

Seventh Grade Social Studies Instructional Materials Scoring Rubric

Gateway: The publisher must provide a Tennessee standards alignment guide as a part of the scope and sequence for the material. If this gateway is not met, the materials will not be scored. All Tennessee standards must be addressed within the material. If this is not met, the material will not pass review by the Tennessee Textbook and Instructional Materials Quality Commission.

Introduction:

The following Instructional Materials Scoring Rubric for Social Studies is designed to score materials in the following categories:

- Alignment of Content
- Instructional Focus
- Social Studies Practices
- Accessibility Features

Scoring:

Each section is to be scored using a 0, 1, or 2. Use the following scoring guideline.

Tables 1-4:

- 0: The standard is not present within the material.
- 1: The standard is present within the material. The intent and /or frequency component of the standard is not fully met. •
- 2: A rating of 2 indicates the standard is present and all aspects of the standard are fully met.

Table 1: Alignment of Content

Directions:

- **0: The standard is not present within the material**
- **1: The standard is present within the material. The intent and/or frequency component of the standard is not fully met. •**
- **2: A rating of a 2 indicates the standard is present and all aspects of the standard are fully met.**

	0	1	2	Evidence
Conceptual Understanding: Materials support student engagement with the Tennessee Social Studies standards and model curriculum, providing educators with a clear, standards-based pathway to address content and skills in a coherent and sequenced manner.				
7.01 Identify the continuation of the Eastern Roman Empire as the Byzantine Empire including its use of Greek culture, and describe the diffusion of Christianity and			X	Classroom Activity - Slideshow The Byzantine Empire Classroom Activity - Slideshow

<p>the preservation of the Latin language.</p>			<p>The Origins and Spread of Christianity Student Text - Explore - When Did the Roman Empire Really Fall? The Byzantine Empire Student Text - Introduction From the Crusades to New Muslim Empires Student Text - Introduction The Byzantine Empire Student Text - Investigating Primary Sources - What Kind of Ruler Was Justinian I? The Byzantine Empire Student Text - Section 4 - The Legacy of Roman Language and Writing The Legacy of the Roman Empire Student Text - Section 2 - The Reign of Justinian I The Byzantine Empire Student Text - Section 3 - The Eastern Orthodox Church The Byzantine Empire Student Text - Section 4 - Conflict Between East and West The Byzantine Empire Unit Project - Unit Introduction Europe During Medieval Times</p>
<p>7.02 Explain the importance of Justinian's political, social, and architectural achievements, including:</p> <ul style="list-style-type: none"> • Expanding the empire • Spreading Christianity • The role of Theodora • Justinian Code • The Hagia Sophia 		<p>X</p>	<p>Classroom Activity - Slideshow The Byzantine Empire Student Text - Biography - Empress Theodora (about 497–548) The Byzantine Empire Student Text - Investigating Primary Sources - What Kind of Ruler Was Justinian I? The Byzantine Empire Student Text - Section 2 - The Reign of Justinian I The Byzantine Empire Student Text - Summary The Byzantine Empire Unit Project - Timeline Challenge Europe During Medieval Times</p>
<p>7.03 Analyze the importance of regional geography, trade, and the location of Constantinople in maintaining European culture.</p>		<p>X</p>	<p>Classroom Activity - Slideshow The Byzantine Empire Student Text - Section 1 - The End of the Roman Empire in the</p>

			<p>West The Legacy of the Roman Empire Student Text - Section 1 - Constantinople The Byzantine Empire Student Text - Section 2 - The Reign of Justinian I The Byzantine Empire Student Text - Section 4 - Conflict Between East and West The Byzantine Empire Unit Project - Geography Challenge Europe During the Medieval Times Unit Project - Timeline Challenge Europe During Medieval Times</p>
<p>7.04 Identify and locate on a map the geographical and political features of Southwest Asia and North Africa, including: • Arabian Peninsula</p> <ul style="list-style-type: none"> • Arabian Sea • Black Sea • Euphrates River • Mecca • Mediterranean Sea • Persian Gulf • Red Sea • Tigris River 		X	<p>Student Text - Section 1 - Arabia in the 6th Century The Origins and Spread of Islam Student Text - Section 1 - Background on Islam Learning About World Religions: Islam Student Text - Section 5 - Geography and Navigation Muslim Innovations and Adaptations Student Text - Section 7 - New Muslim Empires and the Expansion of Islam From the Crusades to New Muslim Empires Student Text - Section 7 - The Umayyad Dynasty The Origins and Spread of Islam Unit Project - Geography Challenge Islam in Medieval Times Student Text - Explore - Cultural Interaction in Abbasid Baghdad Muslim Innovations and Adaptations</p>
<p>7.05 Describe the origins and central features of Islam: • Key Person(s): Mohammad</p> <ul style="list-style-type: none"> • Sacred Texts: The Quran and The Sunnah • Basic Beliefs: monotheism, Five Pillars 		X	<p>Classroom Activity - Slideshow The Origins and Spread of Islam Classroom Activity - Slideshow Learning About World Religions: Islam Student Text - Section 1 - Arabia in the 6th Century The Origins and Spread of Islam Student Text - Section 1 - Background on Islam</p>

			<p>Learning About World Religions: Islam Student Text - Section 2 - Muhammad's Early Life The Origins and Spread of Islam Student Text - Section 2 - The Qur'an and the Sunnah Learning About World Religions: Islam Student Text - Section 3 - The Call to Prophethood The Origins and Spread of Islam Student Text - Section 3 - The First Pillar: Shahadah Learning About World Religions: Islam Student Text - Section 4 - Muhammad's Teachings Meet with Rejection The Origins and Spread of Islam Student Text - Section 4 - The Second Pillar: Salat Learning About World Religions: Islam Student Text - Section 5 - From the Migration to Medina to the End of His Life The Origins and Spread of Islam Student Text - Section 5 - The Third Pillar: Zakat Learning About World Religions: Islam Student Text - Section 6 - The Four Caliphs The Origins and Spread of Islam Student Text - Section 6 - The Fourth Pillar: Siyam Learning About World Religions: Islam Student Text - Section 7 - The Fifth Pillar: Hajj Learning About World Religions: Islam</p>
<p>7.06 Describe how trade and expansion led to the diffusion of Islamic culture and the Arabic language.</p>		<p>X</p>	<p>Classroom Activity - Slideshow Muslim Innovations and Adaptations Classroom Activity - Slideshow The Influence of Islam on West Africa Student Text - Section 1 - The Flowering of Islamic Civilization Muslim Innovations and Adaptations Reading - Site of Encounter - Mali (1300–1400) The Influence of Islam on West Africa Student Text - Explore - The "Golden Age" of Jewish and Muslim Cooperation Muslim Innovations and Adaptations Student Text - Introduction</p>

			<p>The Influence of Islam on West Africa Student Text – Section 1 – Background on Islam Learning About World Religions: Islam Student Text – Section 7 – The Umayyad Dynasty The Origins and Spread of Islam Student Text – Site of Encounter – Cairo (1300–1500) Muslim Innovations and Adaptations Unit Project – Inquiry Project The Culture and Kingdoms of West Africa</p>
<p>7.07 Summarize the contributions of the region’s scholars in the areas of:</p> <ul style="list-style-type: none"> • Art • Literature • Mathematics • Medicine • Navigation • Science. 		<p>X</p>	<p>Classroom Activity – Slideshow Muslim Innovations and Adaptations Student Text – Explore – The "Golden Age" of Jewish and Muslim Cooperation Muslim Innovations and Adaptations Student Text – Section 1 – The Flowering of Islamic Civilization Muslim Innovations and Adaptations Student Text – Section 10 – Recreation Muslim Innovations and Adaptations Student Text – Section 2 – City Building and Architecture Muslim Innovations and Adaptations Student Text – Section 3 – Scholarship and Learning Muslim Innovations and Adaptations Student Text – Section 4 – Science and Technology Muslim Innovations and Adaptations Student Text – Section 5 – Geography and Navigation Muslim Innovations and Adaptations Student Text – Section 6 – Mathematics Muslim Innovations and Adaptations Student Text – Section 7 – Medicine Muslim Innovations and Adaptations Student Text – Section 8 – Bookmaking and Literature Muslim Innovations and Adaptations Student Text – Section 9 – Art and Music Muslim Innovations and Adaptations Student Text – Section 7 – The Umayyad Dynasty The Origins and Spread of Islam</p>

