

Ancient History 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.				
AH.01 Explain the human-environment interaction within hunter gatherer societies.			X	Classroom Activity - Slideshow From Hunters and Gatherers to Farmers

			<p>Classroom Activity - Slideshow Investigating the Past Through Inquiry</p> <p>Reading - Introduction From Hunters and Gatherers to Farmers</p> <p>Reading - Introduction Investigating the Past Through Inquiry</p> <p>Reading - Section 1 - From Old Stone Age to New Stone Age From Hunters and Gatherers to Farmers</p> <p>Reading - Section 2 - Cave Art: Treasures of the Past Investigating the Past Through Inquiry</p> <p>Reading - Section 3 - Cave Painting of Humans Investigating the Past Through Inquiry</p> <p>Reading - Section 4 - Cave Painting of Animals Investigating the Past Through Inquiry</p> <p>Reading - Section 5 - Cave Painting of Shapes and Handprints Investigating the Past Through Inquiry</p> <p>Reading - Section 6 - Spear Thrower Top Investigating the Past Through Inquiry</p> <p>Reading - Section 7 - Clay Sculpture Investigating the Past Through Inquiry</p> <p>Reading - Section 8 - Cave Art Tools Investigating the Past Through Inquiry</p> <p>Reading - Section 9 - How to Study the Past Investigating the Past Through Inquiry</p> <p>Unit Project - Timeline Challenge Foundations of History</p>
<p>AH.02 List characteristics typical of hunter-gatherer societies, including their use of tools and fire.</p>		<p>X</p>	<p>Classroom Activity - Slideshow From Hunters and Gatherers to Farmers</p> <p>Classroom Activity - Slideshow Investigating the Past Through Inquiry</p> <p>Reading - Explore - Neolithic Societies Around the World From Hunters and Gatherers to Farmers</p> <p>Reading - Explore - What Is History? Investigating the Past Through Inquiry</p> <p>Reading - Introduction From Hunters and Gatherers to Farmers</p> <p>Reading - Introduction</p>

			<p>Investigating the Past Through Inquiry Reading – Section 1 – From Old Stone Age to New Stone Age From Hunters and Gatherers to Farmers Reading – Section 2 – Beginnings to 4000 B.C.E. Themes of World History Reading – Section 2 – Cave Art: Treasures of the Past Investigating the Past Through Inquiry Reading – Section 3 – Cave Painting of Humans Investigating the Past Through Inquiry Reading – Section 4 – Cave Painting of Animals Investigating the Past Through Inquiry Reading – Section 5 – Cave Painting of Shapes and Handprints Investigating the Past Through Inquiry Reading – Section 6 – Spear Thrower Top Investigating the Past Through Inquiry Reading – Section 7 – Clay Sculpture Investigating the Past Through Inquiry Reading – Section 8 – Cave Art Tools Investigating the Past Through Inquiry Reading – Section 9 – How to Study the Past Investigating the Past Through Inquiry Unit Project – Timeline Challenge Foundations of History</p>
<p>AH.03 Describe how the domestication of plants and animals gave rise to stable communities.</p>		<p>X</p>	<p>Classroom Activity – Slideshow The Rise of Sumerian City–States Classroom Activity – Slideshow From Hunters and Gatherers to Farmers Reading – Explore – Surplus, Population Growth, and Inequality: Three Results of Neolithic Technology and Domestication From Hunters and Gatherers to Farmers Reading – Explore – The Four River Valley Civilizations From Hunters and Gatherers to Farmers Reading – Section 1 – From Old Stone Age to New Stone Age From Hunters and Gatherers to Farmers Reading – Section 2 – Creating a Stable Food Supply From Hunters and Gatherers to Farmers</p>

			<p>Reading Section 3 – Making Permanent Shelters From Hunters and Gatherers to Farmers</p> <p>Reading – Section 4 – Establishing Communities From Hunters and Gatherers to Farmers</p> <p>Reading – Summary From Hunters and Gatherers to Farmers</p>
<p>AH.04 Explain how archaeology and new technologies (e.g., 3D imaging and dating tools) inform our understanding of the past.</p>		<p>X</p>	<p>Classroom Activity – Slideshow Investigating the Past Through Inquiry</p> <p>Classroom Activity – Slideshow Themes of World History</p> <p>Reading – Explore – What Is History? Investigating the Past Through Inquiry</p> <p>Reading – Section 1 – Detectives Who Study the Past Investigating the Past Through Inquiry</p> <p>Reading – Section 2 – Cave Art: Treasures of the Past Investigating the Past Through Inquiry</p> <p>Reading – Section 3 – Cave Painting of Humans Investigating the Past Through Inquiry</p> <p>Reading – Section 4 – Cave Painting of Animals Investigating the Past Through Inquiry</p> <p>Reading – Section 5 – Cave Painting of Shapes and Handprints Investigating the Past Through Inquiry</p> <p>Reading – Section 6 – Spear Thrower Top Investigating the Past Through Inquiry</p> <p>Reading – Section 7 – Clay Sculpture Investigating the Past Through Inquiry</p> <p>Reading – Section 8 – Cave Art Tools Investigating the Past Through Inquiry</p> <p>Reading – Section 9 – How to Study the Past Investigating the Past Through Inquir</p>
<p>AH.05 Identify and locate on a map early civilizations (e.g., China, Egypt, Indus-Sarasvathi River Valley, Mesopotamia), and explain why civilizations arose in those places.</p>		<p>X</p>	<p>Classroom Activity – Slideshow The Rise of Sumerian City–States</p> <p>Classroom Activity – Slideshow Geography and the Early Settlement of China</p> <p>Classroom Activity – Slideshow Geography and the Early Settlement of India</p>

