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

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

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

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

**WORLD HISTORY AND GEOGRAPHY**

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

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

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

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

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

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

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

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

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

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| **SECTION I. Alignment to Tennessee State Social Studies Standards**  ***Part A.*** The instructional materials represent 100% alignment with the Tennessee State Social Studies Standards and explicitly focus teaching and learning on the grade level standards, topics, and content strands at a level of rigor necessary for students to reach mastery: | | | | | |
| **Age of Revolution (1750-1850)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| W.01 | Describe the concept of the divine right of kings as well as the features, strengths, and weaknesses of European absolutism, including: Louis XIV, Versailles, and Peter the Great. | |  | x | Divine Right of Kings p.12  Features of Absolutism p. 17-18  Strengths and Weaknesses of Absolutism  Louis XIV p. 17-18  Versailles 19-20  Peter the Great p.22-23  **All parts are covered for this standard except for strengths and weaknesses** |
| W.02 | Compare documents that establish limits on government in response to absolute monarchy (e.g., the Magna Carta and the English Bill of Rights). | |  | x | Chapter 2 contains some description of representative government, but opportunities do not exist in the text to compare documents themselves (Magna Carta and English Bill of Rights) |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | |
| W.03 | Compare the major ideas of philosophers during the Age of Enlightenment, such as Charles-Louis de Montesquieu, Thomas Hobbes, John Locke, and Jean-Jacques Rousseau. | | x |  | Montesquieu p.35-36  Hobbes 24-25  Locke 24-25  Rousseau p. 39 |
| W.04 | Examine the causes and consequences of the English Civil War. | | x |  | Chapter 1, Lesson 2 |
| W.05 | Identify the major causes of the French Revolution, including the impact of: | | x |  | Chapter 3 |
| * The American Revolution * Conflicting social classes * Economic factors | * Enlightenment political thought * Government corruption and weakness |
| W.06 | Summarize the major events of the French Revolution (e.g., storming of the Bastille, execution of Louis XVI, reign of terror), and trace the evolution of France’s government from constitutional monarchy to democratic despotism to the Napoleonic Empire. | | x |  | Chapter 3 |
| W.07 | Analyze the geographic, political, and social factors that contributed to the rise and fall of Napoleon Bonaparte’s empire. | | x |  | Chapter 3 |
| W.08 | Identify how the ideas of the Enlightenment inspired Thomas Jefferson and the Declaration of Independence, and compare the American Revolution with the French Revolution. | | X |  | Chapter 2, Lesson 3 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***such as:*** *introduces an example or examples of something mentioned*  ***Including****: used to say that a person or thing is a part of a group*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | |
| W.09 | Explain the effects of the French Revolution on Europe and the world, including the influence of: the Napoleonic Code, Concert of Europe, and Haitian Revolution. | | x |  | Napoleonic Code 90  Concert of Europe 133  Haitian Revolution 141-142 |
| **The Industrial Revolution (1750s-1900s)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| W.10 | Explain how the Agricultural Revolution, mechanization, and the “enclosure movement” led to rapid population growth, rural to urban migration, and the growth of major cities in Europe and North America. | |  | x | Agricultural Revolution Chapter 4 Lesson 2  **Mechanization (119 term is used, but needs definition)**  **Enclosure Movement (addressed on p. 115 but needs better defining to students, many of whom will not know what an enclosure movement law is, nor will they know what is meant by common lands)**  Rapid Population Growth 115  Rural to urban migration 120-121  Growth of cities 120-121 |
| W.11 | Explain the geographic and economic reasons why the Industrial Revolution began in England, including: natural resources, entrepreneurship, labor, and access to capital. | | X |  | Chapter 4, Lesson 2 |
| W.12 | Analyze how geographic and cultural features were an advantage or disadvantage to the diffusion of the Industrial Revolution. | | x |  |  |
| W.13 | Describe the geographic scale, trade routes, and conditions of the forced migration of Africans to the Western Hemisphere, including connections between slave labor and the growth of industrial economies. | | x |  | Chapter 4 Lesson 1 |
| W.14 | Explain how scientific and technological innovations (e.g., the steam engine, new textile technology, steel processing, medical advances, electricity, and new methods of transportation) led to massive social, economic, cultural, and demographic changes. | | x |  | Chapter 4 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | |
| W.15 | Evaluate the industrialization of Europe in terms of:   * Social benefits (e.g., increases in productivity and life expectancy) * Social costs (e.g., harsh working and living conditions, pollution, child labor, and income inequality) * Attempts to address these costs (e.g., political reform, urban planning, philanthropy, labor unionism, education reform, and public health and sanitation) | |  | x | Chapter 5 addresses some social impacts, but I did not find evidence of philanthropy in Chapter 4 or Chapter 5. |
| W.16 | Compare and contrast the rise of the following economic theories as a result of industrialization: capitalism, communism, and socialism. | | x |  | Chapter 5 |
| **Nationalism and Imperialism (1850-1914)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Content Standard | | |  |  |  |
| W.17 | Define nationalism, and explain how nationalism, cultural geography, and physical geography contributed to the unification of nations, such as Germany and Italy. | | x |  | Chapter 4, Lessons 3-5 |
| W.18 | Describe the rise of anti-Semitism in Europe during this time period. | | x |  | 180,181 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed*  ***such as:*** *introduces an example or examples of something mentioned* | | | | | |

