 **WORLD GEOGRAPHY INSTRUCTIONAL MATERIALS SCREENING INSTRUMENT**

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

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

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

**UNITED STATES HISTORY AND GEOGRAPHY**

**Post-Reconstruction to the Present**

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

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

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

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

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

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

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

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| **SECTION I. Alignment to Tennessee State Social Studies Standards**  ***Part A.*** The instructional materials represent 100% alignment with the Tennessee State Social Studies Standards and explicitly focus teaching and learning on the grade level standards, topics, and content strands at a level of rigor necessary for students to reach mastery: | | | | | | | | |
| **Geographic Skills and Tools** | | | **Yes** | | **No** | | | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  | |  | | |  |
| WG.01 | Explain geography as a field of inquiry, differentiate between physical and human geography, describe the importance of the spatial perspective, and use spatial thinking skills to analyze global issues. | | X | |  | | | P 27 skills to think like a geographer; chapter one; no specific definition of physical and human geography, but numerous examples all through the textbook. |
| WG.02 | Synthesize geographic information from a variety of sources to analyze both human and physical processes in the world's regions, countries, and cities. | | X | |  | | | Uses population pyramids and demographic transition model |
| WG.03 | Explain the use of major geographic concepts (e.g., globalization, location, pattern, place, region, scale, site, and situation). | | X | |  | | | P 92-93 globalization; 29 site and situation; 29-30 place and region; could use work on pattern. |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***e.g.****: “for example”; examples that could be used, but examples are not limited to those listed* | | | | | | | | |
| WG.04 | Define the concept of region, identify different types (e.g., formal, functional, perceptual), and give examples. | | X | |  | | | P 30 all three examples are explained. |
| WG.05 | Define mental map, and explain its usefulness in geographic analysis. | | X | |  | | | P 20 & 29 |
| WG.06 | Read and interpret maps and globes using cardinal directions, latitude and longitude, legends, map scale, and title. | | X | |  | | | P 18-19 |
| WG.07 | Identify, use, and evaluate the usefulness of different types of map projections (e.g., Mercator, Robinson, Goode's Homolosine). | | X | |  | | | P 15-16 |
| WG.08 | Create and compare physical, political, and thematic maps (e.g., choropleth, dot density, proportional symbol, isoline, cartogram). | | X | |  | | | Political, physical, and thematic maps are throughout the textbook, but only the cartogram map from the e.g. list could be found. Additional online content fills in. |
| WG.09 | Analyze patterns and processes at different scales (e.g., local, national, regional, global). | | X | |  | | | Well done throughout the textbook, but some improvement could be made in describing the local level. |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***e.g.****: “for example”; examples that could be used, but examples are not limited to those listed* | | | | | | | | |
| WG.10 | Describe the importance of geospatial technologies (i.e., GIS, GPS, remote sensing), and apply them in relevant contexts. | | X | |  | | | P 21-25 |
| WG.11 | Use geographic knowledge, skills, and perspectives to analyze problems and make decisions. | | X | |  | | | P 98 is one of many examples of cause and effect and problem solving. |
| WG.12 | Relate current events to the physical and human characteristics of place and regions. | | X | |  | | | P 119 discusses this topic in relation to the United States. |
| **Physical Process, Natural Resources, and the Environment** | | | **Yes** | | **No** | | | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  | |  | | |  |
| WG.13 | Describe ways in which different types of physical and natural processes create and shape the surface of the Earth. | | X | |  | | | P 60-72 |
| WG.14 | Describe how unique weather patterns impact geography and population distribution of a region (e.g., drought, earthquakes, floods, hurricanes, tornadoes). | | X | |  | | | P 123; 197; 444-446; 533 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***i.e.:*** *“that is” or “in other words”; specific examples that should be used*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | | | | |
| WG.15 | Describe how societies modify and adapt to the environment, and explain how technology impacts the ability to do so. | | X | |  | | | P 211-212; 814-815; could strengthen the impact of technology. |
| WG.16 | Analyze how people interact with and modify the environment to satisfy basic needs and solve challenges (e.g., access to fresh water, energy resources, irrigation, transportation, type of housing). | | X | |  | | | P 208-212 covers issues of Latin America. |
| WG.17 | Explain how humans are affected by and depend on the physical environment and its resources. | | X | |  | | | P 230-231 covers the Amazon in the balance. |
| WG.18 | Analyze the distribution of natural resources, how they have impacted the economies of various world regions, and their connections to global trade. | | X | |  | | | P 96-99 |
| WG.19 | Identify examples of scarcity in and around specific world regions. | | X | |  | | | P 370 covers the scarcity of water in North Africa. |
| **Cultural Geography** | | | | **Yes** | | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** | |
| Standard Number | | Content Standard | |  | |  |  | |
| WG.20 | | Define the concept of culture and its components (e.g., culture hearth, culture traits, material and nonmaterial culture, etc.). | | X | |  | P 80; 416-417; could use a discussion of material vs nonmaterial culture. | |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | | | | |

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| WG.21 | Explain how physical geography and economic practices shape the cultural landscapes of various regions. | X |  | P 88-91; 98-99 |
| WG.22 | Locate, describe, and compare major cultural characteristics in the regions of North, Central, and South America. | X |  | P 129; 153; 183-184; 226-227 |
| WG.23 | Locate, describe, and compare major cultural characteristics in the regions of Europe. | X |  | P 258-259; 279; 302-303; 323-324 |
| WG.24 | Locate, describe, and compare major cultural characteristics in the regions of Sub-Saharan Africa. | X |  | P 493-494 |
| WG.25 | Locate, describe, and compare major cultural characteristics in the regions of North Africa and Southwest Asia. | X |  | P 375-376; 400; 419-420; 440-442; |
| WG.26 | Locate, describe, and compare major cultural characteristics in the regions of East, South, and Southeast Asia. | X |  | P 613-617; 636-637; 688-690; 762-763 |
| WG.27 | Locate, describe, and compare major cultural characteristics of regions in the South Pacific and Oceania. | X |  | P 785-787; 807-808 |

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| WG.28 | Analyze how cultural characteristics (e.g., ethnicity, gender roles, identity, language, religion) link and/or divide regions or societies. | X |  | P 78 language; 153 gender identity in Canada; 528-529 gender roles in West Africa; numerous pages on religion throughout the textbook. |
| WG.29 | Describe the challenges of clearly defining cultural regions around the world. | X |  | P 80-81 |
| **Political Geography** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard |  |  |  |

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| WG.30 | Define and differentiate between nation, state, and nation-state. | X |  | P 396; should consider defining state. |
| WG.31 | Explain and analyze the reasons for the creation of different political divisions (e.g., state, nation-state, federal states, unitary states, electoral districts). | X |  | P 12-13; 87-91 |
| WG.32 | Describe different types of political boundaries (i.e., cultural and physical) and shapes (e.g., compact, fragmented, elongated, prorupted, perforated), and explain benefits and drawbacks associated with each. | X |  | Online descriptions and examples are available. |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | |
| WG.33 | Analyze the changes between historical political maps and modern political maps, explain how and why political borders change, and describe the impact of these changes on populations (e.g., the former Soviet Union, the former Yugoslavia, Israel, South Asia, Africa, etc.). | X |  | Map of Israel and breakup of Yugoslavia, with Soviet Union included online. |
| WG.34 | Define, give examples, and evaluate supranational organizations and their roles (e.g., the United Nations, European Union, NATO, etc.). | X |  | P 91 NATO; UN and EU scattered throughout the textbook. |

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| **Population and Migration** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard |  |  |  |
| WG.35 | Compare and contrast the distribution, growth rates, and characteristics of human populations at different scales in terms of settlement patterns and access to natural and economic resources. | X |  | P 85 explained; described throughout the textbook. |
| WG.36 | Analyze the characteristics (e.g., age, gender, life expectancy, natural increase rate) of populations at different scales (e.g., local, national, global) using census data and population pyramids. | X |  | P 84-85 |
| WG.37 | Define and give examples of economic, social, political, and environmental push and pull factors. | X |  | P 86 defined; examples throughout the textbook. |
| WG.38 | Define and give examples of voluntary, forced, interregional, and intraregional migration patterns. | X |  | P 566-567 discusses Africa, but the concept is not clearly defined. |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | |

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| WG.39 | Analyze past and present trends in human migration and the role of intervening obstacles and opportunities (e.g., economic, social, political, and environmental). | X |  | P 490-491 | |
| WG.40 | Describe the impact and challenges of migration on both the sending and receiving countries. | X |  | P 86; 118-119; 257-258; could use some strengthening. | |
| **Economic Development and Interdependence** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** | |
| Standard Number | Content Standard |  |  |  | |
| WG.41 | Differentiate between developed and developing countries, and evaluate how economic and social indicators are used to determine a country’s level of development. | X |  | P 76-77; 97; 205 | |
| WG.42 | Analyze the spatial distribution and patterns of developed and developing countries. | X |  | HDI information covers this standard sufficiently. | |
| WG.43 | Define comparative advantage, and evaluate how a country leverages its access to land, labor, and capital to expand trade. | X |  | P 715-716 gives Japan as an example. | |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | |
| WG.44 | Identify physical, economic, cultural, and political factors that influence the locations and patterns of economic activities, trade, and economic development. | X |  | P 98-99 | |
| WG.45 | Describe how goods and services are exchanged on local, national, and global levels, including: bartering, monetary exchange, and transportation. | X |  | P 98-99; could be strengthened. | |
| WG.46 | Interpret and analyze a chart, graph, or resource map of major imports and exports of goods and services. | X |  | P 100-101 Map of resource distribution; 163 China imports from Canada. | |
| WG.47 | Analyze the global patterns and networks of economic interdependence (e.g., dependence on resources, use of low cost labor, the new international division of labor, etc.). | X |  | P 765 and more. | |
| WG.48 | Locate, describe, and evaluate the formation of trade blocs throughout the world (e.g., EU, NAFTA. ASEAN, CARICOM, etc.). | X |  | P 156-157 NAFTA; 282 EU; 765 ASEAN; missing CARICOM. | |
|  | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** | |
| Standard Number | Content Standard |  |  |  | |
| WG.49 | Describe reasons for increasing urbanization around the world and the economic, social, and political implications. | X |  | P 106 urbanization; 712-713 on Japan; many others. | |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***Including****: used to say that a person or thing is a part of a group.*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | |
| WG.50 | Locate both the largest and fastest growing cities in the world, and analyze their locations using the concepts of site and situation. | X |  | Additional online content has covered this standard sufficiently. | |
| WG.51 | Explain how the function and role of towns and cities change over time, applying the concepts of urban hierarchy and central place theory. | X |  | Online feature covers the urban hierarchy, as requested. | |
| WG.52 | Describe how cities are structured, including their unique roles and characteristics. | X |  | P 104 | |
| WG.53 | Describe the challenges of urban areas (e.g., access to public services, affordability of housing, discrimination, gentrification, overpopulation, pollution, sprawl, transportation, zones of abandonment). | X |  | P 106 | |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***Including****: used to say that a person or thing is a part of a group.*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | |
| **WORLD GEOGRAPHY, SECTION IA:** | | **Yes** | **No** | | **Notes (summary of notes from section IA)** |
| The instructional materials reviewed in section IA represents 100% alignment with the Tennessee Social Studies Standards and explicitly focuses teaching and learning on the grade level standards at a level of rigor necessary for students to reach mastery. | | X |  | | The material appears to be on the grade level and has the rigor for students to reach mastery. With the revisions made by the publisher, all of the concepts seem to be in place. |