			<p>Reading – Section 1 – An Overview of China’s Geography Geography and the Early Settlement of China Reading – Video Activity Geography and the Early Settlement of India Reading – Video Activity The Ancient Egyptian Pharaohs Unit Project – Geography Challenge Ancient Egypt and Kush Unit Project – Geography Challenge Ancient India Unit Project – Geography Challenge The Rise of Civilization Unit Project – Geography Challenge Ancient China</p>
<p>AH.06 Compare and contrast the rise of early civilizations (e.g., China, Egypt, Indus-Sarasvathi River Valley, Mesopotamia) in terms of social, political, and economic development.</p>		<p>X</p>	<p>Classroom Activity – Slideshow Exploring Four Empires of Mesopotamia Classroom Activity – Slideshow Ancient Sumer Classroom Activity – Slideshow Geography and the Early Settlement of India Classroom Activity – Slideshow The Ancient Egyptian Pharaohs Classroom Activity – Slideshow The Rise of Sumerian City–States Classroom Activity – Slideshow Geography and the Early Settlement of China Reading – Explore – The Four River Valley Civilizations From Hunters and Gatherers to Farmers Unit Project – Timeline Challenge Ancient China Unit Project – Timeline Challenge Ancient India Unit Project – Timeline Challenge The Rise of Civilization Unit Project – Timeline Challenge Ancient Egypt and Kush</p>

<p>AH.07 Describe the origins and central features of Hinduism and its distinctions from other early religious traditions:</p> <ul style="list-style-type: none"> • Key Person(s): origins in Aryan traditions • Sacred Texts: The Vedas • Basic Beliefs: dharma, karma, reincarnation, and moksha 			X	<p>Classroom Activity - Slideshow World Religions</p> <p>Reading - Introduction World Religions</p> <p>Reading - Section 3 - Literature The Achievements of the Gupta Empire</p> <p>Reading - Section 4 - An Age of Empires and Interactions: 1000 B.C.E.-300 C.E. Themes of World History</p> <p>Reading - Section 5 - Buddhism World Religions</p> <p>Reading - Section 4 - Hinduism World Religions</p> <p>Reading - Section 5 - Sculpture The Achievements of the Gupta Empire</p>
<p>AH.08 Describe the origins and central features of Judaism and its distinctions from other early religious traditions:</p> <ul style="list-style-type: none"> • Key Person(s): Abraham, Moses • Sacred Texts: The Tanakh (i.e., Hebrew Bible, including the Torah) • Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility 			X	<p>Classroom Activity - Slideshow World Religions</p> <p>Reading - Introduction World Religions</p> <p>Reading - Section 1 - Judaism World Religions</p>
<p>AH.09 Describe the diffusion of Judaism, and analyze its religious, social, and legal contributions.</p>			X	<p>Reading - Introduction World Religions</p> <p>Reading - Section 1 - Judaism World Religions</p> <p>Reading - Section 4 - An Age of Empires and Interactions: 1000 B.C.E.-300 C.E. Themes of World History</p> <p>The Holocaust (6-12) Civics Library</p> <p>The Holocaust (K-5) Civics Library</p>
<p>AH.10 Describe the origins and central features of Zoroastrianism:</p> <ul style="list-style-type: none"> • Key Person(s): Zoroaster • Sacred Texts: the Avesta 			X	<p>Reading - Section 4 - The Administration of Ancient Persia Ancient Persia and Its Context</p> <p>Reading - Section 2 - Ancient Persian Social Structure and</p>

