 **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 | √ |  | ERROR REMAINS -  P. 133: Text states the Yangtze & Yellow Rivers flow “east to west.” Wrong, they flow from the west to the east. |
| ***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. | √ |  |  |
| 7.03 | Summarize agricultural, commercial, and technological developments during the Song Dynasties, and describe the role of Confucianism during the Song. | √ |  |  |
| 7.04 | Examine the rise of the Mongol Empire, including the conquests of Genghis Khan. | √ |  | ERROR REMAINS -  151: Text: Genghis Kahn: Mongols organized his military into “groups called ‘units’…” That is not the proper terminology - the Mongol army was divided into units of 10-man squads (arvan), 100-man companies (zuun), 1,000-man battalions and 10,000 men divisions (tumens). (factsanddetails.com) |
| 7.05 | Describe Kublai Khan’s conquest of China, and explain how he was able to maintain control of the Yuan Empire. | √ |  |  |
| 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. | √ |  |  |
| 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. | √ |  |  |
| ***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 | √ |  |  |
| 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. | √ |  |  |
| 7.10 | Describe how the Heian aristocracy contributed to the development of a Japanese national culture. | √ |  |  |
| 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. | √ |  |  |
| **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. | √ |  |  |
| ***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. | √ |  | ERROR REMAINS -  P. 19: Text states “Other mosaics, such as the one at the beginning of the chapter…” There is no such mosaic in this edition. The paragraph was lifted from the previous edition, while the mosaic itself was not. |
| 7.14 | Analyze the importance of regional geography and the location of Constantinople in maintaining European culture. | √ |  |  |
| **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 | √ |  |  |
| ***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 | √ |  | ERROR REMAINS - P. 97: Text labels the picture “Suleiman II.” It is actually Suleiman I, by Titian. The student should be clearly told that nearly all images of Muslims and animals in Islam are by non-Muslim artists, because Muslims are forbidden to make images of animate objects, as that is a usurpation of the sole authority of Allah. |
| 7.17 | Describe the diffusion of Islam, its culture, and the Arabic language. | √ |  |  |
| 7.18 | Summarize the contributions of the region’s scholars in the areas of:   * Art * Geography * Literature * Mathematics * Medicine * Philosophy * Science | √ |  |  |
| 7.19 | Explain the importance of Mehmed II the Conqueror, the fall of Constantinople, and the establishment of the Ottoman Empire. | √ |  | CORRECTED: P. 113: description of Constantinople’s conquest is now acceptable. |
| 7.20 | Analyze the development of trade routes throughout Asia, Africa, and Europe and the expanding role of merchants. | √ |  | CORRECTED: Trivialization of Constantinople’s fall & impact on Silk Road was modified and is now acceptable. |
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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 | **√** |  | **ERROR REMAINS: P. 247: Error: Text frame “Comparing Africa to the United States” states that the Mojave is the largest desert in the United States, at 15,000 square miles. This is wrong: The source cited, Britannica on line, actually states that the Mojave is 25,000 square miles, and that the Great Basin Desert, (north of the Mojave) is 190,000 sq. miles, hence is larger.**  **P. 249: Error: Spelling error in Geographic Reasoning sidebar, item #2: “resorurce” It should be “resource.”** |
| 7.22 | Explain indigenous African spiritual traditions, including: ancestor worship, animism, and the relationship between humans and deities. | **√** |  |  |
| 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. | **√** |  |  |
| 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. | **√** |  | ERROR REMAINS -  **P. 243: Text Timeline states: “1441 C.E. First captives in European slave trade.” The slave trade between Europeans and Africa actually started centuries earlier, with North African raiders taking Europeans as slaves. This practice continued through the Muslim era, and actually helped stimulate the Age of Exploration, when Prince Henry participated in the 1415 raid on Ceuta, partly to recover kidnapped Europeans.** |
| 7.25 | Explain the importance of griots in the transmission of West African history and culture. | **√** |  | ERROR REMAINS -  **P. 266: Text describes the oral transmission of local history by Griots, but does not show the student the serious unreliability and evolution of orally communicated history. Commenting on that weakness only in the teacher’s edition is insufficient.** |
| ***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. | **√** |  |  |
| **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 | **√** |  |  |
| 7.28 | Describe the role of monasteries in the preservation of knowledge and spread of the Catholic Church beyond the Alps. | **√** |  |  |
| 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. | **√** |  |  |
| ***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). | **√** |  |  |