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| **SECTION I. Alignment to Tennessee State Social Studies Standards**  ***Part B. Focus:*** Instruction centers on the grade level topic, content strands, and Social Studies Practices at the level articulated within the standards. | | | | |
|  | | **Yes** | **No\*** | **\* Evidence of extraneous or inaccurate materials** |
| Materials focus on the grade level standards (i.e., does not include information from outside of the scope of the grade level standards or use disconnected facts and details). | | X |  | The in-depth section on world religions can be used to teach a variety of skills as required by the state standards. standards. |
| Materials are accurate and grade level appropriate. | | X |  |  |
| ***Part C. Content Strands***: Supports the use of the content topics found within the Tennessee State Standards through the integration of the content strands. The content strands are focused on the seven disciplines of social studies and represent a way of categorizing knowledge about the human experience. The content strands help to organize the various themes of social studies instruction at age-appropriate levels. The content strands should be used within instructional materials to show the interconnectedness of the content strands with each other. | | | | |
| **Content Strand** | **Targets for Content Strand** | **Yes** | **No** | **Evidence (include evidence of the integration of the content strands)** |
| **Culture** | Use culture and cultural diversity to understand how human beings create, learn, share, and adapt to culture.  *This course has implied content.* | X |  | P 129 for the United States, but each unit on different regions of the world covers this material. |
| Understand the role of culture in shaping lives and society.  *This course has implied content.* | X |  | Page 153 for Canada, but each unit on different regions of the world covers this material. |
| **Economics** | Use economic reasoning skills and knowledge of major economic concepts, issues, and systems.  *This course has implied content.* | X |  | P 185 on Mexico’s issues, but each unit on different regions of the world covers this material. |
| Make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.  *This course has implied content.* | X |  | Page 211-212 on being citizens of the world (in relation to South America and deforestation, but each unit covers economics. |
| **Geography** | Use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity. | X |  | P 264 on environmental planning and management in Northern Europe, but this strand is throughout the material. |
| Explain the interactions that occur in an increasingly interdependent world. | X |  | P 366-367 on the Suez Canal, but the topic can be found throughout the material. |
| 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 |  | P 398-399 on Israel and Palestine, but the strand weaves through the entire textbook. |
| **History** | Use materials drawn from the diversity of the human experience to analyze and interpret significant events, patterns, and themes in history.  *This course has implied content.* | X |  | P 416-417 on civilizations and empires in the Middle East developing into today’s nations, but this material is throughout the textbook. |
| **Politics (Politics/ Government)** | Use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels.  *This course has implied content.* | X |  | P 438 references sheikdoms on the Arabian Peninsula, but discussions of government systems are embedded throughout the material. |
| Understand that people create systems of government as structures of power and authority to provide order, maintain stability, and promote the general welfare. *This course has implied content.* | X |  | P 319-321 deals with Eastern Europe, but similar stories are told all through the materials. |
| Use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.  *This course has implied content.* | X |  | P 89 discusses democracy; 12-13 discusses political power; but more could be done to encourage the role of students in civic life. |
| **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 |  | The revised online material includes much more Tennessee content. |
| **Additional comments on integration of the content strands into the materials:**  The strands are woven throughout each unit, and the Tennessee focus is substantially improved. | | | | |
| ***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 |  | There are maps, diagrams, charts of all kinds throughout the textbook. |
| **SSP.02** | Critically examine primary or secondary source(s). | X |  | P 74 offers an assignment for analyzing a primary source related to climate change. Many others are used at the end of units. |
| **SSP.03** | Organize data from a variety of sources. | X |  | P 108 provides a research and presentation project that would incorporate a variety of sources. |
|  | Construct and communicate arguments supported by evidence. | X |  | P 164 asks students to write an essay on resource management in Canada, and argue which challenge is the most significant, using facts to support the position. |
| **SSP.05** | Develop historical awareness. | X |  | P 355 asks students to explain how the migration of the Slavs and their interactions with other peoples influence the history of Russia. |
| **SSP.06** | Develop geographic awareness. | X |  | P 449 asks students to describe how the Red Sea interacted with a single tectonic plate to create the Arabian Peninsula. |
| **Additional comments on the Social Studies Practices within materials:**  The text offers a wide variety of assessments that cover all of the practices, although personally I might have included more map related assignments. | | | | |