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| W.19 | Define imperialism, and analyze reasons for 19th century imperialism, including: competition between empires, cultural justifications, and the search for natural resources and new markets in response to rapid industrialization. | x |  | Definiton: p.189 (The word is used **several** times in earlier parts of the book, but is not defined until p. 189. This will be problematic for many teachers and students.)  Competition between empires: p.189 mentions rivalries, but this really needs more emphasis through the rest of the chapter.  Cultural justifications: p.189 in callout  Search for natural resources and new markets: p.190  Marking this as meeting the standard, but does need definition earlier for imperialism, and more of an emphasis on rivalries and competition between nations. |
| W.20 | Describe the natural resources and geographic features of Africa, their role in attracting European economic interests, and their impact on global trade. | x |  | Chapter 6, Lesson 2 |
| W.21 | Analyze the outcomes of the Berlin Conference and the impact of superimposed boundaries on African indigenous populations, and compare the geographic progression of imperialistic claims on the African continent by European empires. | X |  | p. 202, p.465-470 |
| W.22 | Describe successful (e.g., Ethiopia) and unsuccessful (e.g., Zulu Wars and Ashanti Wars) examples of African resistance to European imperialism. | x |  | p.202-205 |
| W.23 | Describe the importance of India to the British Empire, the Suez Canal as a connection between Great Britain and India, and India’s reaction to British rule. | X |  | Chapter 6, Lesson 3 |
| W.24 | Explain the growing influence of western powers on China from the Opium Wars through the Boxer Rebellion. | x |  | Chapter 7, Lesson 1 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | |

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| W.25 | Explain cultural diffusion, and describe the diffusion of cultures between Europe, Africa, and Asia as a result of European imperialism. | |  | x | Could not find a definition for cultural diffusion  The text also does not emphasize how cultures diffused.  A teacher would not be able to teach this standard to mastery with the content provided. |
| W.26 | Analyze Japan’s abandonment of isolationism, its embrace of technological and political changes, and its consequent rise as an imperial power in the late 19th century. | | x |  | Chapter 7, Lesson 3 |
| W.27 | Describe the natural resources and geographic features of Central and South America, their role in attracting American and European economic interests, and their impact on global trade. | |  | x | While Chapter 6, Lesson 4 covers imperialism in Latin America, it does not do an adequate job of describing natural resources and geographic features of the areas. |
| W.28 | Compare and contrast the impact of economic imperialism on Central and South America with the impact of imperialism on other parts of the world. | | x |  | Chapter 6, Lesson 4 |
| **World War I through the Depression (1910s-1930s)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Content Standard | | |  |  |  |
| W.29 | Explain how tensions between nations and states contributed to regional conflicts of the era. | |  | X | I did not find evidence of specific discussion of regional conflicts in the era around World War I. |
| W.30 | Explain how the rise of militarism, alliances, imperialistic rivalries, and growing nationalism led to the outbreak of World War I. | | x |  | Chapter 8, Lesson 1 |
| W.31 | Describe how trench warfare, the resulting stalemate, war of attrition, and advances in weaponry (e.g., chemical weapons, machine guns, submarines, tanks) affected the course and outcome of World War I. | | X |  | Chapter 8, Lesson 2 |
| W.32 | Analyze the importance of geographic factors in military decision-making, and determine the principal theaters and significance of major battles in World War I (e.g., Battles of the Marne, Verdun, the Somme, etc.). | |  | x | Geographic Factors-**No evidence found**  Battle of the Marne p. 269  Verdun—Only one sentence on p.271 (would not be able to teach Verdun to mastery for students)  Somme—**No evidence found** |
| W.33 | Explain how the entrance of the United States and the exit of Russia affected the course and outcome of World War I. | | x |  | Entry of the United States—p.274-275  Exit of Russia—Chapter 8 Lesson 3 |
| W.34 | Define total war, and describe its effect on European civilian populations, including:   * Food shortages * Industrial production of war materials * Naval/submarine blockades * Women as war workers | |  | x | Food Shortages—No evidence  Industrial Productionp.276  Blockades—No evidence  Women as workers—p.276 |
| W.35 | Describe the effects of World War I, including the significance of: | |  | x | Armenian Genocide p.273  Collapse of Major Empires p.292 (The impact of this really isn’t discussed as much as it should.)  Economic Losses p.293 although it is not emphasized as much as government shifts  Environmental Changes—No evidence  Loss of human life—p.293  Movement of populations—No evidence  Spread of disease-Callout on p.293 discusses influenza; don’t see anything about disease with the troops |
| * Armenian Genocide * Collapse of major empires * Economic losses * Environmental changes | * Loss of human life * Movement of populations * Spread of disease |
| ***Note****: here are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | |

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| W.36 | Compare the goals of leading nations (i.e., U.S., France, Great Britain, Italy, and Japan) at the Paris Peace Conference with the outcomes of the Treaty of Versailles and its impact on Germany. | | x |  | p.289-293 |
| W.37 | Analyze the shifts in geopolitical boundaries post-World War I resulting from the Treaty of Versailles and the League of Nations mandate system. | | X |  | p.301 map  Would like more supports around students analyzing this standard since that is the verb descriptor in the standard |
| W.38 | Determine the causes and consequences of the Bolshevik Revolution and Russian Civil War. | | X |  | Chapter 8, Lesson 3 |
| W.39 | Analyze the cultural, economic, and intellectual trends of the 1920s. | | x |  | Cultural-p.307-308  Economic-p.303-306  Intellectual-p.308-308 |
| W.40 | Describe the collapse of international economies in 1929 that led to the Great Depression, including the significance of: | |  | x | Overproduction—hinted at on p.306 in Keynes, but not referred to previously  Unemployment—p.305-306  Inflation-p.303 (only talks about Germany)  Restrictive Trade Policies—No evidence  Post-War economic relationships—No evidence  This section describes the downturn in great detail, but really poorly explains causes. |
| * Overproduction * Unemployment * Inflation | * Restrictive trade policies * Post-war economic relationships between the U.S. and Europe |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group*  ***i.e.:*** *“that is” or “in other words”; specific examples that should be used* | | | | | |

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| **Rise of Totalitarianism and World War II (1930s-1945)** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard |  |  |  |
| W.41 | Explain how economic instability, nationalism, and political disillusionment in Germany and Japan led to the rise of totalitarian regimes. | X |  | Chapter 9 Lesson 2 and 3 for Germany  Chapter 10 Section 2 for Japan  This feels a little disjointed because students should be aware of Germany, Italy, and Japan at the same time. |
| W.42 | Compare and contrast the rise to power, goals, and characteristics of Adolf Hitler, Benito Mussolini, and Joseph Stalin’s totalitarian regimes. | X |  | Chapter 9, Lessons 2 and 3 |
| W.43 | Analyze the role of geographic features and natural resources in increasing tensions prior to and during World War II. |  | x | Geographic features—No evidence  Natural Resources—No evidence |
| W.44 | Compare the Italian, German, and Japanese efforts to expand their empires in the 1930s, including: the invasion of Ethiopia, German militarism, and atrocities in China. |  | x | Invasion of Ethiopia—1 sentence on p. 380 (The sentence would not help teachers teach this standard to mastery.)  German militarism—No evidence  Atrocities in China—Chapter 10 |
| W.45 | Explain the role of military alliances, appeasement, isolationism, and the domestic distractions in Europe and the U.S. prior to the outbreak of World War II. | X |  | Appeasement—p.382  Isolationism—p.386-387  Domestic Distractions—p.386 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group* | | | | |

