



EIGHTH 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. Evaluators of 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.

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EIGHTH GRADE SOCIAL STUDIES

United States History and Geography: Colonization of North America to Reconstruction

Course Description: Eighth grade students will study the European settlement of North America and the role geographic features played in the early settlement of Thirteen Colonies. Students will examine the development and maturation of the Thirteen Colonies and the political, cultural, and economic influences that led to the American Revolution. Students will analyze the major events and outcomes of the American Revolution as well as the individuals who played influential roles in the development of the new nation. Students will follow the development of the United States and its government, continuing through the early 19th century. Students will analyze the impact of the expansion and sectionalism of the U.S., including implications on domestic and foreign policy. Students will also study policies that affected American Indians and African Americans. Finally, students will examine the major events and issues leading up to the Civil War, individuals and events that were significant during the war, and the resulting era of Reconstruction.

This course will place Tennessee history, government, and geography in context with U.S. history in order to illustrate the role our state has played in American history.

This course is the first of a two year survey of U.S. history and geography and picks up where 7th grade finishes their study of world history. This course is designed to help students think like historians, focusing on historical concepts in order for students to build an understanding of the history of the U.S. Appropriate primary sources have been embedded in the standards in order to enhance students' understanding of the content.

This course can be used for compliance with T.C.A. § 49-6-1028, in which all districts must ensure that a project-based civics assessment is given at least once in grades 4–8 and once in grades 9–12.

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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SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA

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

| SECTION I. Alignment to Tennessee State Social Studies Standards | | | | |
|---|--|-----|----|--|
| Part A. The instructional materials represent 100% alignment with the Tennessee State Social Studies Standards and explicitly focus teaching and learning on the grade level standards, topics, and content strands at a level of rigor necessary for students to reach mastery: | | | | |
| Colonization (1607-1750) | | Yes | No | Evidence (e.g., page numbers and/or examples of inclusion) |
| Standard Number | Content Standard | | | |
| 8.01 | Explain the founding and development of Jamestown as the first permanent English colony, its early struggles, the economic and political structure, and role of the Powhatan people. | | | |
| 8.02 | Explain the founding and development of the Plymouth Colony, including the significance of: the Mayflower Compact, interactions with Squanto, and the role of religious freedom. | | | |
| 8.03 | Explain the founding and development of the Massachusetts Bay Colony, including the significance of: <ul style="list-style-type: none"> Anne Hutchinson Role of theocracy Salem Witch Trials Town meetings | | | |
| <p>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.</p> | | | | |

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| 8.04 | Explain the motivation for and the founding of the Rhode Island and Connecticut Colonies, including the roles of Roger Williams and Thomas Hooker. | | | |
| 8.05 | Analyze the economic motivation for the Dutch founding New Netherlands, the diverse population of the colony, and the transition to the English colony of New York. | | | |
| 8.06 | Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony, including the significance of: <ul style="list-style-type: none"> • William Penn • Philadelphia • Relationship with American Indians • Role of women | | | |
| 8.07 | Explain the reasons behind the settlement of the Georgia Colony, including: its designation as a “debtor” colony, its function as a “buffer” colony, and the role of James Oglethorpe in its founding. | | | |
| 8.08 | Locate and identify the Thirteen Colonies, and describe how their location and geographic features influenced regional economic development. | | | |
| 8.09 | Compare and contrast the locations and goals of British, French, and Spanish settlements in North America. | | | |
| <p>Note: <i>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></p> <p>Including: <i>used to say that a person or thing is a part of a group.</i></p> | | | | |

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| 8.10 | Identify the origins and development of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage. | | | |
| 8.11 | Describe the significance of the First Great Awakening, including its role in unifying the colonies and the growth of religious tolerance. | | | |
| 8.12 | Explain the Navigation Acts and the policy of mercantilism. | | | |
| The American Revolution (1700-1783) | | Yes | No | Evidence (e.g., page numbers and/or examples of inclusion) |
| Standard Number | Content Standard | | | |
| 8.13 | Explain the significance of the Ohio River Valley leading to the French and Indian War and the events and consequences of the conflict, including: the massacre at Fort Loudoun, the Treaty of Paris of 1763, war debt, and the Proclamation Line of 1763. | | | |
| 8.14 | Explain the political contributions of Benjamin Franklin to the U.S., including the "Join or Die" cartoon and Albany Plan of Union. | | | |
| <p>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:</p> <p>Including: used to say that a person or thing is a part of a group.</p> | | | | |

