

Eighth 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.				
8.01 Compare and contrast the British, Dutch, French, and Spanish colonies in North America, including their geographic			X	Classroom Activity - Slideshow European Colonization in the Americas

<p>location, economic focus, and treatment of American Indians.</p>			<p>Classroom Activity - Slideshow Life in the Colonies Reading - Explore - Europeans in the Americas European Colonization in the Americas Reading - Exploring Perspectives - Four Stories from the Colonies Comparing the Comparing the English Colonies Reading - Section 1 - The New England, Middle, and Southern Colonies Comparing the Comparing the English Colonies Reading - Section 2 - Massachusetts: A New England Colony Comparing the Comparing the English Colonies Reading - Section 3 - Rhode Island: A New England Colony Comparing the Comparing the English Colonies Reading - Section 4 - Connecticut: A New England Colony Comparing the Comparing the English Colonies Reading - Section 4 - Jamestown: The First English Colony European Colonization in the Americas Reading - Section 5 - New Netherland: The Short-Lived Dutch Colony European Colonization in the Americas Reading - Section 5 - New York: A Middle Colony Comparing the Comparing the English Colonies Reading - Section 6 - Pennsylvania: A Middle Colony Comparing the Comparing the English Colonies Reading - Section 7 - Maryland: A Southern Colony Comparing the Comparing the English Colonies Reading - Section 8 - Virginia: A Southern Colony Comparing the Comparing the English Colonies Reading - Section 9 - Georgia: A Southern Colony Comparing the Comparing the English Colonies Unit Project - Geography Challenge America Before and After Colonization Unit Project - Geography Challenge Revolution in the Colonies</p>
<p>8.02 Explain the religious and/or economic motivations for the founding of the Thirteen English Colonies.</p>		<p>X</p>	<p>Classroom Activity - Slideshow Comparing the English Colonies</p>

			<p>Classroom Activity - Slideshow European Colonization in the Americas</p> <p>Reading - Explore - Mercantilism Comparing the Comparing the English Colonies</p> <p>Reading - Primary Source - Governor John Winthrop's "City Upon a Hill" Sermon (1630) Comparing the Comparing the English Colonies</p> <p>Reading - Section 2 - Massachusetts: A New England Colony Comparing the Comparing the English Colonies</p> <p>Reading - Section 3 - Rhode Island: A New England Colony Comparing the Comparing the English Colonies</p> <p>Reading - Section 4 - Connecticut: A New England Colony Comparing the Comparing the English Colonies</p> <p>Reading - Section 5 - New York: A Middle Colony Comparing the Comparing the English Colonies</p> <p>Reading - Section 6 - Pennsylvania: A Middle Colony Comparing the Comparing the English Colonies</p> <p>Reading - Section 7 - Maryland: A Southern Colony Comparing the Comparing the English Colonies</p> <p>Reading - Section 8 - Virginia: A Southern Colony Comparing the Comparing the English Colonies</p> <p>Reading - Section 9 - Georgia: A Southern Colony Comparing the Comparing the English Colonies</p> <p>Unit Project - Timeline Challenge America Before and After Colonization</p>
<p>8.03 Describe hardships experienced by the early colonists, including the first years of the Jamestown and Plymouth colonies.</p>		<p>X</p>	<p>Classroom Activity - Slideshow European Colonization in the Americas</p> <p>Reading - Exploring Perspectives - Four Stories from the Colonies Comparing the Comparing the English Colonies</p> <p>Reading - Profiles in History - Early Leaders in Massachusetts Comparing the English Colonies</p> <p>Reading - Section 2 - Massachusetts: A New England Colony Comparing the Comparing the English Colonies</p> <p>Reading - Section 4 - Jamestown: The First English Colony European Colonization in the Americas</p>

			<p>Unit Project - Timeline Challenge America Before and After Colonization</p>
<p>8.04 Identify and locate on a map the physical and political features of the Thirteen English Colonies, including:</p> <ul style="list-style-type: none"> • Location of each colony • Three colonial regions (i.e., New England, Middle, and Southern) • Mississippi River • Appalachian Mountains • Ohio River 		X	<p>Classroom Activity - Slideshow Comparing the English Colonies</p> <p>Reading - Section 1 - The New England, Middle, and Southern Colonies Comparing the English Colonies</p> <p>Reading - Explore - European Powers Vie for New France European Colonization in the Americas</p> <p>Reading - Section 2 - Massachusetts: A New England Colony Comparing the English Colonies</p> <p>Reading - Section 3 - Rhode Island: A New England Colony Comparing the English Colonies</p> <p>Reading - Section 4 - Connecticut: A New England Colony Comparing the English Colonies</p> <p>Reading - Section 5 - New York: A Middle Colony Comparing the English Colonies</p> <p>Reading - Section 6 - Pennsylvania: A Middle Colony Comparing the English Colonies</p> <p>Reading - Section 7 - Maryland: A Southern Colony Comparing the English Colonies</p> <p>Reading - Section 8 - Virginia: A Southern Colony Comparing the English Colonies</p> <p>Reading - Section 9 - Georgia: A Southern Colony Comparing the English Colonies</p> <p>Unit Project - Applying Themes Through Writing America Before and After Colonization</p> <p>Unit Project - Geography Challenge America Before and After Colonization</p> <p>Unit Project - Geography Challenge Revolution in the Colonies</p>
<p>8.05 Compare and contrast the religious groups in the Thirteen English Colonies, including the Puritans and the Quakers.</p>		X	<p>Classroom Activity - Slideshow Comparing the English Colonies</p> <p>Reading - Exploring Biographies - A Great Awakening Life in the Colonies</p> <p>Reading - Primary Source - Governor John Winthrop's "City</p>

			<p>Upon a Hill" Sermon (1630) Comparing the Comparing the English Colonies Reading – Profiles in History – Early Leaders in Massachusetts Comparing the English Colonies Reading – Section 1 – The New England, Middle, and Southern Colonies Comparing the Comparing the English Colonies Reading – Section 2 – Massachusetts: A New England Colony Comparing the Comparing the English Colonies Reading – Section 3 – Rhode Island: A New England Colony Comparing the Comparing the English Colonies Reading – Section 3 – Rights of Colonists Life in the Colonies Reading – Section 4 – Connecticut: A New England Colony Comparing the Comparing the English Colonies Reading – Section 5 – New York: A Middle Colony Comparing the Comparing the English Colonies Reading – Section 5 – Religion Life in the Colonies Reading – Section 6 – Pennsylvania: A Middle Colony Comparing the Comparing the English Colonies Reading – Section 7 – Maryland: A Southern Colony Comparing the Comparing the English Colonies Reading – Section 9 – Georgia: A Southern Colony Comparing the Comparing the English Colonies</p>
<p>8.06 Compare types of government in the Thirteen English Colonies, including self-government, representative government, and theocracy.</p>		<p>X</p>	<p>Classroom Activity – Slideshow Comparing the English Colonies Reading – Explore – Governance in the Colonies Toward Independence Reading – Explore – Unrest and Debate in Colonial North America Life in the Colonies Reading – Primary Source – Governor John Winthrop's "City Upon a Hill" Sermon (1630) Comparing the Comparing the English Colonies</p>

			<p>Reading – Section 1 – The New England, Middle, and Southern Colonies Comparing the Comparing the English Colonies Reading – Section 2 – Massachusetts: A New England Colony Comparing the Comparing the English Colonies Reading – Section 3 – Rhode Island: A New England Colony Comparing the Comparing the English Colonies Reading – Section 3 – Rights of Colonists Life in the Colonies Reading – Section 4 – Connecticut: A New England Colony Comparing the Comparing the English Colonies Reading – Section 5 – New York: A Middle Colony Comparing the Comparing the English Colonies Reading – Section 6 – Pennsylvania: A Middle Colony Comparing the Comparing the English Colonies Reading – Section 7 – Maryland: A Southern Colony Comparing the Comparing the English Colonies Reading – Section 8 – Virginia: A Southern Colony Comparing the Comparing the English Colonies Reading – Section 9 – Georgia: A Southern Colony Comparing the Comparing the English Colonies</p>
<p>8.07 Explain the development of democratic ideologies that developed in the Thirteen English Colonies, including expansion of voting rights (e.g., Connecticut), freedom of religion, town meetings, and separation of church and state (e.g., Rhode Island).</p>		<p>X</p>	<p>Classroom Activity – Slideshow Comparing the English Colonies Classroom Activity – Slideshow Toward Independence Reading – Explore – Governance in the Colonies Toward Independence Reading – Explore – Unrest and Debate in Colonial North America Life in the Colonies Reading – Section 1 – The New England, Middle, and Southern Colonies Comparing the Comparing the English Colonies Reading – Section 2 – Massachusetts: A New England Colony Comparing the Comparing the English Colonies Reading – Section 3 – Rhode Island: A New England Colony Comparing the Comparing the English Colonies</p>