			<p>Unit Project – Inquiry Project Islam in Medieval Times</p>
<p>7.08 Explain the importance of Mehmed II the Conqueror, the fall of Constantinople, and the establishment of the Ottoman Empire.</p>		X	<p>Reading – Explore – Gunpowder Empires The Age of Exploration Reading – Section 4 – The Decline of the Mongol Empire The Mongol Empire Student Text – Section 7 – New Muslim Empires and the Expansion of Islam From the Crusades to New Muslim Empires</p>
<p>7.09 Analyze the development of trade routes throughout Asia, Africa, and Europe and the expanding role of merchants, including the trade in spices, paper, textiles, and navigational tools.</p>		X	<p>Classroom Activity – Slideshow Increasing Trade and Competition Classroom Activity – Slideshow China's Contacts with the Outside World Classroom Activity – Slideshow Muslim Innovations and Adaptations Reading – Section 3 – Life Under the Mongols The Mongol Empire Student Text – Explore – Human-Environment Interaction in Medieval Europe Life in Medieval Towns Student Text – Section 1 – Geography and Trade Early Societies in West Africa Student Text – Section 2 – The Growth of Trade and Commerce The Renaissance Begins Student Text – Section 2 – The Growth of Trade and Commerce China Develops a New Economy Student Text – Section 3 – The Gold-Salt Trade Ghana: A West African Trading Empire Student Text – Section 3 – Trade and Commerce Life in Medieval Towns Student Text – Section 4 – The Exchange of Goods Ghana: A West African Trading Empire Student Text – Site of Encounter – Calicut (1400) The Evolution of Religion in South Asia</p>

<p>7.10 Identify and locate on a map the geographical and political features of West Africa, including:</p> <ul style="list-style-type: none"> • Atlantic Ocean • Djenne • The Sahara • The Niger River • Timbuktu 			<p>X</p> <p>Classroom Activity – Slideshow Early Societies in West Africa Reading – Site of Encounter – Mali (1300–1400) The Influence of Islam on West Africa Reading – Explore – Unlocking the Secrets of Great Zimbabwe Early Societies in West Africa Reading – Investigating Primary Sources – What Does Ibn Battuta’s Writing Reveal About Islam in Medieval Mali? The Influence of Islam on West Africa Student Text – Section 1 – The Spread of Islam in West Africa The Influence of Islam on West Africa Student Text – Section 2 – Trade: The Source of Ghana’s Wealth Ghana: A West African Trading Empire Student Text – Section 3 – The Gold-Salt Trade Ghana: A West African Trading Empire Unit Project – Geography Challenge The Culture and Kingdoms of West Africa</p>
<p>7.11 Explain indigenous African spiritual traditions, including ancestor worship, animism, and the relationship between humans and deities</p>			<p>X</p> <p>Classroom Activity – Slideshow The Influence of Islam on West Africa Classroom Activity – Slideshow The Cultural Legacy of West Africa Student Text – Section 2 – Early Communities and Villages Early Societies in West Africa Student Text – Section 4 – The Exchange of Goods Ghana: A West African Trading Empire Reading – Explore – African Spiritual Traditions The Cultural Legacy of West Africa</p>
<p>7.12 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.</p>			<p>X</p> <p>Classroom Activity – Slideshow Early Societies in West Africa Classroom Activity – Slideshow Ghana: A West African Trading Empire Classroom Activity – Slideshow</p>

			<p>The Influence of Islam on West Africa Classroom Activity - Slideshow The Cultural Legacy of West Africa Historical Examples of Scarcity, Choice, Opportunity Cost, Benefits, and Incentives Economics Library Reading - Explore - Unlocking the Secrets of Great Zimbabwe Early Societies in West Africa Reading - Primary Source - Account of Ghana by Abu Ubayd al-Bakri Ghana: A West African Trading Empire Unit Project - Applying Themes Through Writing The Culture and Kingdoms of West Africa Unit Project - Geography Challenge The Culture and Kingdoms of West Africa</p>
<p>7.13 Analyze how the exchange of salt, gold, and enslaved people along the Trans-Saharan trade route led to religious and cultural changes, such as the growth of Islam and the Arabic language.</p>		<p>X</p>	<p>Classroom Activity - Slideshow Early Societies in West Africa Classroom Activity - Slideshow Ghana: A West African Trading Empire Classroom Activity - Slideshow The Influence of Islam on West Africa Reading - Primary Source - Account of Ghana by Abu Ubayd al-Bakri Ghana: A West African Trading Empire Reading - Profiles in History - Askia Muhammad I (?–1538) The Influence of Islam on West Africa Reading - Site of Encounter - Mali (1300–1400) The Influence of Islam on West Africa Student Text - Section 1 - West African Oral and Written Traditions The Cultural Legacy of West Africa Unit Project - Applying Themes Through Writing The Culture and Kingdoms of West Africa Unit Project - Inquiry Project The Culture and Kingdoms of West Africa Unit Project - Timeline Challenge</p>

			The Culture and Kingdoms of West Africa
7.14 Describe the role of griots and their use of oral traditions in the transmission of West African history and culture.		X	<p>Classroom Activity - Slideshow Early Societies in West Africa</p> <p>Classroom Activity - Slideshow Ghana: A West African Trading Empire</p> <p>Classroom Activity - Slideshow The Influence of Islam on West Africa</p> <p>Classroom Activity - Slideshow The Cultural Legacy of West Africa</p> <p>Historical Examples of Scarcity, Choice, Opportunity Cost, Benefits, and Incentives Economics Library</p> <p>Reading - Explore - Citizenship Long Ago: Rights and Roles After 600 C.E. The Incas</p> <p>Reading - Literature - West African Oral Story The Cultural Legacy of West Africa</p> <p>Student Text - Section 1 - West African Oral and Written Traditions The Cultural Legacy of West Africa</p> <p>Student Text - Section 2 - West African Music The Cultural Legacy of West Africa</p> <p>Unit Project - Inquiry Project The Culture and Kingdoms of West Africa</p>
7.15 Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca in 1324.		X	<p>Reading - Explore - Citizenship Long Ago: Rights and Roles After 600 C.E. The Incas</p> <p>Student Text - Section 1 - The Spread of Islam in West Africa The Influence of Islam on West Africa</p> <p>Student Text - Section 6 - Islamic Architectural Styles The Influence of Islam on West Africa</p> <p>Student Text - Summary The Influence of Islam on West Africa</p> <p>Unit Project - Inquiry Project The Culture and Kingdoms of West Africa</p> <p>Unit Project - Timeline Challenge</p>

			The Culture and Kingdoms of West Africa
<p>7.16 Identify and locate on a map the geographical and political features of East Asia, including:</p> <ul style="list-style-type: none"> • China • Gobi Desert • Himalayan Mountains • Japan • Korean Peninsula • Pacific Ocean • Plateau of Tibet • Sea of Japan (i.e., East Sea) • Yangtze River • Yellow River 		X	<p>Classroom Activity - Slideshow China's Contacts with the Outside World</p> <p>Classroom Activity - Slideshow The Rise of the Warrior Class in Japan</p> <p>Unit Project - Geography Challenge Imperial China</p> <p>Unit Project - Geography Challenge Japan During Medieval Times</p> <p>Unit Project - Geography Challenge The Medieval World, 1200–1490</p>
<p>7.17 Describe the reunification of China during the Sui Dynasty, including the spread of Buddhism and the building of the Grand Canal.</p>		X	<p>Classroom Activity - Slideshow China's Contacts with the Outside World</p> <p>Student Text - Section 1 - Foreign Contacts Under the Tang Dynasty China's Contacts with the Outside World</p> <p>Student Text - Section 2 - Spread of Buddhism The Evolution of Religion in South Asia</p> <p>Student Text - Summary The Evolution of Religion in South Asia</p> <p>Unit Project - Unit Introduction Imperial China</p>
<p>7.18 Describe the developments (e.g., gunpowder and the reopening of the Silk Road) during the Tang Dynasty, including the expansion of Confucianism.</p>		X	<p>Classroom Activity - Slideshow China Develops a New Economy</p> <p>Classroom Activity - Slideshow Chinese Discoveries and Inventions</p> <p>Classroom Activity - Slideshow China's Contacts with the Outside World</p> <p>Reading - Literature - Poetry from the Tang Dynasty China's Contacts with the Outside World</p> <p>Reading - Profiles in History - Empress Wu Chao (625–705) China Develops a New Economy</p> <p>Student Text - Investigating Primary Sources - What Was It Like to Take a Civil Service Examination?</p>