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| 8.15 | <p>Analyze the social, political, and economic causes of the events and groups of the American Revolution, including:</p> <ul style="list-style-type: none"> • The Quartering Act, 1765 • The Stamp Act, 1765 • The Declaratory Act, 1766 • The Townshend Acts, 1767 • The Boston Massacre, 1770 • The Boston Tea Party, 1773 • Intolerable/Coercive Acts, 1774 • Sons of Liberty | | | |
| 8.16 | Explain the historical purposes and consequences of Thomas Paine's <i>Common Sense</i> . | | | |
| 8.17 | Locate and explain the significance of the battles of the American Revolution prior to the signing of the Declaration of Independence, including Lexington and Concord and Bunker (Breed's) Hill. | | | |
| 8.18 | Explain the historical and present-day significance of the Declaration of Independence. (T.C.A. § 49-6-1028) | | | |
| 8.19 | Compare and contrast the points of view of Loyalists and Patriots. | | | |
| <p>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.</p> | | | | |

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| 8.20 | <p>Locate and explain the significance of the following during the American Revolution:</p> <ul style="list-style-type: none"> Struggles of the Continental Army Battles of Trenton and Princeton Battle of Kings Mountain Battle of Saratoga Battle of Yorktown Guerrilla warfare | | | |
|---|--|-----|----|--|
| The New Nation (1775-1800) | | Yes | No | Evidence (e.g., page numbers and/or examples of inclusion) |
| Content Standard | | | | |
| 8.21 | Analyze the strengths and weaknesses of the Articles of Confederation, and describe the Land Ordinance of 1785, the Northwest Ordinance of 1787, the Northwest Territory, the Lost State of Franklin, and Shays' Rebellion. | | | |
| 8.22 | Describe the roles of James Madison and George Washington during the Constitutional Convention, and analyze the major issues debated, including the Great Compromise and the Three-Fifths Compromise. (T.C.A. § 49-6-1028) | | | |
| 8.23 | Examine the principles and purposes of government articulated in the Preamble and principles stated in the Constitution, including: the separation of powers, federalism, and checks and balances. (T.C.A. § 49-6-1028) | | | |
| 8.24 | Describe the conflict between Federalists and Anti-Federalists over the ratification of the Constitution, including the protection of individual rights through the Bill of Rights and concern for states' rights. (T.C.A. § 49-6-1028) | | | |
| <p>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.</p> | | | | |

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| 8.25 | Analyze the major events of the administration of President George Washington, including: the precedents he set, Whiskey Rebellion, and ideas presented in his farewell address. | | | |
| 8.26 | Explain how conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views on foreign policy, economic policy, a national bank, and strict versus loose interpretation of the Constitution. | | | |
| 8.27 | Explain the controversies that plagued the administration of President John Adams, including: the conflicts with Great Britain and France, the XYZ Affair, and the Alien and Sedition Acts. | | | |
| 8.28 | Identify how westward expansion led to the statehood of Tennessee and the importance of the first state constitution (1796). (T.C.A. § 49-6-1028) | | | |
| Growth of a Young Nation (1800-1820) | | Yes | No | Evidence (e.g., page numbers and/or examples of inclusion) |
| Standard Number | Content Standard | | | |
| 8.29 | Analyze the significance of the election of 1800 and Chief Justice John Marshall's opinion in Marbury v. Madison. | | | |
| 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. | | | | |

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| 8.30 | Explain the major events of Thomas Jefferson's presidency, including: <ul style="list-style-type: none"> • Conflict with the Barbary pirates • Embargo Act • Lewis and Clark Expedition • Louisiana Purchase | | | |
| 8.31 | Explain the causes, course, and consequences of the War of 1812, including: <ul style="list-style-type: none"> • Use of impressment and trade restrictions between the U.S. and Great Britain • Roles of Andrew Jackson and William Henry Harrison • Significance of the Treaty of Ghent • Rise in nationalism in the U.S. | | | |
| 8.32 | Identify and locate the changing boundaries of the U.S. as a result of the Convention of 1818 and the Adams-Onís Treaty. | | | |
| 8.33 | Analyze the purpose and effects of the Monroe Doctrine. | | | |
| Sectionalism and Reform (1790s-1850s) | | Yes | No | Evidence (e.g., page numbers and/or examples of inclusion) |
| Standard Number | Content Standard | | | |
| 8.34 | Describe the development of the agrarian economy in the South, the locations of the cotton-producing states, the significance of cotton and the cotton gin, and the founding of Memphis as a center for cotton and the slave trade. | | | |
| 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. | | | | |