			<p>Reading – Section 3 – Rights of Colonists Life in the Colonies</p> <p>Reading – Section 4 – Connecticut: A New England Colony Comparing the Comparing the English Colonies</p> <p>Reading – Section 5 – New York: A Middle Colony Comparing the Comparing the English Colonies</p> <p>Reading – Section 6 – Pennsylvania: A Middle Colony Comparing the Comparing the English Colonies</p> <p>Reading – Section 7 – Maryland: A Southern Colony Comparing the Comparing the English Colonies</p> <p>Reading – Section 8 – Virginia: A Southern Colony Comparing the Comparing the English Colonies</p> <p>Reading – Section 9 – Georgia: A Southern Colony Comparing the Comparing the English Colonies</p>
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<p>8.08 Describe the three colonial regions, and explain the relationship between the geography and economy in the development of each area (e.g., resources and industries).</p>		X	<p>Classroom Activity – Slideshow Comparing the English Colonies</p> <p>Classroom Activity – Slideshow Life in the Colonies</p> <p>Classroom Activity – Slideshow European Colonization in the Americas</p> <p>Reading – Introduction Comparing the Comparing the English Colonies</p> <p>Reading – Section 1 – Life on a Farm Life in the Colonies</p> <p>Reading – Section 1 – The New England, Middle, and Southern Colonies Comparing the Comparing the English Colonies</p> <p>Reading – Section 2 – Massachusetts: A New England Colony Comparing the Comparing the English Colonies</p> <p>Reading – Section 3 – Rhode Island: A New England Colony Comparing the Comparing the English Colonies</p> <p>Reading – Section 4 – Connecticut: A New England Colony Comparing the Comparing the English Colonies</p> <p>Reading – Section 5 – New York: A Middle Colony Comparing the Comparing the English Colonies</p> <p>Reading – Section 6 – Pennsylvania: A Middle Colony</p>
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			<p>Comparing the English Colonies Reading – Section 7 – Maryland: A Southern Colony Comparing the English Colonies Reading – Section 8 – Virginia: A Southern Colony Comparing the English Colonies Reading – Section 9 – Georgia: A Southern Colony Comparing the English Colonies</p>
<p>8.09 Describe the labor systems of the colonial period, including indentured servants, apprenticeships, and African enslavement.</p>		X	<p>Classroom Activity – Slideshow Comparing the English Colonies Classroom Activity – Slideshow Life in the Colonies Reading – Explore – Slavery in the Americas Life in the Colonies Reading – Exploring Perspectives – Four Stories from the Colonies Comparing the English Colonies Reading – Introduction Comparing the English Colonies Reading – Section 1 – Spain Starts an Empire European Colonization in the Americas Reading – Section 8 – Virginia: A Southern Colony Comparing the English Colonies Unit Project – Timeline Challenge America Before and After Colonization</p>
<p>8.10 Examine the origins and growth of African enslavement in the colonies, including the conditions of the Middle Passage, the impact of Bacon’s Rebellion, and the slave codes.</p>		X	<p>Classroom Activity – Slideshow Life in the Colonies Classroom Activity – Slideshow European Colonization in the Americas Reading – Explore – Comparing Slavery in West Africa and America The Worlds of North and South Reading – Explore – Comparing the North, the South, and the West The Worlds of North and South Reading – Explore – Slavery in the Americas</p>

			<p>Life in the Colonies Reading - Explore - Unrest and Debate in Colonial North America Life in the Colonies Reading - Exploring Perspectives - Four Stories from the Colonies Comparing the Comparing the English Colonies Reading - Introduction Comparing the Comparing the English Colonies Reading - Primary Source - Slave Community and Family Structure African Americans in the Mid-1800s Reading - Section 1 - Spain Starts an Empire European Colonization in the Americas Reading - Section 4 - Life for African Americans Life in the Colonies Reading - Section 8 - Virginia: A Southern Colony Comparing the Comparing the English Colonies</p>
<p>8.11 Explain the economic impact of the triangular trade.</p>		<p>X</p>	<p>Colonies in the Western Hemisphere: Part 4: The Sugar Industry Economics Library Reading - Explore - Slavery in the Americas Life in the Colonies Reading - Section 3 - Worlds of Exchange Key Themes in History Reading - Section 4 - Life for African Americans Life in the Colonies Reading - Section 4 - The Final Break The Declaration of Independence Reading - Summary Life in the Colonies</p>
<p>8.12 Describe the significance of the First Great Awakening, including its role in unifying the colonies and the growth of religious tolerance.</p>		<p>X</p>	<p>Classroom Activity - Slideshow Life in the Colonies Reading - Exploring Biographies - A Great Awakening Life in the Colonies Reading - Section 5 - Religion</p>

			<p>Life in the Colonies</p> <p>Reading - Summary</p> <p>Life in the Colonies</p> <p>Unit Project - Timeline Challenge</p> <p>America Before and After Colonization</p>
<p>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 Treaty of Paris of 1763, war debt, and the Proclamation Line of 1763.</p>		X	<p>Classroom Activity - Slideshow</p> <p>Toward Independence</p> <p>Reading - Explore - Colonial Florida</p> <p>Life in the Colonies</p> <p>Reading - Explore - The Seven Years' War</p> <p>Toward Independence</p> <p>Reading - Explore - Women and the French and Indian War</p> <p>European Colonization in the Americas</p> <p>Reading - Introduction</p> <p>Toward Independence</p> <p>Reading - Section 1 - Before 1763</p> <p>Toward Independence</p> <p>Reading - Section 2 - Early British Actions in the Colonies</p> <p>Toward Independence</p> <p>Unit Project - Timeline Challenge</p> <p>Revolution in the Colonies</p> <p>Unit Project - Timeline Challenge</p> <p>The American Revolution</p>
<p>8.14 Identify the influence of the Cumberland Gap in the settling of Tennessee.</p>		X	<p>Early Tennessee History</p> <p>The American Revolution</p>
<p>8.15 Analyze the influence of Benjamin Franklin as a revolutionary thinker, including the "Join or Die" cartoon, the Albany Plan of Union, and serving as an ambassador.</p>		X	<p>Classroom Activity - Slideshow</p> <p>Creating the Constitution</p> <p>Franklin, Benjamin (1706–1790)</p> <p>Biographies</p> <p>Reading - Explore - The Iroquois Confederacy</p> <p>European Colonization in the Americas</p> <p>Reading - Introduction</p> <p>Life in the Colonies</p> <p>Reading - Section 1 - Before 1763</p> <p>Toward Independence</p>

			<p>Reading – Summary Life in the Colonies</p>
<p>8.16 Analyze the events, ideas, and groups that led to the American Revolution, including: • Mercantilism • Navigation Acts • The Sugar Act, 1764 • The Quartering Act, 1765 • The Stamp Act, 1765 • The Boston Massacre, 1770 • The Boston Tea Party, 1773 • Intolerable/Coercive Acts, 1774 • Sons of Liberty • “taxation without representation” • Influence of colonial protests (e.g., boycotts)</p>		X	<p>Classroom Activity – Slideshow Toward Independence Colonies in the Western Hemisphere: Part I: Mercantilism Economics Library Reading – Explore – Choosing Sides Toward Independence Reading – Explore – Governance in the Colonies Toward Independence Reading – Explore – Mercantilism Comparing the Comparing the English Colonies Reading – Introduction Toward Independence Reading – Primary Source – Patrick Henry's "Give Me Liberty or Give Me Death" (1775) The Declaration of Independence Reading – Primary Source – The Sugar Act (1764) Toward Independence Reading – Section 2 – Early British Actions in the Colonies Toward Independence Reading – Section 2 – On the Eve of Independence from Great Britain The Declaration of Independence Reading – Section 3 – The Townshend Acts Toward Independence Reading – Section 4 – The Boston Massacre Toward Independence Reading – Section 5 – The Boston Tea Party Toward Independence Reading – Section 6 – The Intolerable Acts Toward Independence</p>
<p>8.17 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.</p>		X	<p>Classroom Activity – Slideshow The Declaration of Independence Classroom Activity – Slideshow Toward Independence</p>

			<p>Reading – Exploring Literature – Love the Story of Paul Revere, Whether He Rode or Not Toward Independence</p> <p>Reading – Introduction Toward Independence</p> <p>Reading – Introduction The Declaration of Independence</p> <p>Reading – Section 1 – The Continental Congress Organizes an Army The Declaration of Independence</p> <p>Reading – Section 7 – Lexington and Concord Toward Independence</p> <p>Unit Project – Timeline Challenge The American Revolution</p> <p>Unit Project – Timeline Challenge Revolution in the Colonies</p>
<p>8.18 Explain the historical purposes and consequences of Thomas Paine's <i>Common Sense</i>.</p>		X	<p>Classroom Activity – Slideshow The Declaration of Independence</p> <p>Reading – Investigating Primary Sources – How Did Common Sense Create Tension in the Colonies? The Declaration of Independence</p> <p>Reading – Section 2 – On the Eve of Independence from Great Britain The Declaration of Independence</p> <p>Reading – Summary The Declaration of Independence</p> <p>Unit Project – Inquiry Project Revolution in the Colonies</p> <p>Unit Project – Timeline Challenge Revolution in the Colonies</p> <p>Unit Project – Timeline Challenge The American Revolution</p>
<p>8.19 Analyze and interpret the Declaration of Independence, and determine the historical and present-day significance of the document. (T.C.A. 49-6-1028)</p>		X	<p>Classroom Activity – Slideshow The Declaration of Independence</p> <p>Ideas That Unite Us as Americans</p>