			<p>The Political Development of Imperial China Student Text – Section 1 – The Government of Imperial China The Political Development of Imperial China Student Text – Section 2 – Aristocracy: The Tang Dynasty The Political Development of Imperial China Unit Project – Unit Introduction Imperial China</p>
<p>7.19 Describe the developments (e.g., fast-ripening rice and mariner’s compass) during the Song Dynasty, and examine the role of Neo-Confucianism in instituting merit-based civil service exams.</p>		<p>X</p>	<p>Classroom Activity – Slideshow China Develops a New Economy Classroom Activity – Slideshow Chinese Discoveries and Inventions Student Text – Applying World History Themes Timeline: Imperial China Student Text – Explore – Trade and Interconnectedness The Medieval World, 1200–1490 Student Text – Investigating Primary Sources – What Was It Like to Take a Civil Service Examination? The Political Development of Imperial China Student Text – Section 1 – The Government of Imperial China The Political Development of Imperial China Student Text – Section 3 – Meritocracy: The Song Dynasty The Political Development of Imperial China Unit Project – Applying Themes Through Writing Imperial China Unit Project – Inquiry Project Imperial China Unit Project – Timeline Challenge Imperial China</p>
<p>7.20 Examine the rise of the Mongol Empire, including the conquests of Genghis Khan and Kublai Khan's establishment of the Yuan Dynasty.</p>		<p>X</p>	<p>Classroom Activity – Slideshow The Mongol Empire Classroom Activity – Slideshow The Political Development of Imperial China Reading – Explore – The Song Empire During Mongol Rule The Political Development of Imperial China Student Text – Section 2 – Foreign Contacts Under the Yuan</p>

			<p>Dynasty China's Contacts with the Outside World Student Text – Section 2 – The Growth of Trade and Commerce The Renaissance Begins Student Text – Section 6 – The Mongol Invasion From the Crusades to New Muslim Empires Unit Project – Applying Themes Through Writing The Medieval World, 1200–1490 Unit Project – Inquiry Project The Medieval World, 1200–1490 Unit Project – Timeline Challenge The Medieval World, 1200–1490 Unit Project – Timeline Challenge Imperial China</p>
<p>7.21 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.</p>		<p>X</p>	<p>Classroom Activity – Slideshow The Mongol Empire Classroom Activity – Slideshow The Political Development of Imperial China Reading – Explore – The Song Empire During Mongol Rule The Political Development of Imperial China Student Text – Explore – Trade and Interconnectedness The Medieval World, 1200–1490 Student Text – Section 2 – Foreign Contacts Under the Yuan Dynasty China's Contacts with the Outside World Student Text – Section 2 – The Growth of Trade and Commerce The Renaissance Begins Student Text – Section 6 – The Mongol Invasion From the Crusades to New Muslim Empires Unit Project – Applying Themes Through Writing The Medieval World, 1200–1490 Unit Project – Geography Challenge The Medieval World, 1200–1490 Unit Project – Timeline Challenge The Medieval World, 1200–1490</p>

			<p>Unit Project - Timeline Challenge Imperial China</p>
<p>7.22 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.</p>		<p>X</p>	<p>Classroom Activity - Slideshow The Political Development of Imperial China</p> <p>Reading - Explore - Comparing Medieval Revolutions in Agriculture Chinese Discoveries and Inventions</p> <p>Reading - Explore - Gunpowder Empires The Age of Exploration</p> <p>Reading - Section 4 - The Decline of the Mongol Empire The Mongol Empire</p> <p>Student Text - Introduction China's Contacts with the Outside World</p> <p>Student Text - Reading Further - The Explorations of Admiral Zheng He China's Contacts with the Outside World</p> <p>Student Text - Section 3 - Foreign Contacts Under the Ming Dynasty China's Contacts with the Outside World</p> <p>Student Text - Site of Encounter - Calicut (1400) The Evolution of Religion in South Asia</p> <p>Unit Project - Applying Themes Through Writing Imperial China</p> <p>Unit Project - Timeline Challenge Imperial China</p>
<p>7.23 Describe the origins and central features of Shintoism:</p> <ul style="list-style-type: none"> • 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 		<p>X</p>	<p>Student Text - Applying World History Themes Timeline: Japan During Medieval Times</p> <p>Student Text - Section 4 - Religion: Buddhism Comes to Japan The Influence of Neighboring Cultures on Japan</p> <p>Student Text - Section 8 - Architecture: Adapting Temple Designs The Influence of Neighboring Cultures on Japan</p> <p>Student Text - Section 9 - Music: Adopting New Music and Instruments The Influence of Neighboring Cultures on Japan</p>

				<p>Student Text - Summary The Influence of Neighboring Cultures on Japan</p> <p>Unit Project - Applying Themes Through Writing Japan During Medieval Times</p>
<p>7.24 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.</p>			X	<p>Classroom Activity - Slideshow The Influence of Neighboring Cultures on Japan</p> <p>Classroom Activity - Slideshow The Rise of the Warrior Class in Japan</p> <p>Classroom Activity - Slideshow Heian-kyo: The Heart of Japan's Golden Age</p> <p>Reading - Explore - Chinese Influence on Korea The Influence of Neighboring Cultures on Japan</p> <p>Reading - Explore - Early Cultural Exchanges Between Korea, China, and Japan The Influence of Neighboring Cultures on Japan</p> <p>Reading - Explore - Gunpowder Empires The Age of Exploration</p> <p>Reading - Literature - Poems About Warriors The Rise of the Warrior Class in Japan</p> <p>Student Text - Section 9 - Women in Samurai Society Japan During Medieval Times</p> <p>Unit Project - Applying Themes Through Writing Japan During Medieval Times</p> <p>Unit Project - Unit Introduction Japan During Medieval Times</p>
<p>7.25 Describe how the Heian aristocracy contributed to the development of a Japanese national culture, including politics, art, language, and literature (e.g., Tale of Genji as the world's first novel).</p>			X	<p>Classroom Activity - Slideshow Heian-kyo: The Heart of Japan's Golden Age</p> <p>Reading - Explore - Japanese Economic Development in the Kamakura Period The Rise of the Warrior Class in Japan</p> <p>Reading - Profiles in History - Lady Murasaki Shikibu (about 978-1030) Heian-kyo: The Heart of Japan's Golden Age</p> <p>Unit Project - Inquiry Project Japan During Medieval Times</p> <p>Unit Project - Timeline Challenge</p>

			<p>Japan During Medieval Times</p> <p>Unit Project - Unit Introduction</p> <p>Japan During Medieval Times</p>
<p>7.26 Analyze the rise of a military society in the late 12th century, and the role of the shogun and samurai in Japanese society.</p>		X	<p>Classroom Activity - Slideshow</p> <p>The Influence of Neighboring Cultures on Japan</p> <p>Classroom Activity - Slideshow</p> <p>The Rise of the Warrior Class in Japan</p> <p>Reading - Explore - Early Cultural Exchanges Between Korea, China, and Japan</p> <p>The Influence of Neighboring Cultures on Japan</p> <p>Reading - Primary Source - The Seventeen Article Constitution by Prince Shotoku (574–622)</p> <p>The Influence of Neighboring Cultures on Japan</p> <p>Reading - Profiles in History - Lady Murasaki Shikibu (about 978–1030)</p> <p>Heian-kyo: The Heart of Japan's Golden Age</p> <p>Student Text - Investigating Primary Sources - Why Was Lady Murasaki an Important Figure in Japan's History?</p> <p>Heian-kyo: The Heart of Japan's Golden Age</p> <p>Student Text - Section 4 - Beauty and Fashion During the Heian Period</p> <p>Heian-kyo: The Heart of Japan's Golden Age</p> <p>Student Text - Section 8 - The End of the Heian Period</p> <p>Heian-kyo: The Heart of Japan's Golden Age</p> <p>Unit Project - Applying Themes Through Writing</p> <p>Japan During Medieval Times</p>
<p>7.27 Identify and locate on a map geographical features of Europe, including:</p> <ul style="list-style-type: none"> • Alps • Atlantic Ocean • English Channel • Iberian Peninsula • Mediterranean Sea • North European Plain 		X	<p>Student Text - Explore - Human-Environment Interaction in Medieval Europe</p> <p>Life in Medieval Towns</p> <p>Unit Project - Geography Challenge</p> <p>The Medieval World, 1200–1490</p> <p>Unit Project - Geography Challenge</p> <p>Europe Enters The Modern Age</p> <p>Unit Project - Geography Challenge</p> <p>Europe During Medieval Times</p>