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| W.46 | Describe how geography and technology (e.g., airplanes, advanced medicine, propaganda, radar) influenced wartime strategies, including: blitzkrieg, “island hopping”, kamikaze, and strategic bombing. | |  | x | There is no section that specifically discusses new wartime technology |
| W.47 | Describe the geography and outcomes of major battles and turning points of World War II in both the European and Pacific theaters, including: | | x |  | Battle of Britain—p.387  Battle of Midway—p390 (very brief, and really should be bolded or titled)  Battle of Stalingrad—p.390 (also very brief and should be bolded or titled)  Battle of Normandy—p.408 (Normandy needs to be added to the index for students that don’t know that D-day took place there)  Battle of the Bulge—p.408 (also very brief and not bolded or titled)  These battles are all present, but it is really hard to find them and they are disjointed. |
| * Battle of Britain * Battle of Midway * Battle of Stalingrad | * Battle of Normandy * Battle of the Bulge |
| W.48 | Describe the roles of leaders during World War II, including the significance of: | | x |  | Churchill—p.381 and p.387  Hitler—Chapter 9, Chapter 11  Mussolini—Rise covered on 310-312, but other than the invasion of Italy and his arrest, he is not mentioned much  Roosevelt—p.387 (Very limited information)  Stalin—Chapter 9, Chapter 11  Tojo—p.389 and p. 398 (Worry that this is not enough information for teachers to teach this to mastery  Truman—p.410 and 411 (this should be added to the index) |
| * Winston Churchill * Adolf Hitler * Benito Mussolini * President Franklin D. Roosevelt | * Joseph Stalin * Hideki Tojo * President Harry S. Truman |
| W.49 | Describe the persecution of Jews and other targeted groups in Europe leading up to World War II, and explain why many people were unable to leave and their efforts to resist persecution. | | X |  | Chapter 11, Section 4 |
| W.50 | Explain the state-sponsored mass murder of the Jews in Nazi-controlled lands, and describe the varied experiences of Holocaust survivors and victims. | | X |  | Chapter 11, Section 4 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | |
| W.51 | Explain the decisions made in the Atlantic Charter and at the Tehran, Yalta, and Potsdam Conferences. | |  | X | Yalta—p.412 (index incorrectly notes as 412)  Atlantic Charter—No evidence  Tehran Conference—p.411 (one sentence)  Potsdam—p.412 mentions Potsdam in passing when discussing Truman’s decision to drop the bomb, but does not explain what it was or what else happened. Also no mention of Churchill losing the election while at Potsdam which is pretty crucial. Potsdam should have much more detail. |
| W.52 | Describe the development of atomic bombs, and evaluate both the decisions to use them and the impact of their use. | |  | X | Atomic bomb mentioned in 3 places, but development not discussed, and students do not have opportunities to evaluate the decision to use them or their impact. |
| W.53 | Describe the cultural, economic, geographic, and political effects of World War II, including: | | x |  | Chapter 11 |
| * Casualties of the war (military and civilian) * Changes to geopolitical boundaries * Creation of the United Nations | * Destruction of cultural heritage * Division of Germany * Impact of the Nuremberg trials * Refugees and displaced populations |
| W.54 | Summarize the nature of reconstruction in Europe after 1945, including both the economic and political purposes of the Marshall Plan. | | X |  | Chapter 12, Lesson 1 |
| W.55 | Explain the origins and significance of the establishment of the State of Israel, and describe the reactions by surrounding Arab countries to the United Nations’ decision to establish Israel. | | X |  | Chapter 13, Lesson 2 |
| W.56 | Describe the economic and military power shift at the end of World War II, such as Soviet control over Eastern Europe and the economic recoveries of Germany and Japan. | | X |  | Chapter 12, Lesson 1 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group* | | | | | |
| **Cold War (1945-1991)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| W.57 | Analyze the rise of communism and Mao Zedong in China, as well as the related political, social, and economic impacts on China. | | X |  | Chapter 12, Lesson 2 |
| W.58 | Describe the characteristics of the Cold War, and explain reasons for the rising tensions between the Soviet Union and former Allied powers. | | x |  | Chapter 12 |
| W.59 | Summarize the functions of the Warsaw Pact and NATO, including their roles in organizing post-war Europe. | | X |  | p.424 but would be helpful if bolded or vocabulary word due to importance |
| W.60 | Describe methods of Soviet control in Eastern Europe and the role of Berlin as a focal point in escalating Cold War tensions. | | x |  | Hinted at on p. 423 but would really be good to have a paragraph or two in a section to itself so teachers have a better entry point to teach to mastery |
| W.61 | Explain the role of the nuclear arms race, mutual assured destruction, and arms control agreements within the context of rising tensions between the Soviet Union and U.S. | | X |  | Chapter 12, Lesson 1 |
| W.62 | Describe examples of national uprisings against the Soviet Union (e.g., Hungary and Czechoslovakia), and explain why they were unsuccessful. | | X |  | p.504-505  A bit problematic for teachers that this content is isolated so far from its position in the standards |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | |
| W.63 | Describe the competition in Asia between the Soviet Union and U.S., including the wars in Korea and Vietnam as examples of proxy wars. | | X |  | Chapter 12, Lesson 3 (A bit disappointing that all this content is only one section.) |
| W.64 | Explain reasons for the rapid decline of communist systems in the late 1980s, including: | | X |  | Chapter 14, Lesson 2 |
| * Economic inefficiency * Unsustainable military spending * Mikhail Gorbachev’s reforms | * Economic inefficiency Unsustainable military spending * Mikhail Gorbachev’s reforms |