			<p>Civics Library Reading - Introduction The Declaration of Independence Reading - Primary Source - Thomas Jefferson's Drafts of the Declaration of Independence (1776) The Declaration of Independence Reading - Section 3 - Drafting the Declaration The Declaration of Independence Reading - Section 4 - The Final Break The Declaration of Independence Unit Project - Inquiry Project Revolution in the Colonies Unit Project - Timeline Challenge Revolution in the Colonies Unit Project - Timeline Challenge The American Revolution</p>
<p>8.20 Examine various perspectives of men and women during the American Revolution including, loyalists, patriots, neutral colonists, and persons of African descent.</p>		<p>X</p>	<p>Classroom Activity - Slideshow The Declaration of Independence Ideas That Unite Us as Americans Civics Library Reading - Introduction The Declaration of Independence Reading - Primary Source - President Thomas Jefferson's First Inaugural Address (1801) Political Developments in the Early Republic Reading - Primary Source - Thomas Jefferson's Drafts of the Declaration of Independence (1776) The Declaration of Independence Reading - Section 3 - Drafting the Declaration The Declaration of Independence Reading - Section 4 - The Final Break The Declaration of Independence Unit Project - Inquiry Project Revolution in the Colonies Unit Project - Timeline Challenge Revolution in the Colonies Unit Project - Timeline Challenge</p>

			The American Revolution
<p>8.21 Identify and explain the significance of the following during the American Revolution:</p> <ul style="list-style-type: none"> • Struggles of the Continental Army (e.g., Valley Forge) • Battles of Trenton and Princeton • Battle of Kings Mountain • Battles of Saratoga • Battle of Yorktown • Guerrilla warfare 		X	<p>Classroom Activity - Slideshow The American Revolution Reading - Explore - Perspectives on the Revolutionary Home Front The American Revolution Reading - Section 2 - British Strengths and Weaknesses The American Revolution Reading - Section 3 - Great Britain Almost Wins the War The American Revolution Reading - Section 4 - A Pep Talk and Surprise Victories The American Revolution Reading - Section 5 - The Tide Begins to Turn The American Revolution Reading - Section 6 - The War Moves South The American Revolution Reading - Section 7 - The War Ends The American Revolution Unit Project - Applying World History Themes Revolution in the Colonies Unit Project - Geography Challenge Revolution in the Colonies Unit Project - Inquiry Project Revolution in the Colonies Unit Project - Timeline Challenge The American Revolution Unit Project - Timeline Challenge Revolution in the Colonies Early Tennessee History The American Revolution</p>
<p>8.22 Describe the significance of the Northwest Ordinance of 1787 and its impact on the process of gaining statehood, the spread of public education, and the banning of slavery in the territory.</p>		X	<p>Classroom Activity - Slideshow Creating the Constitution Classroom Activity - Slideshow A Dividing Nation Reading - Explore - Early U.S. Indigenous Policies Political Developments in the Early Republic</p>

			<p>Reading - Explore - Land Ordinances and the Settlement of the Northwest Territory Creating the Constitution</p> <p>Reading - Section 1 - Confronting the Issue of Slavery A Dividing Nation</p> <p>Reading - Section 1 - Early Quarrels and Accomplishments Creating the Constitution</p> <p>Unit Project - Timeline Challenge Forming a New Nation</p> <p>Unit Project - Timeline Challenge The Bill of Rights</p>
<p>8.23 Identify the Articles of Confederation as America's first constitution, and explain its weaknesses as exemplified by: • Government structure (e.g., one branch, no power to tax) • The Lost State of Franklin • Shays' Rebellion</p>		<p>X</p>	<p>Classroom Activity - Slideshow Creating the Constitution</p> <p>Reading - Introduction Creating the Constitution</p> <p>Reading - Primary Source - The Articles of Confederation Creating the Constitution</p> <p>Reading - Section 1 - Early Quarrels and Accomplishments Creating the Constitution</p> <p>Reading - Section 2 - Shays' Rebellion and the Need for Change Creating the Constitution</p> <p>Reading - Section 4 - Issue: How Should States Be Represented in the New Government? Creating the Constitution</p> <p>Reading - Summary Creating the Constitution</p> <p>Unit Project - Timeline Challenge The Bill of Rights</p> <p>Unit Project - Timeline Challenge Forming a New Nation</p> <p>Early Tennessee History The American Revolution</p>
<p>8.24 Describe the influence of James Madison during the Constitutional Convention, and analyze the major issues debated, including the Great Compromise and the Three-Fifths</p>		<p>X</p>	<p>Classroom Activity - Slideshow Creating the Constitution</p> <p>Reading - Exploring Biographies - James Madison and the</p>

<p>Compromise. (T.C.A. § 49-6-1028)</p>			<p>Long, Hot Summer of 1787 Creating the Constitution Reading – Section 10 – The Convention Ends Creating the Constitution Reading – Section 11 – The Constitution Goes to the States Creating the Constitution Reading – Section 3 – Opening the Constitutional Convention Creating the Constitution Reading – Section 4 – Issue: How Should States Be Represented in the New Government? Creating the Constitution Reading – Section 5 – Resolution: The Great Compromise Creating the Constitution Reading – Section 6 – Issue: How Should Enslaved People Be Counted? Creating the Constitution Reading – Section 7 – Resolution: The Three-Fifths Compromise Creating the Constitution Reading – Section 8 – Issue: How Should the Chief Executive Be Elected? Creating the Constitution Reading – Section 9 – Resolution: The Electoral College Creating the Constitution Unit Project – Geography Challenge Forming a New Nation Unit Project – Timeline Challenge Forming a New Nation</p>
<p>8.25 Examine the principles and purposes of government listed in the Preamble and stated in the Constitution, including: (T.C.A. § 49- 6-1028) • Checks and balances • Federalism • Limited government • Popular sovereignty • Separation of powers</p>		<p>X</p>	<p>Classroom Activity – Slideshow The Constitution Reading – Explore – Who Are "We the People"? The Constitution Reading – Introduction The Constitution Reading – Section 1 – The Preamble Tells the Goals of Government The Constitution</p>

			<p>Reading – Section 2 – The Legislative Branch Makes Laws The Constitution</p> <p>Reading – Section 3 – The Executive Branch Carries Out the Laws The Constitution</p> <p>Reading – Section 4 – The Judicial Branch Interprets the Law The Constitution</p> <p>Reading – Section 5 – Checks and Balances Between the Branches The Constitution</p> <p>Reading – Section 5 – The Compromise of 1850 Fails A Dividing Nation</p> <p>Reading – Section 6 – The Amendment Process The Constitution</p> <p>Reading – Section 7 – The Federal System Connects the Nation and the States The Constitution</p> <p>Reading – Section 8 – Popular Participation in Government The Constitution</p>
<p>8.26 Describe the origins of the presidential election process, including the electoral college. (T.C.A. § 49-6-1028)</p>		X	<p>Classroom Activity – Slideshow Creating the Constitution</p> <p>Reading – Section 5 – The Presidency of John Adams Political Developments in the Early Republic</p> <p>Reading – Section 6 – The Election of 1800 Political Developments in the Early Republic</p> <p>Reading – Section 7 – A Deadlock and a New Amendment Political Developments in the Early Republic</p> <p>Reading – Section 8 – Issue: How Should the Chief Executive Be Elected? Creating the Constitution</p> <p>Reading – Section 9 – Resolution: The Electoral College Creating the Constitution</p> <p>Reading – Summary Creating the Constitution</p>
<p>8.27 Describe the conflict between Federalists and Anti-Federalists over the ratification of the Constitution and the</p>		X	<p>Classroom Activity – Slideshow Creating the Constitution</p>

<p>Bill of Rights. (T.C.A. 49-6-1028)</p>			<p>Reading - Exploring Biographies - James Madison and the Long, Hot Summer of 1787 Creating the Constitution Reading - Introduction The Bill of Rights Reading - Primary Source - Federalist and Anti-Federalist Writings Creating the Constitution Reading - Section 11 - The Constitution Goes to the States Creating the Constitution Unit Project - Inquiry Project Forming a New Nation Unit Project - Timeline Challenge Forming a New Nation Unit Project - Timeline Challenge The Bill of Rights</p>
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<p>8.28 Analyze the major events of George Washington's administration, including the precedents he set, the Whiskey Rebellion, and ideas presented in his farewell address.</p>		<p>X</p>	<p>Classroom Activity - Slideshow Political Developments in the Early Republic Reading - Introduction Foreign Affairs in the Young Nation Reading - Investigating Primary Sources - How Did Conflicts Within Washington's Cabinet Affect American Politics? Political Developments in the Early Republic Reading - Primary Source - President George Washington's Farewell Address (1796) Political Developments in the Early Republic Reading - Section 1 - Launching the New Government Political Developments in the Early Republic Reading - Section 2 - Washington as President Political Developments in the Early Republic Unit Project - Geography Challenge Launching the New Republic Unit Project - Timeline Challenge Launching the New Republic</p>
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<p>8.29 Explain how conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties, and examine their viewpoints on issues such as foreign policy, economic policy, a national bank, and strict versus loose interpretation of the Constitution.</p>			<p>X</p> <p>Classroom Activity - Slideshow Political Developments in the Early Republic Reading - Introduction Political Developments in the Early Republic Reading - Investigating Primary Sources - How Did Conflicts Within Washington's Cabinet Affect American Politics? Political Developments in the Early Republic Reading - Section 3 - Alexander Hamilton and the Federalist Party Political Developments in the Early Republic Reading - Section 3 - Pursuing Peace with France Foreign Affairs in the Young Nation Reading - Section 4 - Thomas Jefferson and the Democratic-Republican Party Political Developments in the Early Republic Reading - Section 5 - The Presidency of John Adams Political Developments in the Early Republic Reading - Section 6 - The Election of 1800 Political Developments in the Early Republic</p>
<p>8.30 Explain the significant domestic and international events that impacted the administration of John Adams, including trade conflicts with Great Britain and France.</p>			<p>X</p> <p>Classroom Activity - Slideshow Foreign Affairs in the Young Nation Reading - Section 2 - Adams Faces the Challenges of Neutrality Foreign Affairs in the Young Nation Reading - Section 3 - Pursuing Peace with France Foreign Affairs in the Young Nation Reading - Section 5 - The Presidency of John Adams Political Developments in the Early Republic Reading - Section 6 - The Election of 1800 Political Developments in the Early Republic Unit Project - Geography Challenge Launching the New Republic Unit Project - Timeline Challenge Launching the New Republic</p>
<p>8.31 Identify how westward expansion led to the statehood of Tennessee and the importance of its first state constitution</p>			<p>X</p> <p>Classroom Activity - Slideshow The Constitution</p>

