tennessee Correlations’ |
| 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** |  | Correctly identified in ‘Tennessee Correlations’ |
| ***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** |  | **All standards are represented.** |

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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** |  | **Focused. Extra materials provide context to the standards.** |
| Materials are accurate and grade level appropriate. | | **x** |  | **World Literature, POV, and Analyzing Sources sections are appropriate and varied.** |
| ***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*** |  | ***Numerous examples are used throughout*** |
| Understand the role of culture in shaping lives and society. | ***x*** |  | ***Numerous examples are used throughout*** |
| **Economics** | Use economic reasoning skills and knowledge of major economic concepts, issues, and systems. | ***x*** |  | ***Numerous examples are used throughout*** |
| Make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world. | ***x*** |  | ***Numerous examples are used throughout*** |
| **Geography** | Use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity. | ***x*** |  | ***Numerous examples are used throughout*** |
| Explain the interactions that occur in an increasingly interdependent world. | ***x*** |  | ***Numerous examples are used throughout*** |
| 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*** |  | ***Numerous examples are used throughout*** |
| **History** | Use materials drawn from the diversity of the human experience to analyze and interpret significant events, patterns, and themes in history. | ***x*** |  | ***Numerous examples are used throughout*** |
| World History | ***x*** |  | ***Numerous examples are used throughout*** |
| **Politics (Politics/ Government)** | Use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels. | ***x*** |  | ***Numerous examples are used throughout*** |
| Understand that people create systems of government as structures of power and authority to provide order, maintain stability, and promote the general welfare. | ***x*** |  | ***Numerous examples are used throughout*** |
| 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*** |  | ***Numerous examples are used throughout*** |
| **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*** |  | ***Numerous examples are used throughout*** |
| **Additional comments on integration of the content strands into the materials:**  **The post chapter resources World Literature, POV, and Analyzing Sources sections and the pre chapter Step into the Place provide numerous examples that support the content strands.** | | | | |
| ***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*** |  | Correctly identified in ‘Tennessee Correlations’ |
| **SSP.02** | Critically examine primary or secondary source(s). | ***x*** |  | Correctly identified in ‘Tennessee Correlations’ |
| **SSP.03** | Organize data from a variety of sources. | ***x*** |  | Correctly identified in ‘Tennessee Correlations’ |
| **SSP.04** | Construct and communicate arguments supported by evidence. | ***x*** |  | Correctly identified in ‘Tennessee Correlations’ |
| **SSP.05** | Develop historical awareness. | ***x*** |  | Correctly identified in ‘Tennessee Correlations’ |
| **SSP.06** | Develop geographic awareness. | ***x*** |  | Correctly identified in ‘Tennessee Correlations’ |
| **Additional comments on the Social Studies Practices within materials:**  **This resources has every skill embedded at numerous times.** | | | | |

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| ***Part E. Tennessee Code Annotated***: Supports the various laws mandated by the Tennessee General Assembly and ensures that appropriate attention is given to these specific areas. | | | |
|  | **Yes** | **No** | **Evidence (include evidence of the use of T.C.A. related materials within units, grade level, and between grade levels)** |
| **T.C.A. § 49-6-1005** *The inclusion of religion in textbooks, instructional materials, curriculum, or academic standards shall be for educational purposes only and shall not be used to proselytize or establish any religion or religious belief.* | **x** |  | **Standards 53, 54, 55, and 59 are presented is a manner consistent to include Tennessee.** |
| **Additional comments on T.C.A. within materials:**  **Chapter 3 should be renamed Southwest Asia and North Africa: 400-1550s CE** | | | |

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

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

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| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part A. Key Areas of Focus*** | | | | |
|  | **Yes** | | **No** | **Evidence** |
| ***Rigor***:Learning experiences provide opportunities for thought, discourse, and practice in an interconnected and social context. | x | |  | Step into the place incorporates timelines and maps. Maps, charts, and graphs are included. ‘Making Connections’ and ‘citizenship’ resources are included. |
| ***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 | Reorder the chapters to reflect the order of standards   * Remove lesson on Korea * Reformation chapter should not be placed before the Renaissance. |
| ***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 | |  | Primary sources, Biography, POV, literature, are embedded. |
|  | **Evidence** | | | |
| ***A Note on Bias and Sensitivity:*** Social, ethnic, racial, religious, and gender bias is best determined at the local level where educators have in-depth knowledge of the culture and values of the community in which students live.  *As you review materials, please note any possible bias/sensitivity issues for use at the local level.* | I do not see issues that would arise from my local district. I can’t speak for other districts. | | | |
| **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 |  | | Numerous examples throughout. s |
| 1. Engages students through real-world, relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit critical thinking and problem solving. | x |  | | However, effort should be made to draw allegory to the modern world and/or challenge students to see how history has impacted the modern world. |
| 1. Includes differentiated materials that provides support for the following: ELL students, students with disabilities, or struggling learners. | x |  | | Review and assessment materials provide opportunities for differentiation. |
| 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 |  | | Step into the place incorporates timelines and maps. Maps, charts, and graphs are included. ‘Making Connections’ and ‘citizenship’ resources are included. Primary sources, Biography, POV, literature, are embedded. |

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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 | I saw no items that were ‘multiple select’ | Included throughout. |
| 1. Assesses student mastery using methods that are unbiased and accessible to all students. | x | I saw no items that were ‘multiple select’ | Differentiation is included |
| 1. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance. |  | x | I saw no rubrics. Chapter Inquiry Projects should have a rubric. |
| 1. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures. | x | I saw no items that were ‘multiple select’ | I like the ’entry tests’ |
| 1. Assessments are embedded throughout instructional materials as tools for students’ learning and teachers’ monitoring of instruction. | x | I saw no items that were ‘multiple select’ | Included throughout. ‘Possible answers could include’ for constructed responses. |
| 1. Assessments provide teachers with a range of data to inform instruction. | x | I saw no items that were ‘multiple select’ | Included throughout. |

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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 |  | I especially like how specific items are included that allow teachers to connect dots:   * Alhambra 110 * Astrolabe 118 * Map: Tabula Rogeriana (p?)   IN this case: mapping, navigational tools, centers of learning on the Iberian Peninsula will be a foundation for Prince Henry’s school of navigation. |
| 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 |  | Numerous examples throughout |
| 1. Provides strategies and guidance to support the inclusion of “hands-on” activities with other practices (e.g., asking questions, engagement in argument). | x |  | Assessment workbook and inquiry journal |
| 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 |  | Assessment workbook and inquiry journal |
| 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 |  | Numerous examples throughout |