<ul style="list-style-type: none"> • Basic Beliefs: monotheism, dualism, and humanity 			<p>Classes The Achievements of Ancient Persia Reading – Section 3 – Religion in Ancient Persia The Achievements of Ancient Persia Explore – Cultural Interaction in Abassid Baghdad Muslim Innovations and Adaptations</p>
<p>AH.11 Describe the characteristics of early civilizations in Persia, including the impact of Zoroastrianism.</p>		<p>X</p>	<p>Reading – Explore – The Roman and Persian Empires at War From Republic to Empire</p>
<p>AH.12 Describe the characteristics of early American civilizations, with emphasis on the Olmecs and Nazcas, in terms of geography, society, economy, and religion.</p>		<p>X</p>	<p>Classroom Activity – Slideshow Early Civilizations in the Americas Classroom Activity – Slideshow The Maya Reading – Section 3 – Olmec Early Civilizations in the Americas Reading – Section 4 – Maya Early Civilizations in the Americas Reading – Section 4 – Religious Beliefs and Practices The Maya Reading – Section 5 – A World of Changes, 300–1750 C.E. Themes of World History Reading – Section 5 – Agricultural Techniques The Maya Unit Project – Applying Themes Through Writing Civilizations of the Americas Unit Project – Geography Challenge Civilizations of the Americas Unit Project – Timeline Challenge Civilizations of the Americas Unit Project – Timeline Challenge The Rise of Civilization Unit Project – Timeline Challenge Foundations of History</p>

<p>AH.13 Describe the origins and central features of Shintoism: • Key Person(s): No singular founder</p> <ul style="list-style-type: 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 			<p>X</p> <p>Classroom Activity - Slideshow The Influence of Neighboring Cultures on Japan Reading - Section 4 - Religion: Buddhism Comes to Japan The Influence of Neighboring Cultures on Japan Explore - Shintoism World Religions</p>
<p>AH.14 Describe the origins and central features of Buddhism • Key Person(s): Siddhartha Gautama (Buddha)</p> <ul style="list-style-type: none"> • Sacred Texts: Tripitaka • Basic Beliefs: Four Noble Truths, Eightfold Path, Nirvana 			<p>X</p> <p>Classroom Activity - Slideshow World Religions Reading - Introduction World Religions Reading - Section 5 - Buddhism World Religions Unit Project - Timeline Challenge Ancient China</p>
<p>AH.15 Describe the characteristics of early civilizations in Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture.</p>			<p>X</p> <p>Classroom Activity - Slideshow The Influence of Neighboring Cultures on Japan Classroom Activity - Slideshow The Rise of the Warrior Class in Japan Reading - Introduction The Influence of Neighboring Cultures on Japan Reading - Lesson Summary The Influence of Neighboring Cultures on Japan Reading - Lesson Summary The Rise of the Warrior Class in Japan Reading - Section 4 - Religion: Buddhism Comes to Japan The Influence of Neighboring Cultures on Japan Reading - Section 7 - Sculpture: Carving Techniques Travel to Japan The Influence of Neighboring Cultures on Japan Reading - Section 7 - Training in Spiritual Strength The Rise of the Warrior Class in Japan Reading - Section 8 - Architecture: Adapting Temple Designs The Influence of Neighboring Cultures on Japan Unit Project - Timeline Challenge Pre-Feudal Japan</p>

<p>AH.16 Describe the characteristics of early civilizations in China, with emphasis on the development of an empire, the construction of the Great Wall, and the Han Dynasty.</p>			<p>X</p>	<p>Classroom Activity - Slideshow The Han Dynasty</p> <p>Classroom Activity - Slideshow The Political Development of Imperial China</p> <p>Classroom Activity - Slideshow Geography and the Early Settlement of China</p> <p>Reading - Introduction The Han Dynasty</p> <p>Reading - Introduction Geography and the Early Settlement of China</p> <p>Reading - Perspectives - China's Great Walls The Han Dynasty</p> <p>Reading - Section 1 - An Overview of China's Geography Geography and the Early Settlement of China</p> <p>Reading - Section 1 - The Government of Imperial China The Political Development of Imperial China</p> <p>Reading - Section 1 - Warfare The Han Dynasty</p> <p>Reading - Section 2 - Government The Han Dynasty</p> <p>Reading - Section 6 - Medicine The Han Dynasty</p> <p>Ancient China</p> <p>Unit Project - Geography Challenge Ancient China</p> <p>Unit Project - Timeline Challenge Ancient China</p>
<p>AH.17 Compare and contrast the impact of eastern religions (e.g., Confucianism, Taoism) on cultural traditions and social relationships.</p>			<p>X</p>	<p>Classroom Activity - Slideshow The Han Dynasty</p> <p>Classroom Activity - Slideshow World Religions</p> <p>Reading - Introduction World Religions</p> <p>Reading - Investigating Primary Sources - What Was It Like to Take a Civil Service Examination? The Political Development of Imperial China</p> <p>Reading - Section 2 - Aristocracy: The Tang Dynasty The Political Development of Imperial China</p>