| W.65 | Analyze the political, economic, social, and geographic consequences of the collapse of communist governments in the Soviet Union and Eastern Europe. | | X |  | Chapter 15, Lesson 1 |
| **Creation of New States and Decolonization (1940s-1980s)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| W.66 | Explain the push and pull factors of migration. | |  | X | Push Pull factors are never defined or explained. |
| W.67 | Explain the reasons for and the effects of the partition of the Indian subcontinent into India and Pakistan in 1947. | | X |  | p.450-454 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group* | | | | | |
| W.68 | Explain the factors that led to the creation of a lasting democratic government in India as well as the roles of political leaders (e.g., Mohandas Gandhi, Jawaharlal Nehru, Indira Gandhi). | | X |  | p.450-454 |
| W.69 | Describe the development, goals, and outcomes of nationalist movements in Africa, including the ideas and roles of nationalist leaders (e.g., Jomo Kenyatta, Patrice Lumumba, and Gamal Abdel Nasser). | | X |  | p.459-470 |
| W.70 | Explain the fight against and dismantling of the apartheid system in South Africa, including the roles of Nelson Mandela and the African National Congress. | | X |  | Chapter 13, Lesson 3 |
| W.71 | Analyze the political, economic, ethnic, and military challenges faced by newly-created countries in post-imperial Africa (e.g., civil war, genocide, corruption). | | X |  | Chapter 13, Lesson 3  Guiding Question on p. 471 implies one African country with one society and culture, which is already a source of confusion for many students |
| W.72 | Explain how ideological conflicts between capitalism and communism led to armed insurgencies, revolutions, and military dictatorships in Latin American nations, including: Argentina, Colombia, Cuba, and Nicaragua. | | X |  | Chapter 13, Lesson 4 |
| W.73 | Describe how competing national, ethnic, and religious interests led to conflict and the establishment of new countries in the Balkans. | | X |  | p.503-505 More information is really needed about Bosnia and the 1990s |
| W.74 | Compare and contrast the causes and effects of modern genocide, including in: Cambodia, Rwanda, and the former Yugoslavia. | |  | x | Yugoslavia—p.527  Cambodia—No evidence  Rwanda—Only referred to in passing on p.588 (Teacher could not teach this to 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:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | |
| W.75 | Explain the causes and effects of German reunification on both West and East Germany. | | X |  | p.530-531 Meets the standard but disappointing coverage of fall of Berlin Wall with no visuals |
| W.76 | Analyze the response of Arab countries to the creation of the State of Israel and the peace processes in the Middle East, including the Camp David and Oslo Accords. | | X |  | p.460-461 |
| **Understanding the Contemporary World (1980s- present)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| W.77 | Analyze the demographic changes of countries in post-World War II regions, using population pyramids and census data. | | X |  | p.590-591 contains population pyramids and activities. An explanation of how to use them would be a strong addition, because it really does not show that, and this is a new skill for high school students in most cases. |
| W.78 | Explain the challenges of rapid population growth on developing countries (e.g., China and India) and of population decline in developed countries (e.g., Germany, Japan, and Sweden), and give examples of policies implemented to both slow and increase population growth. | | X |  | Chinese population p.539  p.590 global patters of migration and population |
| W.79 | Describe the cultural, economic, geographic, and political effects of significant technological, ideological, medical, and scientific developments and breakthroughs of the era. | | X |  | p.607-613 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed*  ***Including****: used to say that a person or thing is a part of a group*  ***such as:*** *introduces an example or examples of something mentioned* | | | | | |
| W.80 | Evaluate the impact of geospatial technologies (such as GPS and GIS) on retail, military, transportation, city planning, and communication. | | X |  | p.608-609 |
| W.81 | Analyze the economic, political, and social impacts of drug and human trafficking in the contemporary era. | | x |  | p.579 |
| W.82 | Analyze how technology has intensified patterns of globalization and led to the idea of space-time compression, containerization, and computer technology. | | X |  | p.598-601 |
| W.83 | Explain the goals and consequences of trade organizations and treaties and how they have played a role in the growing global economic system. | | x |  | p.600-603 |
| W.84 | Identify examples of supranational organizations, and discuss the benefits and drawbacks of membership. | |  | X | While some of this content is included on p. 600-609, it never explicitly explains what a supranational organization is, or benefits and drawbacks to membership |
| W.85 | Analyze the causes and effects of an increased role of South and East Asian countries in the global economy. | | X |  | Chapter 15 |
| W.86 | Describe the international importance and rapid economic development of the oil-rich Persian Gulf states. | | X |  | Chapter 15, Lesson 5 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***such as:*** *introduces an example or examples of something mentioned* | | | | | |
| W.87 | Explain implications of the transition from the use of fossil fuels to alternative and renewable energy sources. | | X |  | p.611-613 |
| W.88 | Describe governing ideologies, conflicts among nations (e.g., Persian Gulf War), and popular religious or democratic movements in the Middle East/North Africa. | | X |  | Chapter 15, Lesson 4 and 5 |
| W.89 | Analyze the causes and consequences of terrorism and international efforts to counteract it. | |  | X | p.580-581 includes causes and consequences, but did not find evidence of international efforts to counteract terrorism |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | |

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| **SECTION IA:** | **Yes** | **No** | **Notes (summary of notes from section IA)** |
| The instructional materials reviewed in section IA represents 100% alignment with the Tennessee Social Studies Standards and explicitly focuses teaching and learning on the grade level standards at a level of rigor necessary for students to reach mastery. |  | **x** | Several standards indicated above are marked as not meeting the standard.  Additionally, I have concerns that this book in many places is disjointed and would cause a very scattered approach to teaching the content.  I also have concerns that this textbook deemphasizes the human element of history. Many of the descriptions of events are very dry and clinical and don’t encourage students to explore the human side of history. It also doesn’t give students suggestions to go research the human element. For example, the fall of the Berlin Wall has one sentence about families swarming to reunite with their relatives. It gives no context that the families had not seen their relatives in many cases since the 1950s. It doesn’t discuss the celebrations all over the world or give pictures of the protests. This kind of approach is very unengaging to students, and would be difficult for an instructor to use without bringing in a LARGE amount of outside materials. |

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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 |  | **NA** |
| 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 |  | W.04 |
| Understand the role of culture in shaping lives and society. | *X* |  | W.06 |
| **Economics** | Use economic reasoning skills and knowledge of major economic concepts, issues, and systems. | *X* |  | W.10 |
| Make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world. | *X* |  | W.11 |
| **Geography** | Use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity. | *X* |  | W.80-89 |
| Explain the interactions that occur in an increasingly interdependent world. | *X* |  | W,80-89 |
| 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* |  | W.80-89 |
| **History** | Use materials drawn from the diversity of the human experience to analyze and interpret significant events, patterns, and themes in history. | *X* |  | All standards |
| *X* |  | All standards |
| **Politics (Politics/ Government)** | Use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels. | *X* |  | W,01-W.06 |
| Understand that people create systems of government as structures of power and authority to provide order, maintain stability, and promote the general welfare. | *X* |  | W.01-W.06 |
| 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* |  | W.01-W.06 |
| **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* |  | W.01-W.06 |
| **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 |  | End of chapter assessments |
| **SSP.02** | Critically examine primary or secondary source(s). | X |  | Sources embedded in lessons |
| **SSP.03** | Organize data from a variety of sources. | X |  | Sources embeded in lessons |
| **SSP.04** | Construct and communicate arguments supported by evidence. | X |  | End of chapter assessments |
| **SSP.05** | Develop historical awareness. | X |  | Cross-chapter tie-ins |
| **SSP.06** | Develop geographic awareness. | x |  | Geographers Handbook |
| **Additional comments on the Social Studies Practices within materials:**  **SSP.05 is present but could be stronger, which could help with the disjointed feel of the book** | | | | |