**WORDL GEOGRAPHY   
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

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

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| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part A. Key Areas of Focus*** | | | |
|  | **Yes** | **No** | **Evidence** |
| ***Rigor***:Learning experiences provide opportunities for thought, discourse, and practice in an interconnected and social context. | X |  | Each chapter includes opportunities for the teacher to engage the students in critical thinking, reading, writing and technology – along with ways to connect to a social context. An example would be comparing life expectancy from 1950 to today and writing an essay on postponing retirement. |
| ***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 chapters flow in a logical manner, beginning with students looking at how geographers view the world, then studying the physical and human divisions of geography. Their look at the world begins with the US and Canada (probably the students’ most familiar region), before discussing the rest of the world. Also, each chapter has three major topics: physical geography, human geography, and people and their environments – an appropriate format. |
| ***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 |  | Assessments include multimedia presentations and argumentative essays, based on essential questions and primary sources that offer historical context for the geography of a region. |
| ***A Note on Bias and Sensitivity:*** Social, ethnic, racial, religious, and gender bias is best determined at the local level where educators have in-depth knowledge of the culture and values of the community in which students live.  *As you review materials, please note any possible bias/sensitivity issues for use at the local level.* |  | | |

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| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part B. Student Engagement and Instructional Supports*.** | | | |
|  | **Yes** | **No** | **Evidence and/or comments** |
| 1. Engages students through real-world, relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit critical thinking and problem solving. | X |  | A very good example can be found in the chapter on Central Asia and the importance of managing resources in the dry climate. It is a combination of physical and human geography concepts involved in a current environmental issue. |
| 1. Includes differentiated materials that provides support for the following: ELL students, students with disabilities, or struggling learners. | X |  | Each chapter includes activities for determining a student’s background knowledge of the topic, along with vocabulary activities and guided reading activities. There are also chapter summaries, study guides, and reteaching activities that support learners who may be struggling. |
| 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 |  | For example, the teacher can modify the online worksheets to help struggling students or to increase the level of difficulty for the advanced learner. Self-check quizzes can allow students to proceed at their own pace. |

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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 |  | Varied assessments are connected to all the topics and strands. |
| 1. Assesses student mastery using methods that are unbiased and accessible to all students. | X |  | Assignments and assessments are available in both print and online versions so that students can access them in either way. |
| 1. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance. |  | X | There does not seem to be any scoring guidelines or rubrics available. |
| 1. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures. | X |  | There are many embedded assessments. Students are asked to examine maps and charts as they read and self-check opportunities are available throughout. The summative assessments include essays, various forms of tests, and hands-on activities and presentations. However, there could be a better emphasis on pre- and formative assessments. |
| 1. Assessments are embedded throughout instructional materials as tools for students’ learning and teachers’ monitoring of instruction. | X |  | At the end of each chapter, students are given a guide as to which pages to review for each question they answered incorrectly. |
| 1. Assessments provide teachers with a range of data to inform instruction. | X |  | Teachers can determine if a student is struggling with vocabulary, reading, comprehension, or other skills. |

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| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part D. Teacher Support Materials*** | | | |
|  | **Yes** | **No** | **Evidence** |
| 1. Provides grade-level background information and context to guide integration of all topics, content strands, and social studies practices within the lessons, units, and grade. | X |  | The materials begin with basic information and proceed to more detailed, higher level concepts and details. Side bars offer background information that can be helpful to teachers. Also, teachers are given many opportunities and various avenues to incorporate social studies practices |
| 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 sections on human impact on the environment are intimately tied to science, such as the discussion of the degradation of marine and coastal ecosystems in Northwestern Europe. Students are asked throughout the text to create visual presentations. ELA connections abound. Although logical thinking is emphasized in many assignments, there are few that directly relate to mathematics. There appears to be no emphasis on CTE, but some attention is given to performing arts. |
| 1. Provides strategies and guidance to support the inclusion of “hands-on” activities with other practices (e.g., asking questions, engagement in argument). | X |  | Students are provided numerous hands-on activities, such as creating maps and charts, as they read the textbook. Each chapter offers hands-on chapter projects that can be done online or without using technology. |
| 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 a teacher can use the reteaching activities as needed or encourage students to check the appropriate pages for answers to missed questions (provided at the end of each chapter), there appear to be no specific guidelines offered to assist the teacher in this regard. |
| 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 | This one is a bit hard to answer. Teachers are given access to ePals and have the opportunity to connect their lessons to real-life issues and involve international study groups. However, there appears to be no explanation on how to contextualize to the local school environment. |