			<p>Reading – Section 3 – Meritocracy: The Song Dynasty The Political Development of Imperial China</p> <p>Reading – Section 4 – An Age of Empires and Interactions: 1000 B.C.E.-300 C.E. Themes of World History</p> <p>Reading – Section 6 – Confucianism World Religions</p> <p>Unit Project – Timeline Challenge Ancient China</p>
<p>AH.18 Describe the characteristics of early civilizations in India, with emphasis on the Aryan migrations and the caste system.</p>		<p>X</p>	<p>Classroom Activity – Slideshow Geography and the Early Settlement of India</p> <p>Classroom Activity – Slideshow Unlocking the Secrets of Mohenjodaro</p> <p>Reading – Section 1 – The Mystery of Mohenjodaro Unlocking the Secrets of Mohenjodaro</p> <p>Reading – Section 2 – A Scale and Weights Unlocking the Secrets of Mohenjodaro</p> <p>Reading – Section 3 – The Great Bath Unlocking the Secrets of Mohenjodaro</p> <p>Reading – Section 4 – A Statue and Beads Unlocking the Secrets of Mohenjodaro</p> <p>Reading – Section 5 – A Seal Unlocking the Secrets of Mohenjodaro</p> <p>Reading – Section 6 – Sewer System Unlocking the Secrets of Mohenjodaro</p> <p>Reading – Section 7 – Homes Unlocking the Secrets of Mohenjodaro</p> <p>Reading – Section 8 – Games Unlocking the Secrets of Mohenjodaro</p> <p>Reading – Section 8 – Thar Desert Geography and the Early Settlement of India</p> <p>Reading – Section 9 – Clay Models Unlocking the Secrets of Mohenjodaro</p> <p>Reading – Video Activity Geography and the Early Settlement of India</p> <p>Reading – Video Activity Unlocking the Secrets of Mohenjodaro</p>

<p>AH.19 Describe the geographic, social, economic, and religious characteristics of the ancient African civilization of Axum, including its replacing Kush.</p>			<p>X</p> <p>Classroom Activity – Slideshow The Kingdom of Kush</p> <p>Reading – Explore – Exploring Kushite Trade The Kingdom of Kush</p> <p>Reading – Explore – Something Borrowed: Kush Transforms Egyptian Ideas The Kingdom of Kush</p> <p>Reading – Explore – The Kingdom of Axum The Kingdom of Kush</p> <p>Reading – Explore – Using the Nile Ecosystem The Kingdom of Kush</p> <p>Reading – Introduction The Kingdom of Kush</p> <p>Reading – Lesson Summary The Kingdom of Kush</p> <p>Reading – Primary Source – Through the Eyes of a Historian: Herodotus Writes About Kush The Kingdom of Kush</p> <p>Reading – Section 1 – Kush’s Early Interactions with Egypt The Kingdom of Kush</p> <p>Unit Project – Geography Challenge Ancient Egypt and Kush</p> <p>Unit Project – Inquiry Project Ancient Egypt and Kush</p> <p>Unit Project – Timeline Challenge Ancient Egypt and Kush</p>
<p>AH.20 Analyze the role geography played in the rise of Greek city states, including their political and economic interactions.</p>			<p>X</p> <p>Classroom Activity – Slideshow Life in Two City–States: Athens and Sparta</p> <p>Reading – Section 1 – Comparing Two City–States Life in Two City–States: Athens and Sparta</p> <p>Reading – Section 3 – Kingdoms and Innovations: 4000–1000 B.C.E. Themes of World History</p> <p>Unit Project – Applying Themes Through Writing Ancient Greece</p> <p>Unit Project – Geography Challenge Ancient Greece</p>

<p>AH.21 Describe early Greek society, with an emphasis on social classes, cultural traditions, and religious beliefs.</p>			<p>X</p>	<p>Classroom Activity - Slideshow Life in Two City-States: Athens and Sparta Classroom Activity - Slideshow The Legacy of Ancient Greece Classroom Activity - Slideshow The Golden Age of Athens Reading - Explore - Case Study of Government in Athens The Rise of Democracy Reading - Explore - The Lasting Influence of Greek Literature The Legacy of Ancient Greece Reading - Exploring the Social Sciences - Painting the Gods The Legacy of Ancient Greece Reading - Investigating Primary Sources - What Do Dramas of Ancient Greece Reveal About Its Society? The Golden Age of Athens Reading - Section 1 - Comparing Two City-States Life in Two City-States: Athens and Sparta Reading - Section 2 - Athenian Government Life in Two City-States: Athens and Sparta Reading - Section 2 - Government The Legacy of Ancient Greece Reading - Section 2 - Greek Religion The Golden Age of Athens Reading - Section 3 - Greek Architecture The Golden Age of Athens Reading - Section 3 - Medicine The Legacy of Ancient Greece</p>
<p>AH.22 Compare and contrast the city-states of Athens and Sparta, explaining social structures, the significance of citizenship, and rise of early democracy.</p>			<p>X</p>	<p>Classroom Activity - Slideshow Life in Two City-States: Athens and Sparta Classroom Activity - Slideshow The Rise of Democracy Reading - Section 1 - Comparing Two City-States Life in Two City-States: Athens and Sparta Reading - Section 1 - Monarchy: One Person Inherits Power The Rise of Democracy Reading - Section 10 - Sports The Legacy of Ancient Greece Reading - Section 2 - Athenian Government</p>