(1796). (T.C.A. § 49-6-1028)			<p>Reading – Explore – The First State Constitutions Creating the Constitution</p> <p>Reading – Investigating Primary Sources – How Did State Constitutions Influence the U.S. Constitution? The Constitution</p> <p>Reading – Primary Source – Broken Promises: Treaties with American Indians The Rise of Jacksonian Democracy</p> <p>Reading – Section 1 – Confronting the Issue of Slavery A Dividing Nation</p> <p>Reading – Section 1 – Presidential Reconstruction The Reconstruction Era</p> <p>Reading – Section 8 – The Election of 1860 and Secession A Dividing Nation</p> <p>Early Tennessee History The American Revolution</p>
<p>8.32 Analyze the effects of the election of 1800, including: • Peaceful transition of power • Midnight judges • <i>Marbury v. Madison</i> (e.g., judicial review)</p>		X	<p>Classroom Activity – Slideshow Political Developments in the Early Republic</p> <p>Classroom Activity – Slideshow Foreign Affairs in the Young Nation</p> <p>Marbury v. Madison Supreme Court Case Library</p> <p>Reading – Introduction Political Developments in the Early Republic</p> <p>Reading – Primary Source – President Thomas Jefferson's First Inaugural Address (1801) Political Developments in the Early Republic</p> <p>Reading – Section 4 – Jefferson Deals with Conflicts at Sea Foreign Affairs in the Young Nation</p> <p>Reading – Section 4 – The Judicial Branch Interprets the Law The Constitution</p> <p>Reading – Section 4 – Thomas Jefferson and the Democratic-Republican Party Political Developments in the Early Republic</p> <p>Reading – Section 5 – Protecting American Interests at Sea Foreign Affairs in the Young Nation</p> <p>Reading – Section 6 – The Election of 1800</p>

			<p>Political Developments in the Early Republic</p> <p>Reading – Section 7 – A Deadlock and a New Amendment</p> <p>Political Developments in the Early Republic</p> <p>Unit Project – Timeline Challenge</p> <p>Launching the New Republic</p>
<p>8.33 Explain the major events of Thomas Jefferson's administration, including:</p> <ul style="list-style-type: none"> • Conflict with Barbary Pirates • Embargo Act • Lewis and Clark Expedition • Louisiana Purchase 		X	<p>Classroom Activity – Slideshow</p> <p>Political Developments in the Early Republic</p> <p>Classroom Activity – Slideshow</p> <p>Foreign Affairs in the Young Nation</p> <p>Reading – Explore – Napoleon Exits North America</p> <p>Political Developments in the Early Republic</p> <p>Reading – Primary Source – President Thomas Jefferson's First Inaugural Address (1801)</p> <p>Political Developments in the Early Republic</p> <p>Reading – Section 1 – The Louisiana Territory</p> <p>Manifest Destiny and the Growing Nation</p> <p>Reading – Section 4 – Jefferson Deals with Conflicts at Sea</p> <p>Foreign Affairs in the Young Nation</p> <p>Reading – Section 4 – Oregon Country</p> <p>Manifest Destiny and the Growing Nation</p> <p>Reading – Section 5 – Protecting American Interests at Sea</p> <p>Foreign Affairs in the Young Nation</p> <p>Reading – Section 6 – The Election of 1800</p> <p>Political Developments in the Early Republic</p> <p>Reading – Section 7 – A Deadlock and a New Amendment</p> <p>Political Developments in the Early Republic</p> <p>Unit Project – Geography Challenge</p> <p>An Expanding Nation</p> <p>Unit Project – Timeline Challenge</p> <p>Launching the New Republic</p> <p>Unit Project – Timeline Challenge</p> <p>An Expanding Nation</p>
<p>8.34 Evaluate the effectiveness of negotiations between the U.S. government and American Indians during the time period.</p>		X	<p>Reading – Explore – The Iroquois Confederacy</p> <p>European Colonization in the Americas</p> <p>Reading – Primary Source – Broken Promises: Treaties with American Indians</p>

			The Rise of Jacksonian Democracy
<p>8.35 Explain the causes, course, and consequences of the War of 1812, including:</p> <ul style="list-style-type: none"> • Use of impressment and trade restrictions between the United States and Great Britain • Roles of Andrew Jackson and Tecumseh • Impact on American Indians • Rise of nationalism in the United States 		X	<p>Classroom Activity - Slideshow Foreign Affairs in the Young Nation</p> <p>Classroom Activity - Slideshow A Growing Sense of Nationhood</p> <p>Reading - Explore - The War of 1812 Foreign Affairs in the Young Nation</p> <p>Reading - Introduction A Growing Sense of Nationhood</p> <p>Reading - Literature - Defining America Through Literature A Growing Sense of Nationhood</p> <p>Reading - Section 7 - The War of 1812 Foreign Affairs in the Young Nation</p> <p>Unit Project - Geography Challenge Launching the New Republic</p> <p>Unit Project - Timeline Challenge Launching the New Republic</p> <p>Unit Project - Timeline Challenge The Rise of Jacksonian Democracy</p>
<p>8.36 Explain the purpose and provisions of the Monroe Doctrine.</p>		X	<p>Classroom Activity - Slideshow Foreign Affairs in the Young Nation</p> <p>Reading - Primary Source - President James Monroe's Monroe Doctrine from his Seventh Annual Address to Congress (1823) Foreign Affairs in the Young Nation</p> <p>Reading - Section 8 - A New Foreign Policy Challenge in the Americas Foreign Affairs in the Young Nation</p> <p>Reading - Section 9 - The Monroe Doctrine Foreign Affairs in the Young Nation</p> <p>Reading - Summary Foreign Affairs in the Young Nation</p> <p>Reading - Summary A Growing Sense of Nationhood</p> <p>Unit Project - Timeline Challenge Launching the New Republic</p>

			<p>Unit Project - Timeline Challenge The Rise of Jacksonian Democracy</p>
<p>8.37 Determine the role played by Chief Justice John Marshall, including key decisions of the Supreme Court, such as <i>Gibbons v. Ogden</i> (i.e., impact on interstate commerce) and <i>McCulloch v. Maryland</i> (i.e., impact on the national bank).</p>		X	<p>Reading - Section 2 - Politics: The Era of Good Feelings A Growing Sense of Nationhood Gibbons v. Ogden (1824) Supreme Court Case Library McCulloch v. Maryland (1819) Supreme Court Case Library</p>

<p>8.38 Examine the importance of the elections of 1824 and 1828, including expansion of voting rights, the corrupt bargain, the spoils system, and Jacksonian Democracy.</p>		X	<p>Classroom Activity - Slideshow The Rise of Jacksonian Democracy Reading - Introduction The Rise of Jacksonian Democracy Reading - Section 1 - From the Frontier to the White House The Rise of Jacksonian Democracy Reading - Section 2 - The Inauguration of Andrew Jackson The Rise of Jacksonian Democracy Reading - Section 3 - Jackson's Approach to Governing The Rise of Jacksonian Democracy Reading - Section 4 - The Nullification Crisis The Rise of Jacksonian Democracy Reading - Section 5 - Jackson Battles the Bank of the United States The Rise of Jacksonian Democracy Reading - Section 6 - Jackson's Indigenous Policy The Rise of Jacksonian Democracy Unit Project - Applying Themes Through Writing Launching the New Republic Unit Project - Geography Challenge Launching the New Republic Unit Project - Inquiry Project Launching the New Republic Unit Project - Timeline Challenge Launching the New Republic Unit Project - Timeline Challenge The Rise of Jacksonian Democracy</p>
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<p>8.39 Determine the historical significance of key events of Andrew Jackson's administration, including the battle with the Bank of the United States and the Nullification Crisis.</p>			<p>X</p> <p>Classroom Activity - Slideshow The Rise of Jacksonian Democracy Reading - Exploring Perspectives - The Trail Where They Cried The Rise of Jacksonian Democracy Reading - Introduction The Rise of Jacksonian Democracy Reading - Primary Source - Who Has the Ultimate Authority: The States or the Federal Government? The Rise of Jacksonian Democracy Reading - Section 1 - From the Frontier to the White House The Rise of Jacksonian Democracy Reading - Section 2 - Politics: The Era of Good Feelings A Growing Sense of Nationhood Reading - Section 2 - The Inauguration of Andrew Jackson The Rise of Jacksonian Democracy Reading - Section 3 - Jackson's Approach to Governing The Rise of Jacksonian Democracy Reading - Section 4 - The Nullification Crisis The Rise of Jacksonian Democracy Reading - Section 5 - Jackson Battles the Bank of the United States The Rise of Jacksonian Democracy Reading - Section 6 - Jackson's Indigenous Policy The Rise of Jacksonian Democracy Unit Project - Timeline Challenge The Rise of Jacksonian Democracy</p>
<p>8.40 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.</p>			<p>X</p> <p>Classroom Activity - Slideshow The Rise of Jacksonian Democracy Reading - Explore - Indian Tribes and the United States Government The Declaration of Independence Reading - Exploring Perspectives - The Trail Where They Cried The Rise of Jacksonian Democracy Reading - Literature - "May their roads home be on the trail of peace"</p>