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| 8.35 | Analyze the characteristics of Southern society and its influence on the social and political conditions prior to the Civil War. | | | |
| 8.36 | Identify the conditions of enslavement, and explain how slaves adapted to and resisted bondage in their daily lives, including Nat Turner's revolt. | | | |
| 8.37 | <p>Explain the development of the American Industrial Revolution, including:</p> <ul style="list-style-type: none"> Eli Whitney and interchangeable parts Emergence of trade unions Lowell System Role of the textile industry Samuel Slater | | | |
| 8.38 | Describe how technological developments affected the growth of the industrial economy and cities in the North. | | | |
| 8.39 | Identify the push-pull factors for Irish and German immigrants, and describe the impact of their arrival in the U.S. prior to the Civil War. | | | |
| 8.40 | Analyze the development of roads, canals, railroads, and steamboats throughout the U.S., including the Erie Canal and the National Road. | | | |
| <p>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</p> | | | | |

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| 8.41 | Describe the significance of the Second Great Awakening and its influence on reform in the 19th century. | | | |
| 8.42 | Analyze the development of the women's suffrage movement, including the Seneca Falls Convention, and the ideals of Susan B. Anthony, Elizabeth Cady Stanton, and Sojourner Truth. | | | |
| 8.43 | Analyze the significance of leading abolitionists, including William Lloyd Garrison, Frederick Douglass, Elihu Embree, and Harriet Tubman, and the methods they used to spread the movement. | | | |
| The Jacksonian Era (1824-1840) | | Yes | No | Evidence (e.g., page numbers and/or examples of inclusion) |
| Standard Number | Content Standard | | | |
| 8.44 | Analyze the role played by Chief Justice John Marshall in strengthening the judicial branch, including the key decisions of the Supreme Court in <i>Gibbons v. Ogden</i> and <i>McCulloch v. Maryland</i> . | | | |
| 8.45 | Examine the importance of the elections of 1824 and 1828, including: the corrupt bargain, the spoils system, and Jacksonian Democracy. | | | |
| <p>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:</p> <p>Including: used to say that a person or thing is a part of a group</p> | | | | |

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| 8.46 | Examine President Andrew Jackson's actions regarding the Bank of the U.S. and the Nullification Crisis, and analyze the effects of these events on the nation. | | | |
| 8.47 | Describe the impact of the Indian Removal Act and the struggle between the Cherokee Nation and the U.S. government, including the significance of <i>Worcester v. Georgia</i> and the Trail of Tears. | | | |
| 8.48 | Identify that the Tennessee Constitution of 1834 expanded voting rights for non-property owners. (T.C.A. 49-6-1028) | | | |
| Expansion and Division of the Nation (1820s-1860s) | | Yes | No | Evidence (e.g., page numbers and/or examples of inclusion) |
| Standard Number | Content Standard | | | |
| 8.49 | Analyze the concept of Manifest Destiny and its impact on the development of the nation, and describe the economic incentives for westward expansion. | | | |
| 8.50 | Explain the reasons for and the provisions of the Missouri Compromise (i.e., Compromise of 1820) and its impact on expansion. | | | |
| <p>Note: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:</p> <p>Including: used to say that a person or thing is a part of a group</p> <p>i.e.: "that is" or "in other words"; specific examples that should be used</p> | | | | |