			<p>Life in Two City–States: Athens and Sparta Reading – Section 2 – Oligarchy: A Few People Share Power The Rise of Democracy Reading – Section 3 – Athenian Economy Life in Two City–States: Athens and Sparta Reading – Section 3 – Tyranny: One Person Takes Power by Force The Rise of Democracy Reading – Section 4 – Democracy: All Citizens Share Power The Rise of Democracy Reading – Section 4 – Education in Athens Life in Two City–States: Athens and Sparta Reading – Section 5 – Astronomy The Legacy of Ancient Greece Reading – Section 5 – Greek Drama The Golden Age of Athens Reading – Section 5 – Women and Enslaved People in Athens Life in Two City–States: Athens and Sparta Reading – Section 6 – Spartan Government Life in Two City–States: Athens and Sparta Reading – Section 7 – Biology The Legacy of Ancient Greece Reading – Section 7 – Spartan Economy Life in Two City–States: Athens and Sparta Reading – Section 8 – Architecture The Legacy of Ancient Greece Reading – Section 8 – Education in Sparta Life in Two City–States: Athens and Sparta</p>
<p>AH.23 Evaluate the significance of the Persian and Peloponnesian Wars.</p>		<p>X</p>	<p>Classroom Activity – Slideshow The Golden Age of Athens Reading – Introduction The Golden Age of Athens Reading – Primary Source – Pericles' Funeral Oration The Golden Age of Athens Reading – Section 1 – Athens After the Greco–Persian Wars The Golden Age of Athens Reading – Section 2 – Greek Religion The Golden Age of Athens</p>

			<p>Reading – Section 3 – Greek Architecture The Golden Age of Athens</p> <p>Reading – Section 4 – Greek Sculpture The Golden Age of Athens</p> <p>Reading – Section 5 – Greek Drama The Golden Age of Athens</p> <p>Reading – Section 6 – Greek Philosophy The Golden Age of Athens</p> <p>Reading – Section 7 – Greek Sports The Golden Age of Athens</p> <p>Unit Project – Timeline Challenge Ancient Greece</p>
<p>AH.24 Explain the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great.</p>		X	<p>Classroom Activity – Slideshow Alexander the Great and His Empire</p> <p>Reading – Introduction Alexander the Great and His Empire</p> <p>Reading – Section 1 – The Peloponnesian War and the Rise of Macedonia Alexander the Great and His Empire</p> <p>Reading – Section 2 – Alexander Creates an Empire Alexander the Great and His Empire</p> <p>Reading – Section 3 – Alexander’s Plan to Unite His Empire Alexander the Great and His Empire</p> <p>Reading – Section 4 – How Alexander Spread Greek Ideas Alexander the Great and His Empire</p> <p>Reading – Section 5 – How Alexander Used Religion Alexander the Great and His Empire</p> <p>Reading – Section 6 – How Alexander Adopted the Ways of Conquered Cultures Alexander the Great and His Empire</p> <p>Reading – Section 7 – Alexander’s Empire Crumbles Alexander the Great and His Empire</p>
<p>AH.25 Identify the significant developments and contributions of Greece to the following:</p> <ul style="list-style-type: none"> • Architecture • Art/Drama • History • Language • Law • Literature/Poetry • Medicine • Philosophy • Religious Institutions • Science • Technology 		X	<p>Classroom Activity – Slideshow The Legacy of Ancient Greece</p> <p>Reading – Explore – The Lasting Influence of Greek Literature The Legacy of Ancient Greece</p> <p>Reading – Exploring the Social Sciences – Painting the Gods</p>

			<p>The Legacy of Ancient Greece Reading - Investigating Primary Sources - What Do Dramas of Ancient Greece Reveal About Its Society? The Golden Age of Athens Reading - Section 1 - Literature and History The Legacy of Ancient Greece Reading - Section 10 - Sports The Legacy of Ancient Greece Reading - Section 2 - Government The Legacy of Ancient Greece Reading - Section 3 - Medicine The Legacy of Ancient Greece Reading - Section 4 - Mathematics The Legacy of Ancient Greece Reading - Section 5 - Astronomy The Legacy of Ancient Greece Reading - Section 6 - Geography The Legacy of Ancient Greece Reading - Section 7 - Biology The Legacy of Ancient Greece Reading - Section 8 - Architecture The Legacy of Ancient Greece Reading - Section 9 - Theater The Legacy of Ancient Greece</p>
<p>AH.26 Analyze the role and influence of geography on Roman economic, social, and political development.</p>		<p>X</p>	<p>Classroom Activity - Slideshow From Republic to Empire Reading - Explore - The Roman and Persian Empires at War From Republic to Empire Reading - Section 1 - From Republic to Empire: An Overview From Republic to Empire Reading - Section 2 - Rome's Conquest of the Italian Peninsula, 509 B.C.E. to 264 B.C.E. From Republic to Empire Reading - Section 3 - Expansion During the Punic Wars, 264 B.C.E. to 146 B.C.E. From Republic to Empire Reading - Section 4 - Expansion During the Final Years of the Republic, 145 B.C.E. to 44 B.C.E.</p>