| 7.31 | Analyze the Battle of Hastings and the long-term historical impact of William the Conqueror on England and Northern France. | **√** |  |  |
| 7.32 | Describe how political relationships both fostered cooperation and led to conflict between the Papacy and European monarchs. | **√** |  |  |
| 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. | **√** |  |  |
| 7.34 | Analyze the causes, effects, and key people of the 1st, 2nd, and 3rd Crusades, including: Pope Urban II, Saladin, and Richard I. | **√** |  |  |
| 7.35 | Explain how the Crusades impacted Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact with cultures outside 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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| 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. | **√** |  | ERROR REMAINS -  **P.** **93: Primary Source discussion “Boccacio,” first paragraph: “… as they we also the most…” Should be “were.”** |
| 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 | **√** |  |  |
| 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. | **√** |  | **P. 85: Henry V lifespan ERROR HAS BEEN FIXED.** |
| 7.39 | Explain the significance of the Reconquista, Inquisition, and the rise of Spanish and Portuguese kingdoms in the Iberian Peninsula. | **√** |  | ERROR REMAINS -  **P.** **85: Text begins to describe the burdens of Christians under Muslim rule in Spain, but skips over it so superficially that it does not become clear to the student. Then, on P. 290, the text reports: “This age of religious harmony ended…” Tolerance, with prejudice, perhaps, but never “harmony.”** |
| **Early Modern Europe: 1400-1700s CE** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard |  |  |  |
| 7.40 | Explain how the location of the Italian Peninsula impacted the movement of resources, knowledge, and culture throughout Italy’s independent trade cities. | **√** |  |  |
| ***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. | **√** |  |  |
| 7.42 | Explain humanism, and describe how Thomas Aquinas’s writings influenced humanistic thought and fostered a balance between reason and faith. | **√** |  |  |
| 7.43 | Explain the development of Renaissance art, including the significance of:   * Leonardo da Vinci * Michelangelo * William Shakespeare * Systems of patronage | **√** |  |  |
| 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. | **√** |  |  |
| 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. | **√** |  |  |
| 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. | **√** |  |  |
| ***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. | **√** |  |  |
| 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. | **√** |  | ERROR REMAINS – FAILURE TO REVEAL SUPPORT OF CATHOLIC ISABELLA FOR EDUCATION AND ARTS IS STILL MISLEADING TO STUDENTS  **P. 291: Text states: “Despite strong church and government controls, literature and the arts flourished in Catholic Spain.” This presents the church as an enemy of learning, while Christian monks actually preserved and translated many ancient texts; or of Isabella’s, patronage of education, libraries, universities and great architecture.** |
| 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. | **√** |  |  |
| 7.50 | Compare and contrast heliocentric and geocentric theories of the Greeks (geocentric), Copernicus (heliocentric), and Kepler (elliptical orbits). | **√** |  |  |
| 7.51 | Examine Galileo Galilei’s theories and improvement of scientific tools, including the telescope and microscope. | **√** |  | ERROR REMAINS -  **P. 326 – after mentioning Galileo, the text mentions Boyle’s science - defining “element” as “basic materials that cannot be broken down into simpler parts.” Wrong. An “element” is a class of substance that consists of atoms with the same number of protons. It is an “atom” that cannot be broken down, without losing its physical nature.** |
| 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. | **√** |  | ERROR REMAINS -  **P. 325: Text mentions Newton, stating: “These are called the three laws of motion. The most important is the law of gravitation.” This is WRONG. The 3 laws of motion describe inertia, force, and reaction. The law of gravitation is a separate “law.”** |
| ***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 | **√** |  |  |
| 7.54 | Explain the impact of geographic features on North American Indian cultures (i.e., Northeast, Southeast, and Plains), including: clothing, housing, and agriculture. | **√** |  | ERROR REMAINS -  **228: Text describes the buildings of the Navaho as “… square wooden homes called hogans.” Hogans actually consisted of a variety of shapes, mostly circular, and of materials, often mud/brick.**  **And the Sidebar tells the student that the Great Plains Natives “… grew crops in the easily tilled land along the rivers…” But the text states: “Farming on the Great Plains was not easy.” Which is it?** |
| 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. | **√** |  | ERROR REMAINS -  **227: Text states: “The first people to reach the far northern area of North America called themselves the Inuit…” False: The Inuit were not the first, having followed the Dorset Culture and the Thule.** |
| ***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. | **√** |  |  |
| 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). | **√** |  |  |
| **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). | **√** |  | **CORRECTED: Deficient information on Silk Road commerce, and “political changes” has been corrected.** |