			<p>Indigenous Peoples of North America Reading – Primary Source – Broken Promises: Treaties with American Indians The Rise of Jacksonian Democracy Reading – Section 2 – Uses and Abuses of Power Key Themes in History Reading – Section 6 – Jackson's Indigenous Policy The Rise of Jacksonian Democracy Reading – Section 7 – War on the Plains Tensions in the West Unit Project – Geography Challenge Launching the New Republic Unit Project – Timeline Challenge The Rise of Jacksonian Democracy Unit Project – Timeline Challenge Launching the New Republic</p>
<p>8.41 Identify changes to voting rights under the Tennessee Constitution of 1834, including the expansion of voting rights to non-property owners and the removal of voting rights for free African-American men. (T.C.A. 49-6-1028)</p>		X	<p>Reading – Exploring Perspectives – The Long Road to Equal Rights The Reconstruction Era Reading – Section 1 – Fighting for Equal Rights and Opportunities Linking Past to Present Reading – Section 5 – Reconstruction Reversed The Reconstruction Era Reading – Section 7 – W. E. B. Du Bois: Spokesman for Equal Rights The Progressive Era Reading – Explore – The Tennessee Constitution The Constitution</p>
<p>8.42 Describe the development of the agrarian economy in the South, including: • The location of the Cotton Belt • The significance of cotton and the cotton gin • The growth of enslavement • The significance of the planter class and yeoman farmers</p>		X	<p>Classroom Activity – Slideshow The Worlds of North and South Financial Institutions Before the Civil War Economics Library Reading – Explore – Comparing the North, the South, and the West The Worlds of North and South</p>

			<p>Reading - Introduction The Worlds of North and South</p> <p>Reading - Section 2 - Geography of the South The Worlds of North and South</p> <p>Reading - Section 3 - Economy of the South The Worlds of North and South</p> <p>Reading - Section 6 - Transportation in the South The Worlds of North and South</p> <p>Reading - Section 7 - Society in the South The Worlds of North and South</p> <p>Unit Project - Geography Challenge Americans in the Mid-1800s</p> <p>Unit Project - Timeline Challenge Americans in the Mid-1800</p>
<p>8.43 Describe the daily life and culture of enslaved persons in the South prior to the Civil War, such as jobs performed, punishments and consequences, oral history, and the influence of religion and music. (T.C.A. 49-6-1028)</p>		X	<p>Classroom Activity - Slideshow African Americans in the Mid-1800s</p> <p>Reading - Explore - African Americans Fight Slavery African Americans in the Mid-1800s</p> <p>Reading - Introduction African Americans in the Mid-1800s</p> <p>Reading - Primary Source - Documents on the Slave Rebellions of Denmark Vesey and Nat Turner African Americans in the Mid-1800s</p> <p>Reading - Primary Source - Slave Community and Family Structure African Americans in the Mid-1800s</p> <p>Reading - Section 10 - African American Culture African Americans in the Mid-1800s</p> <p>Reading - Section 2 - The Economics of Slavery African Americans in the Mid-1800s</p> <p>Reading - Section 4 - Early American Music A Growing Sense of Nationhood</p> <p>Reading - Section 4 - Living Conditions of Enslaved People African Americans in the Mid-1800s</p> <p>Reading - Section 7 - Enslaved Families and Communities African Americans in the Mid-1800s</p> <p>Reading - Section 7 - Society in the South</p>

				<p>The Worlds of North and South</p> <p>Reading – Section 8 – Leisure Time Activities Beyond Work</p> <p>African Americans in the Mid-1800s</p> <p>Reading – Section 9 – Enslaved People’s Churches</p> <p>African Americans in the Mid-1800s</p>
<p>8.44 Explain how enslaved persons resisted bondage in their daily lives, including passive and overt resistance and Nat Turner’s Rebellion.</p>			X	<p>Classroom Activity – Slideshow</p> <p>African Americans in the Mid-1800s</p> <p>Reading – Explore – African Americans Fight Slavery</p> <p>African Americans in the Mid-1800s</p> <p>Reading – Primary Source – Documents on the Slave Rebellions of Denmark Vesey and Nat Turner</p> <p>African Americans in the Mid-1800s</p> <p>Reading – Section 3 – The Missouri Compromise Unravels</p> <p>A Dividing Nation</p> <p>Reading – Section 6 – Resistance to Enslavement</p> <p>African Americans in the Mid-1800s</p> <p>Reading – Summary</p> <p>African Americans in the Mid-1800s</p> <p>Unit Project – Timeline Challenge</p> <p>Americans in the Mid-1800s</p> <p>Unit Project – Timeline Challenge</p> <p>African Americans in the Mid-1800s</p>
<p>8.45 Explain the development of the American Industrial Revolution, including:</p> <ul style="list-style-type: none"> • Eli Whitney and interchangeable parts • Role of the textile industry • Mass production • Introduction of women in the work force 			X	<p>Classroom Activity – Slideshow</p> <p>The Worlds of North and South</p> <p>Classroom Activity – Slideshow</p> <p>The Rise of Industry</p> <p>Reading – Explore – Comparing the North, the South, and the West</p> <p>The Worlds of North and South</p> <p>Reading – Explore – The Market Revolution</p> <p>The Worlds of North and South</p> <p>Reading – Exploring Perspectives – The Mill Girls of Lowell</p> <p>The Worlds of North and South</p> <p>Reading – Investigating Primary Sources – How Did Inventors Revolutionize Life in Industrial America?</p> <p>The Rise of Industry</p>

			<p>Reading – Section 1 – Geography of the North The Worlds of North and South</p> <p>Reading – Section 2 – Improved Technology The Rise of Industry</p> <p>Reading – Section 4 – Economy of the North The Worlds of North and South</p> <p>Reading – Section 5 – Transportation in the North The Worlds of North and South</p> <p>Unit Project – Applying World History Themes Migration and Industry</p> <p>Unit Project – Timeline Challenge Migration and Industry</p>
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<p>8.46 Explain how technological developments affected the growth of the industrial economy and cities in the North, including working and living conditions.</p>		<p>X</p>	<p>Classroom Activity – Slideshow The Worlds of North and South</p> <p>Classroom Activity – Slideshow The Rise of Industry</p> <p>Financial Institutions Before the Civil War Economics Library</p> <p>Reading – Explore – The Market Revolution The Worlds of North and South</p> <p>Reading – Exploring Perspectives – The Mill Girls of Lowell The Worlds of North and South</p> <p>Reading – Introduction The Worlds of North and South</p> <p>Reading – Investigating Primary Sources – How Did Inventors Revolutionize Life in Industrial America? The Rise of Industry</p> <p>Reading – Section 1 – Geography of the North The Worlds of North and South</p> <p>Reading – Section 4 – Economy of the North The Worlds of North and South</p> <p>Reading – Section 5 – Transportation in the North The Worlds of North and South</p> <p>Reading – Section 8 – Society in the North The Worlds of North and South</p> <p>Unit Project – Timeline Challenge</p>
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			<p>Americans in the Mid-1800s Unit Project - Timeline Challenge African Americans in the Mid-1800s</p>
<p>8.47 Identify the push-pull factors for Irish and German immigrants, and describe the impact of their arrival in the United States prior to the Civil War.</p>		<p>X</p>	<p>Reading - Explore - From Immigrant to Citizen The Worlds of North and South Reading - Explore - Women and Gender Roles in the Frontier West Life in the West Reading - Exploring Biographies - Gold Rush Pioneers Life in the West Reading - Literature - Immigrant Experience in the Great Plains Tensions in the West Reading - Primary Source - Alexis de Tocqueville's Democracy in America (1835/1840) A Growing Sense of Nationhood Reading - Section 8 - Society in the North The Worlds of North and South</p>
<p>8.48 Analyze the development of roads, canals, railroads, and steamboats throughout the United States, including the Erie Canal.</p>		<p>X</p>	<p>Classroom Activity - Slideshow Tensions in the West Classroom Activity - Slideshow The Worlds of North and South Reading - Explore - After War Came Change: The Mid- to Late 19th Century The Rise of Industry Reading - Explore - Comparing the North, the South, and the West The Worlds of North and South Reading - Explore - Railroads and the Economy Tensions in the West Reading - Section 1 - North Versus South The Civil War Reading - Section 2 - Improved Technology The Rise of Industry Reading - Section 2 - New Interest in the West Tensions in the West</p>