			<p>From Republic to Empire Reading – Section 5 – Rome Becomes an Empire, 44 B.C.E. to 14 C.E. From Republic to Empire Unit Project – Applying Themes Through Writing Ancient Rome Unit Project – Geography Challenge Ancient Rome</p>
<p>AH.27 Explain the social and political structures of the Roman Republic, including enslavement, the significance of citizenship, and the development of democratic features in government.</p>		<p>X</p>	<p>Classroom Activity – Slideshow The Rise of the Roman Republic Classroom Activity – Slideshow From Republic to Empire Reading – Explore – Changing Citizenship in the Roman Republic The Rise of the Roman Republic Reading – Explore – Cincinnatus and Roman Citizenship The Rise of the Roman Republic Reading – Explore – The Trade of Enslaved People The Age of Exploration Reading – Investigating Primary Sources – Why Did Gladiators Fight? Daily Life in the Roman Empire Reading – Section 1 – From Republic to Empire: An Overview From Republic to Empire Reading – Section 2 – Law and Order Daily Life in the Roman Empire Reading – Section 2 – The Patricians Create a Republic The Rise of the Roman Republic Reading – Section 3 – The Plebeians Rebel The Rise of the Roman Republic Reading – Section 4 – Expansion During the Final Years of the Republic, 145 B.C.E. to 44 B.C.E. From Republic to Empire Reading – Section 4 – The Plebeians Gain Political Equality The Rise of the Roman Republic Reading – Section 5 – Philosophy and Law The Legacy of Rome in the Modern World Reading – Section 5 – Rome Becomes an Empire, 44 B.C.E. to</p>

			<p>14 C.E. From Republic to Empire Reading - Section 8 - Recreation Daily Life in the Roman Empire</p>
<p>AH.28 Explain the spread of Roman culture and the rise of Roman military, and the impact of conquests on political affairs, the economy, and social structures, including the Pax Romana.</p>		X	<p>Classroom Activity - Slideshow Daily Life in the Roman Empire Classroom Activity - Slideshow From Republic to Empire Classroom Activity - Slideshow The Rise of the Roman Republic Reading - Explore - Trade Routes and Currency Help the Romans Build a Stronger Empire From Republic to Empire Reading - Section 1 - Daily Life in Ancient Rome Daily Life in the Roman Empire Reading - Section 1 - From Republic to Empire: An Overview From Republic to Empire Reading - Section 1 - Patricians and Plebeians Under Etruscan Rule The Rise of the Roman Republic Reading - Section 2 - Law and Order Daily Life in the Roman Empire Reading - Section 2 - Rome's Conquest of the Italian Peninsula, 509 B.C.E. to 264 B.C.E. From Republic to Empire Reading - Section 2 - The Patricians Create a Republic The Rise of the Roman Republic Reading - Section 3 - Expansion During the Punic Wars, 264 B.C.E. to 146 B.C.E. From Republic to Empire Unit Project - Applying Themes Through Writing Ancient Rome</p>
<p>AH.29 Assess the roles of Julius and Augustus Caesar in the collapse of the Roman Republic and the rise of imperial monarchs.</p>		X	<p>Caesar, Julius (about 100–44 B.C.E.) Biographies Classroom Activity - Slideshow From Republic to Empire Reading - Biography - Cicero and the Roman Republic</p>

			<p>From Republic to Empire Reading - Section 1 - From Republic to Empire: An Overview From Republic to Empire Reading - Section 4 - Expansion During the Final Years of the Republic, 145 B.C.E. to 44 B.C.E. From Republic to Empire Reading - Section 5 - Rome Becomes an Empire, 44 B.C.E. to 14 C.E. From Republic to Empire Reading - Summary From Republic to Empire Unit Project - Timeline Challenge Ancient Rome</p>
<p>AH.30 Describe the origins, central features, and diffusion of Christianity:</p> <ul style="list-style-type: none"> • Key Person(s): Jesus, Paul • Sacred Texts: The Bible • Basic Beliefs: Triune monotheism, sin and forgiveness, eternal life, Jesus as the Messiah 		X	<p>Classroom Activity - Slideshow World Religions Reading - Section 2 - Christianity World Religions Reading - Section 4 - An Age of Empires and Interactions: 1000 B.C.E.-300 C.E. Themes of World History</p>
<p>AH.31 Explain the development and significance of the Christian Church in the late Roman Empire.</p>		X	<p>Classroom Activity - Slideshow The Roman Catholic Church in Medieval Europe Reading - Section 1 - The Christian Church Takes Shape The Roman Catholic Church in Medieval Europe</p>
<p>AH.32 Identify the significant developments and contributions of Rome to the following:</p> <ul style="list-style-type: none"> • Architecture • Art/Drama • History • Language • Law • Literature/Poetry • Medicine • Philosophy • Religious Institutions • Science • Technology 		X	<p>Classroom Activity - Slideshow The Legacy of Rome in the Modern World Reading - Introduction The Legacy of Rome in the Modern World Reading - Literature - Latin Literature's Legacy The Legacy of Rome in the Modern World Reading - Literature - Livy and Vergil on the Founding of Rome The Legacy of Rome in the Modern World Reading - Section 1 - The End of the Empire in the West</p>