<p>7.28 Describe the role of monasteries in the preservation of knowledge and the spread of the Catholic Church across Central and Western Europe.</p>			<p>X</p> <p>Classroom Activity – Slideshow The Roman Catholic Church in Medieval Europe</p> <p>Reading – Section 3 – Conflicts Emerge Increasing Trade and Competition</p> <p>Student Text – Introduction The Byzantine Empire</p> <p>Student Text – Section 1 – Western Europe During the Early Middle Ages The Development of Feudalism in Western Europe</p> <p>Unit Project – Applying Themes Through Writing Europe During Medieval Times</p> <p>Unit Project – Timeline Challenge Islam in Medieval Times</p> <p>Unit Project – Unit Introduction Islam in Medieval Times</p> <p>Unit Project – Unit Introduction Europe During Medieval Times</p>
<p>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.</p>			<p>X</p> <p>Classroom Activity – Slideshow The Development of Feudalism in Western Europe</p> <p>Classroom Activity – Slideshow The Roman Catholic Church in Medieval Europe</p> <p>Reading – Explore – Gunpowder Empires The Age of Exploration</p> <p>Student Text – Introduction The Decline of Feudalism</p> <p>Student Text – Introduction Life in Medieval Towns</p> <p>Student Text – Section 1 – Political Developments in England The Decline of Feudalism</p> <p>Student Text – Section 1 – The Growth of Medieval Towns Life in Medieval Towns</p> <p>Student Text – Section 10 – Comparing Japan and Europe in the Middle Ages The Rise of the Warrior Class in Japan</p> <p>Student Text – Section 4 – Conflict Between East and West The Byzantine Empire</p>

			<p>Unit Project - Timeline Challenge Europe During Medieval Times</p>
<p>7.30 Describe the development of feudalism and manorialism, and their influence on the medieval European economy (i.e., the role of the manor and the growth of towns).</p>		X	<p>Classroom Activity - Slideshow The Development of Feudalism in Western Europe Reading - Explore - Gunpowder Empires The Age of Exploration Student Text - Introduction Life in Medieval Towns Student Text - Introduction The Decline of Feudalism Student Text - Section 1 - Political Developments in England The Decline of Feudalism Student Text - Section 1 - The Growth of Medieval Towns Life in Medieval Towns Student Text - Section 10 - Comparing Japan and Europe in the Middle Ages The Rise of the Warrior Class in Japan Unit Project - Timeline Challenge Europe During Medieval Times</p>
<p>7.31 Explain the Battle of Hastings and the long-term historical effects of William the Conqueror on England and Northern France, including the impact on language and the spread of feudalism.</p>		X	<p>Student Text - Section 10 - Comparing Japan and Europe in the Middle Ages The Rise of the Warrior Class in Japan Student Text - Section 3 - Monarchs During Feudal Times The Development of Feudalism in Western Europe Student Text - Summary The Development of Feudalism in Western Europe</p>
<p>7.32 Describe how political relationships both fostered cooperation (i.e., Charlemagne and Pope Leo III) and led to conflict (i.e., Henry IV and Pope Gregory VII) between the Papacy and European monarchs.</p>		X	<p>Classroom Activity - Slideshow The Roman Catholic Church in Medieval Europe Reading - Section 3 - Conflicts Emerge Increasing Trade and Competition Student Text - Introduction The Byzantine Empire Student Text - Section 1 - The Christian Church Takes Shape The Roman Catholic Church in Medieval Europe</p>

			<p>Student Text - Section 1 - Western Europe During the Early Middle Ages The Development of Feudalism in Western Europe Unit Project - Applying Themes Through Writing Europe During Medieval Times Unit Project - Timeline Challenge Islam in Medieval Times</p>
<p>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.</p>		<p>X</p>	<p>Student Text - Introduction The Decline of Feudalism Student Text - Section 1 - Political Developments in England The Decline of Feudalism Student Text - Section 3 - John Locke: Natural Rights The Enlightenment Student Text - Summary The Enlightenment Student Text - Summary The Decline of Feudalism Unit Project - Timeline Challenge Europe During Medieval Times Unit Project - Unit Introduction Europe During Medieval Times</p>
<p>7.34 Analyze the overarching causes, effects, and key people of the Crusades, including Pope Urban II, Saladin, and Richard I.</p>		<p>X</p>	<p>Classroom Activity - Slideshow From the Crusades to New Muslim Empires Student Text - Applying World History Themes Timeline: Islam in Medieval Times Student Text - Investigating Primary Sources - What Motivated People to Participate in the Crusades? From the Crusades to New Muslim Empires Student Text - Section 2 - The Growth of Trade and Commerce The Renaissance Begins Student Text - Section 3 - Pilgrimages and Crusades The Roman Catholic Church in Medieval Europe Student Text - Summary The Renaissance Begins Student Text - Summary</p>

			<p>The Roman Catholic Church in Medieval Europe</p> <p>Unit Project – Applying Themes Through Writing</p> <p>Islam in Medieval Times</p> <p>Unit Project – Inquiry Project</p> <p>Islam in Medieval Times</p> <p>Unit Project – Timeline Challenge</p> <p>Islam in Medieval Times</p>
<p>7.35 Explain how the Crusades impacted Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact with cultures outside Europe.</p>		X	<p>Classroom Activity – Slideshow</p> <p>From the Crusades to New Muslim Empires</p> <p>Student Text – Section 2 – The Growth of Trade and Commerce</p> <p>The Renaissance Begins</p> <p>Unit Project – Applying Themes Through Writing</p> <p>Islam in Medieval Times</p> <p>Unit Project – Inquiry Project</p> <p>Islam in Medieval Times</p> <p>Unit Project – Timeline Challenge</p> <p>Islam in Medieval Times</p>
<p>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.</p>		X	<p>Classroom Activity – Slideshow</p> <p>The Decline of Feudalism</p> <p>Reading – Explore – Pandemics</p> <p>The Decline of Feudalism</p> <p>Student Text – Section 5 – Disease and Medical Treatment</p> <p>Life in Medieval Towns</p> <p>Student Text – Site of Encounter – Cairo (1300–1500)</p> <p>Muslim Innovations and Adaptations</p> <p>Unit Project – Timeline Challenge</p> <p>Europe During Medieval Times</p> <p>Unit Project – Unit Introduction</p> <p>Europe During Medieval Times</p>
<p>7.37 Analyze the importance of the Black Death on the emergence of a modern economy, including:</p> <ul style="list-style-type: none"> • Agricultural improvements • Commerce • Decline of feudalism • Growth of banking 		X	<p>Classroom Activity – Slideshow</p> <p>The Decline of Feudalism</p> <p>Reading – Explore – Pandemics</p> <p>The Decline of Feudalism</p> <p>Student Text – Section 5 – Disease and Medical Treatment</p>

<ul style="list-style-type: none"> • Growth of towns • A merchant class 			<p>Life in Medieval Towns</p> <p>Student Text – Site of Encounter – Cairo (1300–1500)</p> <p>Muslim Innovations and Adaptations</p> <p>Unit Project – Timeline Challenge</p> <p>Europe During Medieval Times</p> <p>Unit Project – Unit Introduction</p> <p>Europe During Medieval Times</p>
<p>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 becoming a symbol of French pride and cultural identity.</p>		X	<p>Student Text – Introduction</p> <p>The Decline of Feudalism</p> <p>Student Text – Reading Further – The Trials of Joan of Arc</p> <p>The Decline of Feudalism</p> <p>Student Text – Section 3 – The Hundred Years’ War</p> <p>The Decline of Feudalism</p> <p>Student Text – Summary</p> <p>The Decline of Feudalism</p> <p>Unit Project – Timeline Challenge</p> <p>Europe During Medieval Times</p>
<p>7.39 Describe the rise of Spanish and Portuguese kingdoms in the Iberian Peninsula, and explain the significance of the Reconquista and Inquisition.</p>		X	<p>Reading – Section 3 – Conflicts Emerge</p> <p>Increasing Trade and Competition</p> <p>Student Text – Explore – Jews and the Reconquista</p> <p>From the Crusades to New Muslim Empires</p> <p>Student Text – Section 2 – Portugal Begins the Age of Exploration</p> <p>The Age of Exploration</p> <p>Student Text – Section 2 – The Story of the Crusades</p> <p>From the Crusades to New Muslim Empires</p> <p>Student Text – Section 3 – Spain’s Early Explorations</p> <p>The Age of Exploration</p> <p>Student Text – Section 4 – The Counter-Reformation</p> <p>The Spread and Impact of the Reformation</p> <p>Student Text – Section 7 – Isabella I, Queen of Spain</p> <p>Leading Figures of the Renaissance</p> <p>Unit Project – Applying Themes Through Writing</p> <p>Islam in Medieval Times</p> <p>Unit Project – Timeline Challenge</p>