			<p>Reading – Section 2 – Politics: The Era of Good Feelings A Growing Sense of Nationhood</p> <p>Reading – Section 3 – Railroad Builders Tensions in the West</p> <p>Reading – Section 5 – Transportation in the North The Worlds of North and South</p> <p>Reading – Section 6 – Transportation in the South The Worlds of North and South</p>
<p>8.49 Describe the significance of the Second Great Awakening and its influence on reform in the 19th century.</p>		X	<p>Classroom Activity – Slideshow An Era of Reform</p> <p>Reading – Explore – The Second Great Awakening and the AME Church An Era of Reform</p> <p>Reading – Section 1 – The Spirit of Reform An Era of Reform</p> <p>Reading – Section 3 – The Missouri Compromise Unravels A Dividing Nation</p> <p>Reading – Summary An Era of Reform</p> <p>Unit Project – Timeline Challenge Americans in the Mid-1800s</p> <p>Unit Project – Timeline Challenge African Americans in the Mid-1800s</p>
<p>8.50 Analyze the development of the Woman Suffrage Movement, including the Seneca Falls Convention, and the ideals of reform leaders such as Elizabeth Cady Stanton, Susan B. Anthony, Lucretia Mott and Sojourner Truth.</p>		X	<p>Classroom Activity – Slideshow An Era of Reform</p> <p>Passing the Nineteenth Amendment Civics Library</p> <p>Reading – Introduction An Era of Reform</p> <p>Reading – Primary Source – Elizabeth Cady Stanton's Address on Women's Rights (1848) An Era of Reform</p> <p>Reading – Primary Source – Sojourner Truth: One Speech, Two Versions An Era of Reform</p> <p>Reading – Primary Source – The Declaration of Sentiments"</p>

			<p>Adopted by the Women's Rights Convention in Seneca Falls, New York (1848) An Era of Reform Reading - Section 4 - The Movement to End Slavery An Era of Reform Reading - Section 5 - Equal Rights for Women An Era of Reform Reading - Section 5 - The Pioneer Women Life in the West Unit Project - Timeline Challenge African Americans in the Mid-1800s Unit Project - Timeline Challenge Americans in the Mid-1800s</p>
<p>8.51 Analyze the significance of leading abolitionists, including William Lloyd Garrison, Frederick Douglass, and Harriet Tubman, and the methods they used to spread the movement.</p>		<p>X</p>	<p>Classroom Activity - Slideshow An Era of Reform Classroom Activity - Slideshow African Americans in the Mid-1800s Classroom Activity - Slideshow A Dividing Nation Reading - Explore - African Americans Fight Slavery African Americans in the Mid-1800s Reading - Explore - Slavery Divides Boston A Dividing Nation Reading - Explore - What Were the Causes of the Civil War? The Civil War Reading - Exploring Biographies - Harriet Tubman, Moses of the Underground Railroad African Americans in the Mid-1800s Reading - Exploring Perspectives - A House Divided The Civil War Reading - Introduction An Era of Reform Reading - Primary Source - Downtown Boston: Site of Struggles for Liberty A Dividing Nation Reading - Primary Source - Frederick Douglass's Lecture to the Rochester Ladies' Anti-Slavery Society (1855)</p>

			<p>A Dividing Nation Reading – Section 4 – The Movement to End Slavery An Era of Reform</p>
<p>8.52 Analyze the concept of Manifest Destiny and its impact on the development of the nation, including economic incentives for westward expansion, impact on American Indians, and the territorial expansion of slavery.</p>		<p>X</p>	<p>Classroom Activity – Slideshow Manifest Destiny and the Growing Nation Classroom Activity – Slideshow Life in the West Reading – Biography – The Explorations of Jedediah Smith and Kit Carson Life in the West Reading – Introduction Manifest Destiny and the Growing Nation Reading – Primary Source – The Land Act of 1820 Manifest Destiny and the Growing Nation Reading – Section 3 – Texas Manifest Destiny and the Growing Nation Reading – Section 5 – The Mexican-American War Manifest Destiny and the Growing Nation Reading – Summary Manifest Destiny and the Growing Nation Unit Project – Inquiry Project An Expanding Nation</p>
<p>8.53 Explain the reasons for and the provisions of the Missouri Compromise (i.e., Compromise of 1820) and its impact on expansion.</p>		<p>X</p>	<p>Classroom Activity – Slideshow A Dividing Nation Reading – Section 1 – Confronting the Issue of Slavery A Dividing Nation Reading – Section 2 – The Missouri Compromise A Dividing Nation Reading – Section 3 – The Missouri Compromise Unravels A Dividing Nation Reading – Section 6 – The Dred Scott Decision A Dividing Nation Reading – Summary A Dividing Nation Unit Project – Geography Challenge The Union Challenged</p>

<p>8.54 Describe the motivations for American settlements in Mexican-ruled Texas after 1821 and the causes of the Texas War for Independence, and determine the legacy of the Alamo, including Davy Crockett and Sam Houston.</p>			<p>X</p> <p>Classroom Activity - Slideshow Manifest Destiny and the Growing Nation Reading - Introduction Mexicano Contributions to the Southwest Reading - Section 3 - Texas Manifest Destiny and the Growing Nation Reading - Summary Manifest Destiny and the Growing Nation Unit Project - Timeline Challenge An Expanding Nation Unit Project - Timeline Challenge Mexicano Contributions to the Southwest</p>
<p>8.55 Analyze the reasons for and outcomes of groups moving west, including the significance of: • Fur traders • Mormons • Families on the Oregon Trail • Opportunities for women and African Americans</p>			<p>X</p> <p>Classroom Activity - Slideshow Life in the West Reading - Explore - Westward on the Santa Fe Trail Manifest Destiny and the Growing Nation Reading - Investigating Primary Sources - What Inspired Americans to Move West? Manifest Destiny and the Growing Nation Reading - Section 1 - The Explorers Life in the West Reading - Section 3 - The Mountain Men Life in the West Reading - Section 4 - Oregon Country Manifest Destiny and the Growing Nation Reading - Section 4 - The Missionaries Life in the West Reading - Section 5 - The Pioneer Women Life in the West Reading - Section 6 - The Mormons Life in the West Unit Project - Geography Challenge An Expanding Nation Unit Project - Timeline Challenge An Expanding Nation</p>

<p>8.56 Identify the major events and impact of James K. Polk's administration, including:</p> <ul style="list-style-type: none"> • Settlement of the Oregon boundary • The annexation of Texas • Border disputes over the Rio Grande River • Mexican-American War • Mexican Cession 			<p>X</p> <p>Classroom Activity - Slideshow Mexicano Contributions to the Southwest</p> <p>Classroom Activity - Slideshow Manifest Destiny and the Growing Nation</p> <p>Reading - Introduction Mexicano Contributions to the Southwest</p> <p>Reading - Introduction Manifest Destiny and the Growing Nation</p> <p>Reading - Primary Source - American Perspectives on the Mexican-American War Manifest Destiny and the Growing Nation</p> <p>Reading - Section 2 - The Californios Life in the West</p> <p>Reading - Section 3 - Texas Manifest Destiny and the Growing Nation</p> <p>Reading - Section 3 - The Missouri Compromise Unravels A Dividing Nation</p> <p>Reading - Section 4 - Oregon Country Manifest Destiny and the Growing Nation</p> <p>Reading - Section 5 - The Mexican-American War Manifest Destiny and the Growing Nation</p> <p>Unit Project - Inquiry Project An Expanding Nation</p> <p>Unit Project - Timeline Challenge An Expanding Nation</p> <p>Unit Project - Timeline Challenge Mexicano Contributions to the Southwest</p>
<p>8.57 Analyze the discovery of gold in California, its social and economic impact on the United States, and the major migratory movements including the forty-niners and Asian immigrants.</p>			<p>X</p> <p>Classroom Activity - Slideshow Mexicano Contributions to the Southwest</p> <p>Reading - Explore - Comparing the North, the South, and the West The Worlds of North and South</p> <p>Reading - Explore - Water in the West Life in the West</p> <p>Reading - Section 1 - Mining Mexicano Contributions to the Southwest</p> <p>Reading - Section 4 - Chinese Immigrants</p>

			<p>The Great Wave of Immigration Reading – Section 4 – Miners Tensions in the West Reading – Section 7 – The Forty-Niners Life in the West Unit Project – Inquiry Project An Expanding Nation Unit Project – Timeline Challenge Migration and Industry Unit Project – Timeline Challenge An Expanding Nation Unit Project – Timeline Challenge The Great Wave of Immigration Unit Project – Timeline Challenge Mexicano Contributions to the Southwest</p>
<p>8.58 Explain the reasons for and the impact of the Compromise of 1850, including: • Henry Clay’s role as “The Great Compromiser” • Fugitive Slave Act • Harriet Beecher Stowe’s influence with <i>Uncle Tom’s Cabin</i></p>		<p>X</p>	<p>Classroom Activity – Slideshow A Dividing Nation Classroom Activity – Slideshow A Growing Sense of Nationhood Reading – Explore – Slavery Divides Boston A Dividing Nation Reading – Investigating Primary Sources – How Did Slavery Create Tension Among the States Prior to the Civil War? A Dividing Nation Reading – Section 2 – Politics: The Era of Good Feelings A Growing Sense of Nationhood Reading – Section 4 – The Compromise of 1850 A Dividing Nation Reading – Section 5 – The Compromise of 1850 Fails A Dividing Nation Unit Project – Geography Challenge The Union Challenged Unit Project – Timeline Challenge The Union Challenged</p>