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

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

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| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part A. Key Areas of Focus*** | | | | |
|  | **Yes** | | **No** | **Evidence** |
| ***Rigor***:Learning experiences provide opportunities for thought, discourse, and practice in an interconnected and social context. |  | | x | Activities in the book contain mostly low-level questions, even when labeled as higher. When stimuli are used for questions, students are usually asked to simply interpret the stimuli, rather than to make connections and think like a historian. |
| ***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 order is very scattered in this book compared to the state standards, and I am very concerned that teachers will have a hard time teaching to mastery. The publisher was clearly concerned with preserving the order from a national text and did so at the detriment of teaching to the TN standards. |
| ***Literacy***: Supports student communication within a historical context through providing consistent opportunities for students to utilize literacy skills in reading, writing, vocabulary, speaking and listening. | x | |  | There are sufficient primary sources, and the inquiry journal is an extremely valuable tool for literacy for students as well. |
|  | **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 did not find issues of bias or sensitivity. | | | |
| **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 |  | | There is sufficient evidence of each of the content strands as listed in Section I. |
| 1. Engages students through real-world, relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit critical thinking and problem solving. | X |  | | There are sufficient application activities that apply to real-world problem solving. |
| 1. Includes differentiated materials that provides support for the following: ELL students, students with disabilities, or struggling learners. | x |  | | Online materials in particular provide strong supports for all student populations. |
| 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 |  | | There is sufficient evidence of differentiated activities in the book and online. |

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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 have serious concerns about the alignment between standards and the assessments. The assessments often cover trivial facts, rather than the content of the standards.  Example: Chapter 1 Test, Form A Matching section includes the Edict of Nantes, Roundheads, the Peace of Westphalia, Miguel de Cervantes. None of these concepts are mentioned in the standard about absolutism, and these items clearly were generically written to assess the textbook’s extraneous information for this standard. A teacher administering this test would not have any information about the student’s mastery of the standard. This is common throughout the assessments provided.  In addition, the tests have very few stimuli, and would not prepare students for the rigor of future years’ EOC tests, which are largely stimuli-based. |
| 1. Assesses student mastery using methods that are unbiased and accessible to all students. | x |  | I did not find evidence of bias or accessibility concerns. |
| 1. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance. |  | x | The tests have answer keys but there really is no evidence of rubrics or scoring guidelines for teachers to help them determine true standards based mastery. |
| 1. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures. | x |  | Many of the assessments are integrated within the text. |
| 1. Assessments are embedded throughout instructional materials as tools for students’ learning and teachers’ monitoring of instruction. | x |  | There are frequent checks for understanding embedded through the units in the student textbook and teacher edition. |
| 1. Assessments provide teachers with a range of data to inform instruction. |  | X | Due to the concerns noted in part A, as well as the lack of variety of items on the assessment (almost all general recall multiple choice, true/false, or matching items), it would be extremely difficult for teachers to use data to gauge whether students actually mastered what was asked for by the standard or if the students simply memorized extraneous information from the textbook not related to the standard. This marks a shift from TN’s mindset for Social Studies which values teaching historical thinking skills over rote memorization of content. |

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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 |  |  |
| 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 |  |  |
| 1. Provides strategies and guidance to support the inclusion of “hands-on” activities with other practices (e.g., asking questions, engagement in argument). | x |  |  |
| 1. Strategies included to assist teachers in identifying student misconceptions and the reason(s) that prevent student mastery of the topics, content strands, and social studies practices within the standards. | x |  |  |
| 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 |  |  |