			Islam in Medieval Times Reading – Explore – Colonialism During 1450–1750 The Age of Exploration
7.40 Describe the Moorish (i.e., Muslim) and Jewish influences on the Renaissance in cities such as Toledo, Cordoba, and Granada.		X	Reading – Section 3 – Conflicts Emerge Increasing Trade and Competition Student Text – Explore – Jews and the Reconquista From the Crusades to New Muslim Empires Student Text – Section 3 – Trade and Commerce Life in Medieval Towns
7.41 Explain how the location of the Italian Peninsula impacted the movement of resources, knowledge, and culture throughout Italy's independent trade cities.		X	Classroom Activity – Slideshow The Renaissance Begins Student Text – Applying World History Themes Timeline: Europe's Renaissance and Reformation Student Text – Introduction Florence: The Cradle of the Renaissance Student Text – Investigating Primary Sources – How Does Renaissance Art and Literature Reflect Humanist Ideals? The Renaissance Begins Student Text – Section 1 – The City of Florence Florence: The Cradle of the Renaissance Student Text – Section 1 – The Renaissance Spreads Through Europe Leading Figures of the Renaissance Unit Project – Applying Themes Through Writing Europe's Renaissance and Reformation Unit Project – Geography Challenge Europe's Renaissance and Reformation Unit Project – Inquiry Project Europe's Renaissance and Reformation Unit Project – Timeline Challenge Europe's Renaissance and Reformation
7.42 Identify the importance of Florence, Italy, and the Medici Family in the early stages of the Renaissance, including the role of patronage.		X	Classroom Activity – Slideshow The Renaissance Begins Classroom Activity – Slideshow Florence: The Cradle of the Renaissance

			<p>Student Text – Applying World History Themes Timeline: Europe’s Renaissance and Reformation</p> <p>Student Text – Section 1 – The Renaissance Spreads Through Europe Leading Figures of the Renaissance</p> <p>Student Text – Section 2 – Michelangelo, Italian Sculptor and Painter Leading Figures of the Renaissance</p> <p>Unit Project – Applying Themes Through Writing Europe’s Renaissance and Reformation</p> <p>Unit Project – Geography Challenge Europe’s Renaissance and Reformation</p> <p>Unit Project – Inquiry Project Europe’s Renaissance and Reformation</p> <p>Unit Project – Timeline Challenge Europe’s Renaissance and Reformation</p>
<p>7.43 Define humanism, and explain how maintaining a balance between faith and reason influenced Renaissance thinkers.</p>		<p>X</p>	<p>Classroom Activity – Slideshow Florence: The Cradle of the Renaissance</p> <p>Student Text – Introduction The Reformation Begins</p> <p>Student Text – Introduction The Renaissance Begins</p> <p>Student Text – Investigating Primary Sources – How Does Renaissance Art and Literature Reflect Humanist Ideals? The Renaissance Begins</p> <p>Student Text – Section 1 – The Roots of the Enlightenment The Enlightenment</p> <p>Student Text – Section 4 – The Growth of Humanism The Renaissance Begins</p> <p>Unit Project – Unit Introduction Europe’s Renaissance and Reformation</p>

<p>7.44 Analyze the development of Renaissance art, including the significance of:</p> <ul style="list-style-type: none"> • Leonardo da Vinci (e.g., Last Supper, Mona Lisa) • Michelangelo (e.g., Sistine Chapel, The David) • Filippo Brunelleschi (e.g., Florence Cathedral Dome, linear perspective) • William Shakespeare (e.g., literature, language, and plays) 			<p>X</p> <p>Classroom Activity – Slideshow Florence: The Cradle of the Renaissance Student Text – Applying World History Themes Timeline: Europe’s Renaissance and Reformation Student Text – Introduction Leading Figures of the Renaissance Student Text – Section 1 – What Was the Renaissance? The Renaissance Begins Student Text – Section 11 – Leonardo da Vinci, Renaissance Person Leading Figures of the Renaissance Student Text – Section 2 – Michelangelo, Italian Sculptor and Painter Leading Figures of the Renaissance Student Text – Section 9 – William Shakespeare, English Poet and Playwright Leading Figures of the Renaissance Unit Project – Unit Introduction Europe’s Renaissance and Reformation</p>
<p>7.45 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.</p>			<p>X</p> <p>Student Text – Reading Further – From Gutenberg to the Internet Leading Figures of the Renaissance Student Text – Section 1 – The Renaissance Spreads Through Europe Leading Figures of the Renaissance Student Text – Section 4 – Other Leaders of the Reformation The Reformation Begins Student Text – Summary The Reformation Begins Student Text – Summary Leading Figures of the Renaissance Unit Project – Timeline Challenge Europe’s Renaissance and Reformation Unit Project – Unit Introduction Europe’s Renaissance and Reformation</p>

<p>7.46 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.</p>			<p>X</p> <p>Classroom Activity - Slideshow The Reformation Begins</p> <p>Classroom Activity - Slideshow The Spread and Impact of the Reformation</p> <p>Reading - Explore - European Missionaries and the Spread of Christianity, 1500–1750 The Scientific Revolution</p> <p>Student Text - Section 1 - The Roots of the Enlightenment The Enlightenment</p> <p>Unit Project - Applying Themes Through Writing Europe's Renaissance and Reformation</p> <p>Unit Project - Geography Challenge Europe's Renaissance and Reformation</p> <p>Unit Project - Inquiry Project Europe's Renaissance and Reformation</p> <p>Unit Project - Timeline Challenge Europe's Renaissance and Reformation</p>
<p>7.47 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 (e.g., John Calvin).</p>			<p>X</p> <p>Classroom Activity - Slideshow The Reformation Begins</p> <p>Classroom Activity - Slideshow The Spread and Impact of the Reformation</p> <p>Reading - Explore - European Missionaries and the Spread of Christianity, 1500–1750 The Scientific Revolution</p> <p>Reading - Explore - Further Effects of the Reformation The Spread and Impact of the Reformation</p> <p>Reading - Explore - The Reformation Plants Seeds of Modern Democracy and Federalism The Spread and Impact of the Reformation</p> <p>Reading - Explore - The Spread of World Religions The Spread and Impact of the Reformation</p> <p>Student Text - Section 1 - The Roots of the Enlightenment The Enlightenment</p> <p>Student Text - Section 8 - Elizabeth I, Queen of England Leading Figures of the Renaissance</p> <p>Unit Project - Applying Themes Through Writing Europe's Renaissance and Reformation</p>

			<p>Unit Project - Inquiry Project Europe's Renaissance and Reformation</p>
<p>7.48 Explain the political and religious roles of Henry VIII, Mary I, and Elizabeth I in England's transition between Catholicism and Protestantism.</p>		X	<p>Reading - Explore - Further Effects of the Reformation The Spread and Impact of the Reformation Student Text - Section 2 - Early Calls for Reform The Reformation Begins Student Text - Section 3 - Anglicanism The Spread and Impact of the Reformation Student Text - Section 4 - Other Leaders of the Reformation The Reformation Begins Student Text - Section 8 - Elizabeth I, Queen of England Leading Figures of the Renaissance</p>
<p>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.</p>		X	<p>Reading - Explore - Further Effects of the Reformation The Spread and Impact of the Reformation Reading - Explore - Gunpowder Empires The Age of Exploration Student Text - Section 5 - Other European Explorations The Age of Exploration Student Text - Section 8 - Elizabeth I, Queen of England Leading Figures of the Renaissance</p>
<p>7.50 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.</p>		X	<p>Reading - Explore - European Missionaries and the Spread of Christianity, 1500-1750 The Scientific Revolution Reading - Explore - The Spread of World Religions The Spread and Impact of the Reformation Student Text - Introduction The Spread and Impact of the Reformation Student Text - Section 4 - The Counter-Reformation The Spread and Impact of the Reformation Student Text - Section 5 - Effects of the Reformation The Spread and Impact of the Reformation Student Text - Summary The Spread and Impact of the Reformation Unit Project - Unit Introduction Europe's Renaissance and Reformation</p>

<p>7.51 Compare and contrast scientific theories of the Greeks (i.e., geocentric), Copernicus (i.e., heliocentric), and Kepler (i.e., elliptical orbits).</p>			<p>X</p> <p>Classroom Activity – Slideshow The Scientific Revolution Student Text – Explore – What Is History? The Legacy of the Roman Empire Student Text – Section 5 – Nicolaus Copernicus, Polish Scientist Leading Figures of the Renaissance Student Text – Section 5 – The Scientific Method The Scientific Revolution Student Text – Section 6 – Advances in Science and Mathematics Florence: The Cradle of the Renaissance Unit Project – Timeline Challenge Europe Enters the Modern Age</p>
<p>7.52 Examine Galileo Galilei’s theories and improvement of scientific tools, including the telescope and microscope.</p>			<p>X</p> <p>Classroom Activity – Slideshow The Scientific Revolution Student Text – Explore – What Is History? The Legacy of the Roman Empire Student Text – Section 5 – Nicolaus Copernicus, Polish Scientist Leading Figures of the Renaissance Student Text – Section 5 – The Scientific Method The Scientific Revolution Student Text – Section 6 – Advances in Science and Mathematics Florence: The Cradle of the Renaissance Unit Project – Timeline Challenge Europe Enters the Modern Age</p>
<p>7.53 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.</p>			<p>X</p> <p>Classroom Activity – Slideshow The Scientific Revolution Reading – Explore – The Spirit of Innovation The Scientific Revolution Student Text – Section 5 – Nicolaus Copernicus, Polish Scientist Leading Figures of the Renaissance Student Text – Section 6 – Andreas Vesalius, Belgian</p>