<p>8.59 Analyze the motivations and divisional effects of the Kansas Nebraska Act of 1854, including:</p> <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 			<p>X</p> <p>Classroom Activity - Slideshow A Dividing Nation Reading - Explore - What Were the Causes of the Civil War? The Civil War Reading - Section 5 - The Compromise of 1850 Fails A Dividing Nation Reading - Section 7 - From Compromise to Crisis A Dividing Nation Reading - Summary A Dividing Nation Unit Project - Geography Challenge The Union Challenged Unit Project - Timeline Challenge The Union Challenged Unit Project - Timeline Challenge The Reconstruction Era</p>
<p>8.60 Analyze the impact of the Supreme Court's 1857 Dred Scott v. Sanford decision on the debate over slavery in the United States.</p>			<p>X</p> <p>Classroom Activity - Slideshow A Dividing Nation Reading - Explore - African Americans Fight Slavery African Americans in the Mid-1800s Reading - Explore - What Were the Causes of the Civil War? The Civil War Reading - Investigating Primary Sources - How Did Slavery Create Tension Among the States Prior to the Civil War? A Dividing Nation Reading - Section 6 - The Dred Scott Decision A Dividing Nation Reading - Section 7 - From Compromise to Crisis A Dividing Nation Reading - Summary A Dividing Nation Unit Project - Timeline Challenge The Union Challenged Unit Project - Timeline Challenge The Reconstruction Era</p>

<p>8.61 Explain the arguments presented by Stephen Douglas and Abraham Lincoln on slavery in the Illinois Senate race debates of 1858.</p>			<p>X</p> <p>Classroom Activity - Slideshow A Dividing Nation Reading - Introduction A Dividing Nation Reading - Primary Source - Abraham Lincoln's "A House Divided" Speech (1858) The Civil War Reading - Section 7 - From Compromise to Crisis A Dividing Nation Reading - Section 8 - The Election of 1860 and Secession A Dividing Nation Reading - Summary A Dividing Nation Unit Project - Timeline Challenge The Union Challenged Unit Project - Timeline Challenge The Reconstruction Era</p>
<p>8.62 Describe how sectional division of the United States led to Abraham Lincoln's victory in the election of 1860.</p>			<p>X</p> <p>Classroom Activity - Slideshow A Dividing Nation Reading - Introduction A Dividing Nation Reading - Primary Source - Abraham Lincoln's "A House Divided" Speech (1858) The Civil War Reading - Section 7 - From Compromise to Crisis A Dividing Nation Reading - Section 8 - The Election of 1860 and Secession A Dividing Nation Reading - Summary A Dividing Nation Unit Project - Timeline Challenge The Union Challenged Unit Project - Timeline Challenge The Reconstruction Era</p>
<p>8.63 Describe the significance of the Battle of Fort Sumter and Tennessee's struggle over the decision to secede.</p>			<p>X</p> <p>Reading - Biography - Generals and Soldiers of the Civil War The Civil War</p>

			<p>Reading - Explore - What Were the Causes of the Civil War? The Civil War</p> <p>Reading - Introduction The Civil War</p> <p>Reading - Section 1 - North Versus South The Civil War</p> <p>Reading - Section 6 - Fort Wagner: African Americans and the War The Civil War</p> <p>Reading - Section 8 - The Election of 1860 and Secession A Dividing Nation</p> <p>Reading - Summary The Civil War</p> <p>Reading - Explore - The Tennessee Constitution The Constitution</p>
<p>8.64 Compare and contrast the Union and Confederacy at the outbreak of the Civil War, including:</p> <ul style="list-style-type: none"> • Military and political leadership • Military strategies • Infrastructure • Agricultural and industrial strengths • Population 		X	<p>Classroom Activity - Slideshow The Civil War</p> <p>Reading - Introduction The Civil War</p> <p>Reading - Section 1 - North Versus South The Civil War</p> <p>Reading - Section 2 - Early Confederate Gains The Civil War</p> <p>Reading - Section 3 - Antietam: A Bloody Affair The Civil War</p> <p>Unit Project - Applying World History Themes The Union Challenged</p> <p>Unit Project - Inquiry Project The Union Challenged</p> <p>Unit Project - Timeline Challenge Foundations of History</p> <p>Unit Project - Timeline Challenge The Union Challenged</p> <p>Unit Project - Timeline Challenge The Reconstruction Era</p>

<p>8.65 Examine the goals, strategies, and outcomes throughout the Civil War, including:</p> <ul style="list-style-type: none"> • The Union's Campaign (e.g., General Ulysses S. Grant) • The Confederacy's Campaign (e.g., General Robert E. Lee) • General William T. Sherman's use of total war • Control of Tennessee 			<p>X</p> <p>Lincoln, Abraham (1809–1865) Biographies Reading – Primary Source – President Abraham Lincoln's Gettysburg Address (1863) The Civil War Reading – Primary Source – Sherman's March to the Sea The Civil War Reading – Section 1 – North Versus South The Civil War Reading – Section 2 – Early Confederate Gains The Civil War Reading – Section 3 – Antietam: A Bloody Affair The Civil War Reading – Section 4 – Gettysburg: A Turning Point The Civil War Reading – Section 5 – Vicksburg: A Besieged City The Civil War Reading – Section 6 – Fort Wagner: African Americans and the War The Civil War Reading – Section 7 – Appomattox: Total War Brings an End The Civil War Reading – Explore – The Tennessee Constitution The Constitution</p>
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<p>8.66 Analyze the significance and motivations of the Emancipation Proclamation and the Gettysburg Address and their relationship to the Battle of Antietam and the Battle of Gettysburg, respectively.</p>			<p>X</p> <p>Classroom Activity – Slideshow The Civil War Classroom Activity – Slideshow The Reconstruction Era Reading – Explore – Juneteenth The Reconstruction Era Reading – Primary Source – Historical Documents of Lincoln's Presidency The Civil War Reading – Primary Source – President Abraham Lincoln's Gettysburg Address (1863) The Civil War</p>
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			<p>Reading – Section 3 – Antietam: A Bloody Affair The Civil War</p> <p>Reading – Section 4 – Gettysburg: A Turning Point The Civil War</p> <p>Unit Project – Inquiry Project The Union Challenged</p> <p>Unit Project – Timeline Challenge The Union Challenged</p> <p>Unit Project – Timeline Challenge The Reconstruction Era</p>
<p>8.67 Describe African American involvement in the Union army, including the Massachusetts 54th Regiment at Fort Wagner. (T.C.A. § 49-6-1006)</p>		X	<p>Classroom Activity – Slideshow The Civil War</p> <p>Reading – Exploring Perspectives – A House Divided The Civil War</p> <p>Reading – Profiles in History – African American Women in the Civil War The Civil War</p> <p>Reading – Section 6 – Fort Wagner: African Americans and the War The Civil War</p> <p>Reading – Summary The Civil War</p> <p>Walls, Josiah T. (1842–1905) Biographies</p>
<p>8.68 Examine the technological and medical advancements during the Civil War, and their impact on the role of women and the daily life of the common soldier.</p>		X	<p>Barton, Clara (1821–1912) Biographies</p> <p>Reading – Biography – Women Inventors The Rise of Industry</p> <p>Reading – Section 1 – A Nation Transformed The Rise of Industry</p> <p>Reading – Section 2 – Early Confederate Gains The Civil War</p> <p>Reading – Section 2 – Improved Technology The Rise of Industry</p> <p>Reading – Section 3 – Antietam: A Bloody Affair The Civil War</p>

			<p>Reading - Explore - Technology And Medicine In The Civil War The Civil War</p>
<p>8.69 Examine the conclusions of the Civil War, including the passing of the 13th amendment, the Confederate surrender at Appomattox Courthouse, and impact of the assassination of President Lincoln.</p>		X	<p>Classroom Activity - Slideshow The Civil War</p> <p>Classroom Activity - Slideshow The Reconstruction Era</p> <p>Reading - Exploring Perspectives - The Long Road to Equal Rights The Reconstruction Era</p> <p>Reading - Introduction The Reconstruction Era</p> <p>Reading - Section 1 - Presidential Reconstruction The Reconstruction Era</p> <p>Reading - Section 2 - Congressional Reconstruction The Reconstruction Era</p> <p>Reading - Section 3 - Southern Reconstruction The Reconstruction Era</p> <p>Reading - Section 5 - Reconstruction Reversed The Reconstruction Era</p> <p>Reading - Section 7 - Appomattox: Total War Brings an End The Civil War</p> <p>Reading - Section 8 - Popular Participation in Government The Constitution The Reconstruction Era</p> <p>Unit Project - Timeline Challenge The Union Challenged</p> <p>Unit Project - Timeline Challenge The Reconstruction Era</p>
<p>8.70 Explain the structure of Reconstruction under the Radical Republicans, including: • 14th and 15th amendments • Five military zones • Readmittance of Tennessee into the Union • Southern reaction to northern presence</p>		X	<p>Classroom Activity - Slideshow The Reconstruction Era</p> <p>Reading - Explore - Civic Virtue The Reconstruction Era</p> <p>Reading - Explore - The Reconstruction Era Redefines African American Identity The Reconstruction Era</p>