| 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 | **√** |  |  |
| ***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. | **√** |  | ERROR REMAINS -  **344: Time line includes “1420 Portugal begins mapping coast of Africa’” and “1441 First enslaved Africans arrive in Europe;” but omits the critical event that began that sequence. That event must be shown in this Time Line perhaps as: “Prince Henry participates in raid on Ceuta and rescues Europeans kidnapped and enslaved in Africa, inspiring his interest in that continent.”** |
| 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. | **√** |  | ERROR REMAINS -  **358: Text tells of the deadly first year at the Jamestown settlement: “Disease and starvation had taken their toll.” The text fails to include the significant deaths inflicted in Indian attacks.** |
| 7.62 | Describe how the Aztec and Inca empires were eventually defeated by Spanish Conquistadors (i.e., Hernan Cortes and Francisco Pizarro). | **√** |  | ERROR REMAINS -  **353: The text introduction to “Spain’s Conquests in the Americas” imagines Hernan Cortes viewing Tenochtitlan: “The city was impressive, unlike anything (he) had ever seen. Massive stone buildings and temples stretched to the sky…” This characterization is false. The Tenochtitlan “Templo Mayor,” centerpiece of the Aztec capital was around 400 feet on each side of the base, and estimated at 150 – 200 feet high. Cortes was from Spain, where he saw cathedrals, such as the one in Seville that was 344 feet tall; of Salamanca, at 360 feet, and others rose across Europe. The Aztec structures were massive piles of stone with solid cores (made of earlier pyramids) – while the cathedrals all over Europe were structures with gargantuan interiors, complex architectural structures and intricate Gothic stone carvings. Yes, Cortes may not have seen a pyramid, but to represent him as never having seen large structures is to hide the more advanced European architectural practices.** |
| 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. | **√** |  |  |
| 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. | **√** |  |  |
| 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. | **√** |  |  |
| ***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. | | **√** |  | **Error in Std. 7.19 treatment of Constantinople has been corrected, so this section is now satisfied –**  **BUT**  **There are still many less serious flaws in this text, as indicated in comments regarding above standards; but they could be corrected by a good teacher – if the text publisher continues to ignore the opportunity to make improvements in the noted contents.** |

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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). | | **√** |  | **There are some near-misses, but none are critical. (See Standards, above.)** |
| Materials are accurate and grade level appropriate. | | **√** |  | **There are still many less serious flaws in this text, as indicated in comments regarding above standards; but they could be corrected by a good teacher – if the text publisher continues to ignore the opportunity to make improvements in the noted contents.** |
| ***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. | √ |  |  |
| Understand the role of culture in shaping lives and society. | √ |  |  |
| **Economics** | Use economic reasoning skills and knowledge of major economic concepts, issues, and systems. | √ |  | There are few references to actual economics. The text states, on P. 4, that Diocletian attempted to control markets by dictating prices for goods. – Students need to be shown how corrupting the coins with cheaper metals erodes their value, and forcing the market to adjust by raising the nominal cost of goods to match the real metal value of the corrupted coins.  And, on P.8, Continuing the flawed explanation of the consequences of dictated market rules such as price controls, the text states: “People ignored his rules…” It is not a matter of disobedience, but of the consequence of price controls. Fiat price controls eliminate the motive of a producer whose goods cannot be produced as cheaply as the fiat price. Goods stop being produced – or a “black market” emerges to satisfy demand. The market operates regardless of fiat: Either producers reap enough to motivate their efforts, or they stop producing. The explanation in the text is wrong, but not sufficiently so to reject it. |
| Make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world. | √ |  | See comment above. |
| **Geography** | Use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity. | √ |  |  |
| Explain the interactions that occur in an increasingly interdependent world. | √ |  |  |
| 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. | √ |  |  |
| **History** | Use materials drawn from the diversity of the human experience to analyze and interpret significant events, patterns, and themes in history. | √ |  |  |
| World History | √ |  |  |
| **Politics (Politics/ Government)** | Use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels. | √ |  |  |