			<p>Scientist Leading Figures of the Renaissance Unit Project – Applying Themes Through Writing Europe Enters the Modern Age Unit Project – Geography Challenge Europe Enters the Modern Age Unit Project – Inquiry Project Europe Enters the Modern Age Unit Project – Timeline Challenge Europe Enters the Modern Age</p>
<p>7.54 Identify and locate on a map the geographical features of the Americas, including:</p> <ul style="list-style-type: none"> • 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 		<p>X</p>	<p>Classroom Activity – Slideshow The Aztecs Classroom Activity – Slideshow The Incas Unit Project – Geography Challenge Civilizations of the Americas Landmarks of Citizenship Civics Library Reading – Explore – Maya and Aztec Shared Cultural Elements Daily Life in Tenochtitlán Reading – Explore – Mississippian Civilization Achievements of the Maya, Aztecs, and Incas Reading – Site of Encounter – Tenochtitlán (1428–1600) Daily Life in Tenochtitlán Student Text – Explore – The Impact of the Environment on Mesoamerican and Andean Civilizations Civilizations of the Americas Student Text – Section 1 – Achievements of the Maya Achievements of the Maya, Aztecs, and Incas Student Text – Section 3 – The Americas and Afroeurasia in 300 C.E. Introduction: The World in 300 C.E. Reading – Explore – North American Geography and Indigenous Cultures Achievement of the Maya, Aztecs, and Incas</p>

<p>7.55 Explain the impact of geographic features on North American Indian cultures (i.e., Northeast, Southeast, Plains, Southwest, Pacific Northwest), including clothing, housing, and agriculture.</p>			<p>X</p>	<p>Reading - Explore - Biological and Cultural Exchanges During the Age of Exploration The Age of Exploration Reading - Explore - Mississippian Civilization Achievements of the Maya, Aztecs, and Incas Reading - Explore - North American Geography and Indigenous Cultures Achievement of the Maya, Aztecs, and Incas</p>
<p>7.56 Describe the existence of diverse networks of North American Indian cultures and sovereign nations (within present-day United States), including varied languages, customs, and economic and political structures.</p>			<p>X</p>	<p>Reading - Explore - Biological and Cultural Exchanges During the Age of Exploration The Age of Exploration Reading - Explore - Colonialism During 1450–1750 The Age of Exploration Reading - Explore - Mississippian Civilization Achievements of the Maya, Aztecs, and Incas Reading - Explore - North American Geography and Indigenous Cultures Achievement of the Maya, Aztecs, and Incas</p>
<p>7.57 Explain the impact of geographic features and climate on the agricultural practices and settlement of the Maya, Aztec, and Incan civilizations.</p>			<p>X</p>	<p>Classroom Activity - Slideshow The Aztecs Classroom Activity - Slideshow The Incas Reading - Explore - Citizenship Long Ago: Rights and Roles After 600 C.E. The Incas Reading - Explore - Maya and Aztec Shared Cultural Elements Daily Life in Tenochtitlán Reading - Site of Encounter - Tenochtitlán (1428–1600) Daily Life in Tenochtitlán Student Text - Explore - The Impact of the Environment on Mesoamerican and Andean Civilizations Civilizations of the Americas Student Text - Section 3 - The Americas and Afroeurasia in 300 C.E. Introduction: The World in 300 C.E.</p>

			<p>Unit Project - Applying Themes Through Writing Civilizations of the Americas</p> <p>Unit Project - Geography Challenge Civilizations of the Americas</p>
<p>7.58 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).</p>		X	<p>Classroom Activity - Slideshow The Maya</p> <p>Classroom Activity - Slideshow The Aztecs</p> <p>Classroom Activity - Slideshow Daily Life in Tenochtitlán</p> <p>Classroom Activity - Slideshow The Incas</p> <p>Classroom Activity - Slideshow Achievements of the Maya, Aztecs, and Incas</p> <p>Reading - Explore - Citizenship Long Ago: Rights and Roles After 600 C.E. The Incas</p> <p>Reading - Explore - Oral Traditions of the Maya, Aztecs, and Incas Achievements of the Maya, Aztecs, and Incas</p> <p>Reading - Investigating Primary Sources - How Did Religion Influence Aztec Culture? Daily Life in Tenochtitlán</p> <p>Student Text - Explore - The Impact of the Environment on Mesoamerican and Andean Civilizations Civilizations of the Americas</p> <p>Unit Project - Applying Themes Through Writing Civilizations of the Americas</p>
<p>7.59 Describe Prince Henry the Navigator’s influence on exploration, voyages, cartographic improvements, and tools related to exploration (i.e., compass, caravel, astrolabe) during the Age of Discovery.</p>		X	<p>Reading - Explore - The Spirit of Innovation The Scientific Revolution</p> <p>Reading - Section 2 - Cooperation and the Exchange of Ideas Increasing Trade and Competition</p> <p>Reading - Section 4 - Trade Leads to the Age of Exploration Increasing Trade and Competition</p> <p>Student Text - Section 1 - The Causes of European Exploration</p>

			<p>The Age of Exploration Student Text – Section 2 – Portugal Begins the Age of Exploration The Age of Exploration Student Text – Summary The Age of Exploration</p>
<p>7.60 Analyze why European countries were motivated to explore the world, including religion, political rivalry, and economic gain (i.e., mercantilism).</p>		X	<p>Classroom Activity – Slideshow The Age of Exploration Reading – Explore – Biological and Cultural Exchanges During the Age of Exploration The Age of Exploration Reading – Explore – Colonialism During 1450–1750 The Age of Exploration Reading – Explore – European Missionaries and the Spread of Christianity, 1500–1750 The Scientific Revolution Reading – Explore – The Spread of World Religions The Spread and Impact of the Reformation Reading – Section 4 – Trade Leads to the Age of Exploration Increasing Trade and Competition Reading – Summary Increasing Trade and Competition Student Text – Reading Further – Bartolom de Las Casas: From Conquistador to Protector of the Indians The Age of Exploration Unit Project – Geography Challenge Europe Enters the Modern Age Unit Project – Inquiry Project Europe Enters the Modern Age</p>
<p>7.61 Explain the significance of the voyages and routes of discovery of the following explorers by their sponsoring country:</p> <ul style="list-style-type: none"> • England: Henry Hudson • France: Jacques Cartier • Portugal: Vasco da Gama, Bartolomeu Dias • Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Amerigo Vespucci 		X	<p>Classroom Activity – Slideshow The Age of Exploration Reading – Explore – Colonialism During 1450–1750 The Age of Exploration Reading – Section 4 – Trade Leads to the Age of Exploration Increasing Trade and Competition Student Text – Section 7 – Isabella I, Queen of Spain</p>