			<p>The Legacy of Rome in the Modern World Reading - Section 2 - Art The Legacy of Rome in the Modern World Reading - Section 3 - Architecture and Engineering The Legacy of Rome in the Modern World Reading - Section 4 - Language The Legacy of Rome in the Modern World Reading - Section 5 - Philosophy and Law The Legacy of Rome in the Modern World</p>
<p>AH.33 Analyze the fall of the Western Roman Empire, including difficulty governing its large territory, political corruption, economic instability, and attacks by Germanic tribes, and identify the continuation of the Eastern Roman Empire as the Byzantine Empire.</p>		<p>X</p>	<p>Classroom Activity - Slideshow The Legacy of Rome in the Modern World Classroom Activity - Slideshow The Byzantine Empire Reading - Explore - Decentralization After the Fall of Rome The Development of Feudalism in Western Europe Reading - Explore - European Missionaries and the Spread of Christianity, 1500-1750 The Scientific Revolution Reading - Explore - When Did the Roman Empire Really Fall? The Byzantine Empire Reading - Introduction The Byzantine Empire Reading - Investigating Primary Sources - What Kind of Ruler Was Justinian I? The Byzantine Empire Reading - Section 1 - Constantinople The Byzantine Empire Reading - Section 1 - The End of the Empire in the West The Legacy of Rome in the Modern World Reading - Section 2 - The Reign of Justinian I The Byzantine Empire Reading - Section 3 - The Eastern Orthodox Church The Byzantine Empire Reading - Section 4 - Conflict Between East and West The Byzantine Empire Reading - Section 5 - A World of Changes, 300-1750 C.E. Themes of World History Unit Project - Timeline Challenge</p>

			Ancient Rome
AH.34 Explain the reasons for establishing Constantinople as the capital of the Roman Empire (i.e., the Byzantine Empire) in the East.		X	<p>Classroom Activity - Slideshow The Byzantine Empire</p> <p>Classroom Activity - Slideshow The Legacy of Rome in the Modern World</p> <p>Reading - Explore - When Did the Roman Empire Really Fall? The Byzantine Empire</p> <p>Reading - Introduction The Byzantine Empire</p> <p>Reading - Investigating Primary Sources - What Kind of Ruler Was Justinian I? The Byzantine Empire</p> <p>Reading - Lesson Summary The Byzantine Empire</p> <p>Reading - Section 1 - Constantinople The Byzantine Empire</p> <p>Reading - Section 1 - The End of the Empire in the West The Legacy of Rome in the Modern World</p> <p>Reading - Section 2 - The Reign of Justinian I The Byzantine Empire</p> <p>Reading - Section 3 - The Eastern Orthodox Church The Byzantine Empire</p> <p>Reading - Section 4 - Conflict Between East and West The Byzantine Empire</p> <p>Reading - Summary The Legacy of Rome in the Modern World</p> <p>Unit Project - Timeline Challenge Europe During Medieval Times</p>
AH.35 Describe the contributions of Justinian (e.g., the codification of Roman law) and the economic and political expansion of the Byzantine Empire.		X	<p>Classroom Activity - Slideshow The Byzantine Empire</p> <p>Reading - Investigating Primary Sources - What Kind of Ruler Was Justinian I? The Byzantine Empire</p> <p>Reading - Lesson Summary The Byzantine Empire</p> <p>Reading - Section 2 - The Reign of Justinian I The Byzantine Empire</p>