			<p>Reading – Exploring Perspectives – The Long Road to Equal Rights The Reconstruction Era</p> <p>Reading – Introduction The Reconstruction Era</p> <p>Reading – Primary Source – Reactions to Reconstruction The Reconstruction Era</p> <p>Reading – Section 1 – Presidential Reconstruction The Reconstruction Era</p> <p>Reading – Section 2 – Congressional Reconstruction The Reconstruction Era</p> <p>Reading – Section 3 – Southern Reconstruction The Reconstruction Era</p> <p>Reading – Section 4 – The End of Reconstruction The Reconstruction Era</p> <p>Reading – Section 5 – Reconstruction Reversed The Reconstruction Era</p> <p>Reading – Section 6 – Responding to Segregation The Reconstruction Era</p> <p>Unit Project – Timeline Challenge The Reconstruction Era</p> <p>Reading – Explore – The Tennessee Constitution The Constitution</p>
<p>8.71 Identify the significance of the Tennessee Constitution of 1870, including the right of all men to vote and the authorization of a poll tax. (T.C.A. § 49-6-1028)</p>		<p>X</p>	<p>Reading – Section 1 – Presidential Reconstruction The Reconstruction Era</p> <p>Reading – Section 5 – Reconstruction Reversed The Reconstruction Era</p> <p>Reading – Section 8 – The Election of 1860 and Secession A Dividing Nation</p> <p>Reading – Explore – The Tennessee Constitution The Constitution</p>
<p>8.72 Examine the conflict between President Andrew Johnson and the Radical Republicans over Reconstruction, and determine the significance of Johnson’s impeachment.</p>		<p>X</p>	<p>Classroom Activity – Slideshow The Reconstruction Era</p> <p>Reading – Explore – Civic Virtue The Reconstruction Era</p> <p>Reading – Explore – The Reconstruction Era Redefines</p>

			<p>African American Identity The Reconstruction Era Reading - Exploring Perspectives - The Long Road to Equal Rights The Reconstruction Era Reading - Introduction The Reconstruction Era Reading - Primary Source - Reactions to Reconstruction The Reconstruction Era Reading - Section 1 - Presidential Reconstruction The Reconstruction Era Reading - Section 2 - Congressional Reconstruction The Reconstruction Era Reading - Section 3 - Southern Reconstruction The Reconstruction Era Reading - Section 4 - The End of Reconstruction The Reconstruction Era Reading - Section 5 - Reconstruction Reversed The Reconstruction Era Reading - Section 6 - Responding to Segregation The Reconstruction Era Unit Project - Geography Challenge Migration and Industry Unit Project - Inquiry Project Migration and Industry Unit Project - Inquiry Project The Union Challenged</p>
<p>8.73 Explain the opportunities for and restrictions placed on freedmen, including: • Racial segregation • Black codes • The efforts of the Freedmen's Bureau • The emergence of vigilante actions by the Ku Klux Klan</p>		X	<p>Classroom Activity - Slideshow The Reconstruction Era Reading - Explore - The Reconstruction Era Redefines African American Identity The Reconstruction Era Reading - Exploring Perspectives - The Long Road to Equal Rights The Reconstruction Era Reading - Introduction The Reconstruction Era</p>

				<p>Reading - Primary Source - Reactions to Reconstruction The Reconstruction Era</p> <p>Reading - Section 1 - Presidential Reconstruction The Reconstruction Era</p> <p>Reading - Section 2 - Congressional Reconstruction The Reconstruction Era</p> <p>Reading - Section 3 - Southern Reconstruction The Reconstruction Era</p> <p>Reading - Section 4 - The End of Reconstruction The Reconstruction Era</p> <p>Reading - Section 5 - Reconstruction Reversed The Reconstruction Era</p> <p>Reading - Section 6 - Responding to Segregation The Reconstruction Era</p>
8.74 Explain the outcome of the Election of 1876, including the Compromise of 1877 and its role in ending Radical Reconstruction.			X	<p>Classroom Activity - Slideshow The Reconstruction Era</p> <p>Reading - Section 3 - Southern Reconstruction The Reconstruction Era</p> <p>Reading - Section 4 - The End of Reconstruction The Reconstruction Era</p> <p>Reading - Summary The Reconstruction Era</p>
Total 148				



Table 2: Instructional Focus

Directions:
Adhere to the provided rubric states for scoring.

Indicator	0	1	2	Score	Evidence
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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 Comparing the English Colonies</p> <p>Unit Project - Inquiry Project Revolution in the Colonies</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 Revolution in the Colonies</p> <p>Unit Project - Inquiry Project Forming a New Nation</p>
Student Centered Learning	Materials are teacher-directed with no student autonomy or exploration.	Materials include 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	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 Toward Independence</p> <p>Classroom Activity - Slideshow An Era of Reform</p>

			problem-solving.		
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>Reading - Investigating Primary Sources - What Inspired Americans to Move West? Manifest Destiny and the Growing Nation</p> <p>Unit Project - Applying World History Themes Revolution in the Colonies</p>
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>Classroom Activity - Slideshow Mexicano Contributions to the Southwest</p> <p>Classroom Activity - Slideshow Manifest Destiny and the Growing Nation</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</p>

					<p>vocabulary.</p> <p>Classroom Activity - Slideshow A Dividing Nation</p> <p>Reading - Introduction Toward Independence</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 connections is limited.	The material consistently and intentionally connects key concepts across time periods, geographic regions, and building on prior knowledge allowing students to deepen their understanding.	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, 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>Unit Project - Inquiry Project Revolution in the Colonies</p> <p>Classroom Activity - Slideshow The Rise of Industry</p>
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>Reading - Literature - Defining America Through Literature</p>

					A Growing Sense of Nationhood Classroom Activity - Slideshow An Era of Reform
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	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 learning and demonstrate mastery using evidence. Lesson Review Game The Rise of Jacksonian Democracy Processing Activity Mexicano Contributions Video Activity Political Developments in the Early Republic
				Total: 18	



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

Directions:
Adhere to the provided rubric states for scoring.

Indicator	0	1	2	Score	Evidence
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Collect information from various primary and secondary sources	Relies on 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 - How Did Inventors Revolutionize Life in Industrial America? The Rise of Industry Classroom Activity - Slideshow A Growing Sense of Nationhood</p>
Critically examine primary & secondary sources	Lacks examination or reference to source types.	Some attempt to differentiate or analyze sources but lacks depth or clarity.	Provides clear opportunities to analyze, compare, and evaluate both primary and secondary sources.	2	<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>Classroom Activity - Slideshow The Declaration of Independence Classroom Activity - Slideshow Manifest Destiny and the Growing Nation</p>
Synthesize data from multiple sources	Materials do not include opportunities for synthesis, comparison, or integration of ideas.	The materials provide data or information from multiple sources, but students are only asked to observe or reference it without meaningful analysis or synthesis.	Students are actively engaged in tasks that require students to integrate information meaningfully and evaluate relationships across sources.	2	<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 An Expanding Nation Classroom Activity - Slideshow A Growing Sense of Nationhood</p>

Construct and communicate ideas supported by evidence	Students are not expected to justify their ideas with evidence or claims.	Students are occasionally asked to use evidence to support their ideas, but tasks may be formulaic, limited in rigor, or lacking in source diversity.	The material consistently engages students in developing claims, arguments, or interpretations using relevant and credible evidence from primary and secondary sources.	2	<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 An Era of Reform Reading – Investigating Primary Sources – How Did Conflicts Within Washington’s Cabinet Affect American Politics? Political Developments in the Early Republic</p>
Develop historical awareness	Lacks connection to historical context, change, or continuity.	The material includes some elements of historical thinking (e.g., timelines, multiple accounts), but these are inconsistently used or shallowly explored.	Students consistently engage with historical content in ways that develop deep historical awareness.	2	<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 Launching the New Republic Classroom Activity – Slideshow The Rise of Jacksonian Democracy</p>
Develop geographic awareness	Materials lacks geographic thinking or map based analysis.	Students occasionally engage in geographic analysis, such as reading maps or discussing location, but activities are	Students consistently use geographic tools and perspectives to investigate spatial patterns, relationships, and	2	<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. Many units in <i>History Alive! The United States Through Industrialism</i> start with a</p>

		limited in scope or depth	processes across different scales.		geography-focused lesson, where students analyze the region and practice mapping skills. Unit Project - Geography Challenge Americans in the Mid-1800s Classroom Activity - Slideshow Comparing the English Colonies
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. Classroom Activity - Slideshow Life in the Colonies Unit Project - Inquiry Project An Expanding Nation
				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
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<p>All lessons within the materials are available in digital form and include a printable option.</p>			<p>2</p>	<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 Rise of Jacksonian Democracy</p> <p>Reading - Introduction Rise of Jacksonian Democracy</p> <p>Interactive Student Notebook - PDF Rise of Jacksonian Democracy</p>
<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.).</p>			<p>2</p>	<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 The Worlds of North and South</p> <p>Teacher's Guide The Worlds of North and South</p> <p>Access Points for Differentiation The Worlds of North and South</p>
<p>Total: 4</p>				