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| 8.51 | Describe American settlements in Texas after 1821, the causes of the Texas War for Independence, the roles of David Crockett and Sam Houston, and the legacy of the Alamo. | | | |
| 8.52 | Analyze the reasons for and outcomes of groups moving west, including the significance of: <ul style="list-style-type: none"> • Fur traders • Mormons • Oregon Trail • Santa Fe Trail | | | |
| 8.53 | Identify the major events and impact of James K. Polk's presidency, including the annexation of Texas and the settlement of the Oregon boundary. | | | |
| 8.54 | Describe the causes and consequences of the Mexican War, including the controversy over the Rio Grande boundary and the Mexican Cession. | | | |
| 8.55 | Analyze the discovery of gold in California, its social and economic impact on the U.S., and the major migratory movement (including the forty-niners and Asian immigrants). | | | |
| 8.56 | Explain the reasons for and the impact of the Compromise of 1850 (including Henry Clay's role as "The Great Compromiser") and the Fugitive Slave Act (including Harriet Beecher Stowe's influence with <i>Uncle Tom's Cabin</i>). | | | |
| <p>Note: <i>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></p> <p>Including: <i>used to say that a person or thing is a part of a group.</i></p> | | | | |

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| 8.57 | Describe the significance of the Gadsden Purchase of 1853. | | | |
| 8.58 | Explain the motivations behind the passage of the Kansas-Nebraska Act of 1854, and analyze the effects of the compromise, including: <ul style="list-style-type: none"> • Rise of the Republican Party • “Bleeding Kansas” • Preston Brooks’ attack on Charles Sumner • John Brown’s raid at Harper’s Ferry | | | |
| 8.59 | Analyze the <i>Dred Scott v. Sandford</i> decision and the resulting split between the North and South. | | | |
| 8.60 | Explain the arguments presented by Stephen Douglas and Abraham Lincoln on slavery in the Illinois Senate race debates of 1858. | | | |
| The Civil War (1860-1865) | | Yes | No | Evidence (e.g., page numbers and/or examples of inclusion) |
| Standard Number | Content Standard | | | |
| 8.61 | Describe the election of 1860 and its candidates (i.e., John Bell, Stephen Douglas, Abraham Lincoln, and John Breckinridge), and analyze how the campaigns reflected sectional turmoil in the country. | | | |
| 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 i.e.: “that is” or “in other words”; specific examples that should be used | | | | |

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| 8.62 | Describe the outbreak of the Civil War and the resulting sectional differences, including: <ul style="list-style-type: none"> • Economic, geographic, and technological advances • Military strategies • Roles of President Abraham Lincoln and Jefferson Davis • Significance of Fort Sumter • Geographical divisions within states | | | |
| 8.63 | Explain the significance of the following battles, events, and leaders during the Civil War, including: <ul style="list-style-type: none"> • First Battle of Bull Run • Battle of Shiloh • Battle of Antietam • Battle of Gettysburg • Battle of Vicksburg • Sherman's March to the Sea • Surrender at Appomattox Court House • David Farragut • Nathan Bedford Forrest • Ulysses S. Grant • Thomas "Stonewall" Jackson • Robert E. Lee | | | |
| 8.64 | Analyze the significance of the Emancipation Proclamation and the Gettysburg Address. | | | |
| 8.65 | Describe African American involvement in the Union army, including the Massachusetts 54th Regiment at Fort Wagner and the 13th U.S. Colored Troops in the Battle of Nashville. (T.C.A. § 49-6-1006) | | | |
| <p>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:</p> <p>Including: used to say that a person or thing is a part of a group</p> | | | | |

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| 8.66 | Analyze how the writings of Sam Watkins and Elisha Hunt Rhodes illustrated the daily life of the common soldier. | | | |
| Reconstruction (1865-1877) | | Yes | No | Evidence (e.g., page numbers and/or examples of inclusion) |
| Standard Number | Content Standard | | | |
| 8.67 | Analyze the immediate political impact of the assassination of President Abraham Lincoln and Andrew Johnson's ascension to the presidency. | | | |
| 8.68 | Explain the significance of the 13th, 14th, and 15th Amendments to the U.S. Constitution. | | | |
| 8.69 | Analyze President Abraham Lincoln's Ten Percent Plan, President Andrew Johnson's Plan, and the Radical Republican Plan for Reconstruction. | | | |
| 8.70 | Identify the significance of the Tennessee Constitution of 1870, including the right of all men to vote and the establishment of a poll tax. (T.C.A. § 49-6-1028) | | | |
| <p>Note: <i>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></p> <p>Including: <i>used to say that a person or thing is a part of a group.</i></p> | | | | |