			<p>Leading Figures of the Renaissance</p> <p>Unit Project – Geography Challenge</p> <p>Europe Enters the Modern Age</p> <p>Unit Project – Timeline Challenge</p> <p>Europe Enters the Modern Age</p> <p>Unit Project – Unit Introduction</p> <p>Europe Enters the Modern Age</p>
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<p>7.62 Identify on a map French, Spanish, English, Dutch and Portuguese colonies in the Americas, and describe how the distributions of religions (e.g., Catholic and Protestant) in Europe affected the distribution of religions and colonization in the New World.</p>		X	<p>Reading – Explore – European Missionaries and the Spread of Christianity, 1500–1750</p> <p>The Scientific Revolution</p> <p>Reading – Explore – Further Effects of the Reformation</p> <p>The Spread and Impact of the Reformation</p> <p>Reading – Explore – The Spread of World Religions</p> <p>The Spread and Impact of the Reformation</p> <p>Reading – Section 2 – Cooperation and the Exchange of Ideas</p> <p>Increasing Trade and Competition</p> <p>Student Text – Section 2 – Portugal Begins the Age of Exploration</p> <p>The Age of Exploration</p> <p>Student Text – Section 3 – Spain’s Early Explorations</p> <p>The Age of Exploration</p> <p>Student Text – Section 4 – Later Spanish Exploration and Conquest</p> <p>The Age of Exploration</p> <p>Student Text – Section 5 – Other European Explorations</p> <p>The Age of Exploration</p>
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<p>7.63 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.</p>		X	<p>Reading – Explore – Biological and Cultural Exchanges During the Age of Exploration</p> <p>The Age of Exploration</p> <p>Reading – Explore – Colonialism During 1450–1750</p> <p>The Age of Exploration</p> <p>Reading – Explore – The Trade of Enslaved People</p> <p>The Age of Exploration</p> <p>Student Text – Section 3 – Spain’s Early Explorations</p> <p>The Age of Exploration</p>
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				<p>Unit Project - Geography Challenge Europe Enters the Modern Age</p> <p>Unit Project - Unit Introduction Europe Enters the Modern Age</p>
<p>7.64 Describe how the Aztec and Inca empires were eventually defeated by Spanish Conquistadors (i.e., Hernan Cortes and Francisco Pizarro).</p>			X	<p>Student Text - Applying World History Themes Timeline: Europe Enters the Modern Age</p> <p>Student Text - Reading Further - Bartolom de Las Casas: From Conquistador to Protector of the Indians The Age of Exploration</p> <p>Student Text - Section 4 - Later Spanish Exploration and Conquest The Age of Exploration</p> <p>Unit Project - Inquiry Project Europe Enters the Modern Age</p> <p>Unit Project - Timeline Challenge Europe Enters the Modern Age</p> <p>Unit Project - Unit Introduction Europe Enters the Modern Age</p>
<p>7.65 Explain the impact of Spanish colonization in the Americas, including the introduction and spread of Christianity, the mission system, the encomienda system, and the role of Bartolome de la Casa.</p>			X	<p>Classroom Activity - Slideshow The Age of Exploration</p> <p>Reading - Explore - Colonialism During 1450–1750 The Age of Exploration</p> <p>Reading - Explore - European Missionaries and the Spread of Christianity, 1500–1750 The Scientific Revolution</p> <p>Reading - Explore - The Spread of World Religions The Spread and Impact of the Reformation</p> <p>Reading - Section 2 - Cooperation and the Exchange of Ideas Increasing Trade and Competition</p> <p>Student Text - Section 4 - Later Spanish Exploration and Conquest The Age of Exploration</p> <p>Student Text - Section 5 - Effects of the Reformation The Spread and Impact of the Reformation</p>
			Total 130	

Table 2: Instructional Focus

Directions:
Adhere to the provided rubric states for scoring.

Indicator	0	1	2	Score	Evidence
Essential Questions	Lacks essential questions, or questions are fact based and closed ended.	Essential questions are present but lack depth, relevance, or alignment to standards.	Text includes open-ended, thought provoking questions that encourage inquiry and align with the big ideas.	2	<p>Unit Inquiry Projects begin with a Compelling Question that anchors instruction around big ideas rather than recall. Each TCI lesson centers on an open-ended Essential Question aligned with unit goals, prompting students to analyze information, evaluate perspectives, and construct explanations.</p> <p>Reading - Introduction China Develops a New Economy Unit Project - Inquiry Project Civilizations of the Americas</p>
Supporting Questions	Lacks supporting questions or those included are unrelated to compelling questions.	Supporting questions are present but only partially develop key concepts or inquiry.	Clear, scaffolded supporting questions build toward answering the compelling question.	2	<p>Unit Inquiry Projects include (or guide students to generate) scaffolded Supporting Questions that build concept by concept toward answering the Compelling Question. These questions organize lessons and sources so students can investigate, revise their thinking, and synthesize learning into an evidence-based response.</p> <p>Unit Project - Inquiry Project Islam in Medieval Times Unit Project - Inquiry Project Europe's Renaissance and Reformation</p>

Student Centered Learning	Materials are teacher-directed with no student autonomy or exploration.	Materials includes occasional student centered activities.	Materials promote a student centered approach that promotes inquiry, choice, and collaboration, with materials designed to support exploration, critical thinking, and real-world problem-solving.	2	<p>TCI's programs follow The TCI Approach, prioritizing active learning through structured collaboration, simulations, and inquiry routines that require students to do the intellectual work. Classroom Activities and Inquiry Projects provide meaningful choice in how students discuss, write, and demonstrate understanding. Video Activities add flexibility, allowing students to control the pace of their learning with sequenced short videos, interactive tasks, and built-in assessments.</p> <p>Classroom Activity - Slideshow Early Societies in West Africa</p> <p>Classroom Activity - Slideshow The Rise of the Warrior Class in Japan</p>
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Disciplinary Literacy	Lacks meaningful engagement with disciplinary literacy; focus is on rote memorization.	Few opportunities for disciplinary thinking; tasks are often recall based or procedural.	Students consistently engage in authentic disciplinary practices through inquiry, primary source analysis, and evidence-based writing.	2	<p>Students regularly read, write, speak, and reason like social scientists by analyzing maps, images, and primary and secondary sources and using evidence in discussion and writing. TCI lessons include source-based prompts and writing tasks (e.g., Processing and Writing for Understanding) that require claims supported by textual and visual evidence. Students analyze and compare artifacts, documents, and data through Investigating Primary Sources activities and the Unit Inquiry Project to answer investigative questions.</p> <p>Student Text - Investigating Primary Sources - What Was It Like to Take a Civil Service Examination? The Political Development of Imperial China</p> <p>Classroom Activity - Slideshow Daily Life in Tenochtitlan</p> <p>Unit Project - Applying Themes Through Writing Japan During Medieval Times</p>
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Multiple Perspectives and Narratives	Materials lack diverse perspectives and experiences.	Attempts to include diverse voices, but representation is superficial or unbalanced.	Meaningful inclusion of multiple perspectives is integrated into narratives	2	<p>TCI integrates multiple perspectives through diverse sources and narratives (e.g., biographies, literature, primary sources) and asks students to compare viewpoints and consider context. Teacher guidance supports facilitating discussion of complex topics in respectful, evidence-based ways.</p> <p>Reading - Explore - Citizenship Long Ago: Rights and Roles After 600 C.E. The Incas Student Text - Section 9 - Women in Samurai Society Japan During Medieval Times Site of Encounter: Quanzhou (1100–1400) China’s Contacts with the Outside World</p>
Concepts before Vocabulary	Emphasis on vocabulary memorization over conceptual understanding.	In some instances, materials develop conceptual meaning first.	In all instances, conceptual understanding is prioritized; vocabulary is introduced after students explore ideas.	2	<p>Each lesson begins with a Preview that builds background knowledge and conceptual understanding before the formal introduction of key terms. Vocabulary is then reinforced through purposeful practice (e.g., Vocabulary Activities and application during Reading and Processing) so students use terms in context. During Classroom Activities like Visual Discovery and Response Groups, students analyze images and sources and discuss concepts before learning related vocabulary.</p> <p>Classroom Activity - Slideshow The Age of Exploration Student Text - Introduction The Decline of Feudalism</p>
Connections across content ideas	Content is presented in isolated segments and lacks connections across time, themes, or disciplines.	Students are occasionally prompted to relate new content to prior knowledge or other disciplines, but support for making these	The material consistently and intentionally connects key concepts across time periods, geographic regions, and building on prior	2	<p>TCI’s programs use a coherent spiral design that intentionally revisits and deepens key concepts across units, so students make connections across time periods and geographic regions. Units intentionally foreground geography and spatial thinking so students can analyze how location, resources, and environment shape societies and historical developments, then apply those ideas when studying new regions and eras. Recurring routines—such as Geography Challenges, Timeline Challenges, Analyzing Themes Through Writing, and end-of-lesson Processing—ask students to compare patterns,</p>

		connections is limited.	knowledge allowing students to deepen their understanding.		<p>trace continuity and change, and apply previously learned concepts (e.g., cause and effect, civics concepts, cultural diffusion) to new contexts, supporting deeper understanding over time.</p> <p>Classroom Activity - Slideshow The Scientific Revolution</p> <p>Unit Project - Introduction Civilizations of the Americas</p> <p>Unit Project - Applying Themes Through Writing Civilizations of the Americas</p>
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Connects across disciplines	Lacks connections with other subject areas.	Basic or infrequent interdisciplinary connections.	Strong, intentional connections to ELA, math, science, arts, etc., enhancing understanding.	2	<p>TCI lessons intentionally connect social studies to ELA through frequent reading, evidence-based writing, and structured speaking/listening routines. Connections to math are built through analysis of charts, graphs, and timelines, while connections to the arts are developed by using art and architecture as historical evidence of cultural values and change over time. TCI also integrates science concepts by exploring how technology, natural resources, and human-environment interactions have shaped societies.</p> <p>Classroom Activity - Slideshow Chinese Discoveries and Inventions</p> <p>Student Text - Section 5 - The Scientific Method The Scientific Revolution</p> <p>Classroom Activity - Slideshow Europe's Renaissance and Reformation</p>
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Review Opportunities	Lacks built-in opportunities to review or reinforce concepts.	Some reviews included but lacks variety or alignment with learning goals.	Frequent and varied opportunities to review and reinforce key ideas and skills.	2	<p>TCI's programs build frequent, standards-aligned review into lessons and units through Reading Checks, lesson games, and Processing tasks that require students to retrieve and apply learning (not just reread). Video Activities also reinforce key ideas through guided viewing with embedded questions. Units also include summative opportunities—such as the Unit Inquiry Project and unit assessments—that ask students to synthesize</p>
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					<p>learning and demonstrate mastery using evidence.</p> <p>Lesson Review Game The Byzantine Empire</p> <p>Processing Activity The Roman Catholic Church in Medieval Europe</p> <p>Video Activity The Development of Feudalism in Western Europe</p>
Total: 20					