| Understand that people create systems of government as structures of power and authority to provide order, maintain stability, and promote the general welfare. | √ |  | This “strand” is a flawed explanation of the reason people create governments. It lacks the basic purpose of protecting life and property and liberty. “Power,” “Order,” and “Welfare” are aspects of government administration that can destroy those reasons for governing. This is not a problem with the text. |
| 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. | √ |  |  |
| **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.* | √ |  | **Yes, “embedded.” So deeply, in fact, that it is almost pointless. Again, not a problem with the text.** |
| **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. | ***√*** |  |  |
| **SSP.02** | Critically examine primary or secondary source(s). | ***√*** |  |  |
| **SSP.03** | Organize data from a variety of sources. | ***√*** |  |  |
| **SSP.04** | Construct and communicate arguments supported by evidence. | ***√*** |  |  |
| **SSP.05** | Develop historical awareness. | ***√*** |  |  |
| **SSP.06** | Develop geographic awareness. | ***√*** |  |  |
| **Additional comments on the Social Studies Practices within materials:** | | | | |

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| **SECTION I. Alignment to Tennessee State Social Studies Standards (Grade 7)**  ***Part B. Focus:*** Instruction centers on the grade level topic, content strands, and Social Studies Practices at the level articulated within the standards. | | | |
|  | **Yes** | **No\*** | **\* Evidence of extraneous or inaccurate materials** |
| Materials focus on the grade level standards (i.e., do not include information from outside of the scope of the grade level standards or use disconnected facts and details). | **√** |  |  |
| Materials are accurate and grade level appropriate. | **√** |  | **Accuracy problems are numerous, but not sufficiently so to scrap the whole text.** |

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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.* | **√** |  |  |
| **Additional comments on T.C.A. within materials:** | | | |

**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. | √ | |  |  |
| ***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. | √ | |  | The chapter sequence in the text does not conform to the sequence of the standards, complicating the task of the teacher – but the sequence chosen by the publisher is not so poor as to be classified “illogical.” |
| ***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. | √ | |  |  |
|  | **Evidence** | | | |
| ***A Note on Bias and Sensitivity:*** Social, ethnic, racial, religious, and gender bias is best determined at the local level where educators have in-depth knowledge of the culture and values of the community in which students live.  *As you review materials, please note any possible bias/sensitivity issues for use at the local level.* |  | | | |
| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part B. Student Engagement and Instructional Supports*.** | | | | |
|  | **Yes** | **No** | | **Evidence and/or comments** |
| 1. Provides learning experiences that incorporate the content strands (i.e., each of the content strands is learned in the context of the topic and not taught in isolation). | √ |  | |  |
| 1. Engages students through real-world, relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit critical thinking and problem solving. | √ |  | | Assessments of the actions of the actual characters who made the history may be somewhat distorted by “presentism” in the presentation of the events. One example would be the description “Points of View” on P. 369, of the “Columbian Exchange” as “genocide.” Genocide is a term describing an intentional action. The impression conveyed is more blatantly biased when compared to the story of the plague, where the source of the “genocide” came with visitors from Asia – and the text presents it merely as a horrid but innocent accident of history. |
| 1. Includes differentiated materials that provides support for the following: ELL students, students with disabilities, or struggling learners. | √ |  | | I am not confident of this factor, but the text is passable for the ordinary learner. |
| 1. Includes differentiated materials that provides support for students approaching mastery as well as extensions for students already meeting mastery or with high interest. | √ |  | |  |

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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). | √ |  |  |
| 1. Assesses student mastery using methods that are unbiased and accessible to all students. | √ |  |  |
| 1. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance. | √ |  |  |
| 1. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures. | √ |  |  |
| 1. Assessments are embedded throughout instructional materials as tools for students’ learning and teachers’ monitoring of instruction. | √ |  |  |
| 1. Assessments provide teachers with a range of data to inform instruction. | √ |  |  |

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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. | √ |  |  |
| 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) | √ |  |  |
| 1. Provides strategies and guidance to support the inclusion of “hands-on” activities with other practices (e.g., asking questions, engagement in argument). | √ |  |  |
| 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. | √ |  |  |
| 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). | √ |  |  |