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| 8.71 | Analyze the conflict between President Andrew Johnson and the Radical Republicans, including Johnson's veto of the Tenure of Office Act and his impeachment. | | | |
| 8.72 | Explain the restrictions placed on the rights and opportunities of freedmen, including: racial segregation, black codes, and the efforts of the Freedmen's Bureau to address the problems confronting newly freed slaves. | | | |
| 8.73 | Trace the rise of the Ku Klux Klan and vigilante justice in the South and in Tennessee, including the role of Governor William Brownlow. | | | |
| 8.74 | Explain the roles carpetbaggers and scalawags played during Reconstruction. | | | |
| 8.75 | Explain the Compromise of 1877 and its role in ending Radical Reconstruction. | | | |
| <p>Note: <i>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></p> <p>Including: <i>used to say that a person or thing is a part of a group.</i></p> | | | | |

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| GRADE 5, PART 2, SECTION IA: | Yes | No | Notes (summary of notes from section IA) |
|--|-----|----|--|
| <p>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.</p> | | | |

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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). | | | |
| Materials are accurate and grade level appropriate. | | | |

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. | | | |
| | Understand the role of culture in shaping lives and society. | | | |
| Economics | Use economic reasoning skills and knowledge of major economic concepts, issues, and systems. | | | |
| | Make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world. | | | |
| Geography | Use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity. | | | |

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| | 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. | | | |
| 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. | | | |
| | 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. <i>This course has embedded and implied Tennessee history content.</i> | | | |
| Additional comments on integration of the content strands into the materials: | | | | |

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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. | | | |

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| SSP.05 | Develop historical awareness. | | | |
| SSP.06 | Develop geographic awareness. | | | |
| Additional comments on the Social Studies Practices within materials: | | | | |

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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. § 49-6-1028 <i>Students shall be taught about the formation of the governments of the United States and Tennessee using federal and state foundational documents. They shall also be taught the significance and relevance of those federal and state foundational documents today.</i> | | | |
| <i>(E) Why Tennessee has had three (3) constitutions, the Constitutions of 1796, 1834, and 1870, and how changes have been made to the Tennessee Constitution of 1870.</i> | | | |
| <i>(F) How other foundational documents of the United States and Tennessee aided in the formation of the federal and state governments.</i> | | | |
| T.C.A. § 49-6-1028 <i>Beginning with the 2012-2013 school year, in conjunction with the social studies curriculum, all LEAs shall implement a project- based assessment in civics at least once in grades four through eight (4-8) and at least once in grades nine through twelve (9-12). The assessments shall be developed by the LEA and designed to measure the civics learning objectives contained in the social studies curriculum and to demonstrate understanding and relevance of public policy, the structure of federal, state and local governments and both the Tennessee and the United States constitutions.</i> | | | |
| T.C.A. § 49-6-1006 <i>The course of instruction in all public schools should include, at some appropriate grade level or levels, as determined by the local board of education, courses and content designed to educate children in black history and culture and the contribution of black people to the history and development of this country and of the world. The general assembly finds that the goal of curriculum shall include the history, heritage, culture, experience and ultimate destiny of all social, ethnic, gender and</i> | | | |

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| | | | |
|--|--|--|--|
| <i>national groups and individuals, and that such are represented as interdependent, interactive and complementary. The state board of education shall include multicultural diversity when developing frameworks and curricula to be taught at appropriate grade levels kindergarten through grade twelve (K-12).</i> | | | |
|--|--|--|--|

Additional comments on T.C.A. within materials:

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EIGHTH GRADE SOCIAL STUDIES

SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY

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

| SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY | | | |
|--|-----|----|----------|
| Part A. Key Areas of Focus | | | |
| | Yes | No | Evidence |
| Rigor: Learning experiences provide opportunities for thought, discourse, and practice in an interconnected and social context. | | | |
| 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. | | | |
| 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. <i>As you review materials, please note any possible bias/sensitivity issues for use at the local level.</i> | | | |

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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 |
|---|-----|----|--------------------------|
| a. Engages students through real-world, relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit critical thinking and problem solving. | | | |
| b. Includes differentiated materials that provides support for the following: ELL students, students with disabilities, or struggling learners. | | | |
| c. 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 |
|---|-----|----|--------------------------|
| a. 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). | | | |
| b. Assesses student mastery using methods that are unbiased and accessible to all students. | | | |
| c. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance. | | | |
| d. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures. | | | |
| e. Assessments are embedded throughout instructional materials as tools for students' learning and teachers' monitoring of instruction. | | | |

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

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