Table 3: Attending to the Social Studies Practices (SSPs)

Directions:
Adhere to the provided rubric states for scoring.

Indicator	0	1	2	Score	Evidence
Collect information from various primary and secondary sources	Relies of a single source or lacks source integration.	Uses multiple sources inconsistently or with limited relevance.	Effectively integrates a diverse range of relevant sources (e.g., texts, media, data, artifacts).	2	<p>Lessons routinely incorporate multiple source types (e.g., primary sources, maps, images, secondary readings, and multimedia) so students gather information from more than one perspective. Digital Reading supports make these sources accessible while keeping students anchored in grade-level content.</p> <p>Reading - Investigating Primary Sources - What Does Ibn Battuta's Writing Reveal About Islam in Medieval Mali? The Influence of Islam on West Africa</p> <p>Classroom Activity - Slideshow From the Crusades to New Muslim Empires</p> <p>Site of Encounter - Normal Sicily From the Crusades to New Muslim Empires</p>

<p>Critically examine primary & secondary sources</p>	<p>Lacks examination or reference to source types.</p>	<p>Some attempt to differentiate or analyze sources but lacks depth or clarity.</p>	<p>Provides clear opportunities to analyze, compare, and evaluate both primary and secondary sources.</p>	<p>2</p>	<p>Students analyze source content and reliability through recurring routines (e.g., Investigating Primary Sources) and close-reading prompts that address both primary and secondary sources. Tasks require students to compare accounts, evaluate the author's perspective or bias, and use evidence from multiple sources to justify conclusions and support claims.</p> <p>Student Text - Investigating Primary Sources - What Kind of Ruler Was Justinian I? The Byzantine Empire</p> <p>Student Text - Investigating Primary Sources - What Motivated People to Participate in the Crusades? From the Crusades to New Muslim Empires</p>
<p>Synthesize data from multiple sources</p>	<p>Materials do not include opportunities for synthesis, comparison, or integration of ideas.</p>	<p>The materials provide data or information from multiple sources, but students are only asked to observe or reference it without meaningful analysis or synthesis.</p>	<p>Students are actively engaged in tasks that require students to integrate information meaningfully and evaluate relationships across sources.</p>	<p>2</p>	<p>TCI's inquiry structure requires students to integrate information across texts, visuals, and activities to answer Essential Questions and unit Compelling Questions. Processing tasks and Inquiry Projects explicitly prompt students to connect evidence across sources and explain relationships (e.g., cause/effect, comparison, change over time).</p> <p>Unit Project - Inquiry Project Europe Enters the Modern Age</p> <p>Classroom Activity - Slideshow Muslim Innovations and Adaptations</p>

<p>Construct and communicate ideas supported by evidence</p>	<p>Students are not expected to justify their ideas with evidence or claims.</p>	<p>Students are occasionally asked to use evidence to support their ideas, but tasks may be formulaic, limited in rigor, or lacking in source diversity.</p>	<p>The material consistently engages students in developing claims, arguments, or interpretations using relevant and credible evidence from primary and secondary sources.</p>	<p>2</p>	<p>Students regularly develop claims in discussions and in written responses using evidence from readings, including primary and secondary sources. Unit Inquiry Projects require students to communicate conclusions in a product or presentation grounded in evidence constructed from the lessons in the unit.</p> <p>Classroom Activity – Slideshow Increasing Trade and Competition Student Text – Investigating Primary Sources – What Kind of Ruler Was Justinian I? The Byzantine Empire Classroom Activity – Slideshow China’s Contacts With the Outside World</p>
<p>Develop historical awareness</p>	<p>Lacks connection to historical context, change, or continuity.</p>	<p>The material includes some elements of historical thinking (e.g., timelines, multiple accounts), but these are inconsistently used or shallowly explored.</p>	<p>Students consistently engage with historical content in ways that develop deep historical awareness.</p>	<p>2</p>	<p>TCI strengthens historical thinking through timelines, sequencing, and analysis of change and continuity across eras. Units close with a Timeline Challenge, and historical thinking is embedded throughout lesson activities and readings as students place events in context and explain causes and consequences using evidence from multiple sources.</p> <p>Unit Project – Timeline Challenge The Culture and Kingdoms of West Africa Unit Project – Timeline Challenge Imperial China</p>
<p>Develop geographic awareness</p>	<p>Materials lack geographic thinking or map based analysis.</p>	<p>Students occasionally engage in geographic analysis, such as reading maps or discussing location, but activities are</p>	<p>Students consistently use geographic tools and perspectives to investigate spatial patterns, relationships, and</p>	<p>2</p>	<p>Students use geographic tools (maps, spatial visuals, and place-based questions) to analyze how physical and human geography shape settlement, trade, conflict, and culture. Each unit opens with a Geography Challenge, and geographic thinking is also embedded throughout lesson activities and readings, so students repeatedly apply location and spatial patterns to historical explanations.</p>

		limited in scope or depth	processes across different scales.		Unit Project - Geography Challenge The Culture and Kingdoms of West Africa Unit Project - Geography Challenge Imperial China
Support for a focus SSP	Lacks clear focus on any SSP	Mentions or touches on an SSP but lacks consistent support.	Clearly identifies and consistently supports a central SSP throughout the lesson or materials.	2	Each lesson’s Essential Question and core tasks concentrate student work around one or more targeted practices (e.g., source analysis, argumentation, or synthesis), rather than isolated skill drills. Unit Inquiry Projects sustain this focus over multiple lessons by repeatedly returning to supporting questions and evidence-building. Our Critical Thinking Skills Toolkit and TCI Vertical Skills Framework provide teachers with planning and SSP implementation support throughout all our programs. Unit Project - Inquiry Project Europe Enters the Modern Age Classroom Activity - Slideshow Chinese Discoveries and Inventions Critical Thinking Skills Toolkit Program Support - Teacher Subscription TCI Vertical Skills Framework Program Support - Teacher Subscription
				Total: 14	

Table 4: Accessibility Features

Directions:

- **0: The standard is not present within the material**
- **1: The standard is present within the material. The intent and/or frequency component of the standard is not fully met.**
- **2: A rating of a 2 indicates the standard is present and all aspects of the standard are fully met.**

Digital Materials	0	1	2	Evidence
All lessons within the materials are available in digital form and include a printable option.			2	<p>TCI's programs provide all lesson components digitally (readings, slideshows, activities, and assessments) and include print options for offline use. Teachers can print lesson materials and student resources to support varied classroom settings.</p> <p>Classroom Activity Slideshow Florence: The Cradle of the Renaissance</p> <p>Digital Reading and Digital Interactive Student Notebook Florence: The Cradle of the Renaissance</p> <p>Interactive Student Notebook PDF Florence: The Cradle of the Renaissance</p>
In every lesson, materials include recommended supports, accommodations, and modifications for Students with Disabilities and English language learners that will support their regular and active participation on grade level material (e.g., modifying vocabulary words within word problems, sentence starters, etc.).			2	<p>Every lesson includes lesson-specific differentiated Instruction strategies for multilingual learners, students reading below grade level, students with special learning needs, and advanced learners. Digital supports (e.g., text-to-speech and reading/annotation supports where available) and flexible activity formats help ensure students can participate in grade-level inquiry and tasks.</p> <p>Reading - Introduction South Asia</p> <p>Teacher's Guide Achievements of the Maya, Aztecs, and Incas</p>
Total: 4				