				<p>Reading – Section 3 – The Eastern Orthodox Church The Byzantine Empire</p> <p>Unit Project – Timeline Challenge Europe During Medieval Times</p>
AH.36 Compare and contrast Byzantine art and architecture with previous Greek and Roman traditions			X	<p>Classroom Activity – Slideshow The Roman Catholic Church in Medieval Europe</p> <p>Classroom Activity – Slideshow The Byzantine Empire</p> <p>Classroom Activity – Slideshow The Legacy of Rome in the Modern World</p>
AH.37 Explain disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church.			X	<p>Classroom Activity – Slideshow The Byzantine Empire</p> <p>Classroom Activity – Slideshow The Legacy of Rome in the Modern World</p> <p>Reading – Explore – European Missionaries and the Spread of Christianity, 1500–1750 The Scientific Revolution</p> <p>Reading – Explore – When Did the Roman Empire Really Fall? The Byzantine Empire</p> <p>Reading – Introduction The Byzantine Empire</p> <p>Reading – Investigating Primary Sources – What Kind of Ruler Was Justinian I? The Byzantine Empire</p> <p>Reading – Section 1 – Constantinople The Byzantine Empire</p> <p>Reading – Section 1 – The End of the Empire in the West The Legacy of Rome in the Modern World</p> <p>Reading – Section 2 – The Reign of Justinian I The Byzantine Empire</p> <p>Reading – Section 3 – The Eastern Orthodox Church The Byzantine Empire</p> <p>Reading – Section 4 – Conflict Between East and West The Byzantine Empire</p> <p>Reading – Section 5 – A World of Changes, 300–1750 C.E. Themes of World History</p> <p>Unit Project – Timeline Challenge</p>

			Europe During Medieval Times
AH.38 Analyze the Golden Age of India under the Gupta Empire.		X	<p>Classroom Activity - Slideshow The Achievements of the Gupta Empire Reading - Explore - Hinduism and Social Structure The Achievements of the Gupta Empire Reading - Introduction The Achievements of the Gupta Empire Reading - Primary Source - Travels in India The Achievements of the Gupta Empire Reading - Section 1 - The Rise of the Gupta Empire The Achievements of the Gupta Empire Reading - Section 2 - Universities The Achievements of the Gupta Empire Reading - Section 3 - Literature The Achievements of the Gupta Empire Reading - Section 4 - Painting The Achievements of the Gupta Empire Reading - Section 5 - Sculpture The Achievements of the Gupta Empire Reading - Section 6 - Metalwork The Achievements of the Gupta Empire Reading - Section 7 - Mathematics The Achievements of the Gupta Empire Reading - Section 8 - Roads The Achievements of the Gupta Empire Unit Project - Timeline Challenge Ancient India</p>
AH. 39 Describe the origins, central features, and diffusion of Islam: • Key Person(s): Mohammad • Sacred Texts: The Quran and The Sunnah • Basic Beliefs: monotheism, Five Pillars		X	<p>Classroom Activity - Slideshow World Religions Reading - Introduction World Religions Reading - Section 3 - Islam World Religions</p>
AH.40 Analyze the role geography played in the economic, social, and political development of Islamic civilizations.		X	<p>Classroom Activity - Slideshow The Influence of Islam on West Africa Classroom Activity - Slideshow</p>

Early Societies in West Africa

Classroom Activity - Slideshow

Ghana: A West African Trading Empire

Reading - Literature - West African Oral Story

The Cultural Legacy of West Africa

Reading - Section 1 - Geography and Trade

Early Societies in West Africa

Reading - Section 1 - The Spread of Islam in West Africa

The Influence of Islam on West Africa

Reading - Section 2 - Religious Practices

The Influence of Islam on West Africa

Reading - Section 2 - Trade: The Source of Ghana's Wealth

Ghana: A West African Trading Empire

Reading - Section 2 - West African Music

The Cultural Legacy of West Africa

Reading - Section 3 - Government and Law

The Influence of Islam on West Africa

Reading - Section 3 - The Gold-Salt Trade

Ghana: A West African Trading Empire

Reading - Section 3 - West African Visual Arts

The Cultural Legacy of West Africa

Reading - Section 4 - An Emphasis on Education

The Influence of Islam on West Africa

Reading - Section 4 - The Exchange of Goods

Ghana: A West African Trading Empire

Reading - Section 4 - The Rise of Kingdoms and Empires

Early Societies in West Africa

Reading - Section 5 - The Arabic Language

The Influence of Islam on West Africa

Reading - Section 5 - The Decline of Ghana and the Rise of Mali

Ghana: A West African Trading Empire

Reading - Section 6 - Islamic Architectural Styles

The Influence of Islam on West Africa

Reading - Section 7 - Islamic Decorative Arts

The Influence of Islam on West Africa

Reading - Site of Encounter - Mali (1300-1400)

The Influence of Islam on West Africa

<p>AH.41 Identify historical turning points that affected the diffusion and influence of Islam, with emphasis on the Sunni-Shi'a division and Battle of Tours.</p>			<p>X</p>	<p>Classroom Activity - Slideshow The Origins and Spread of Islam Reading - Section 6 - The Four Caliphs The Origins and Spread of Islam Reading - Section 7 - The Umayyad Dynasty The Origins and Spread of Islam Reading - Explore - The Spread of World Religions The Spread and Impact of the Reformation</p>
<p>AH.42 Describe cultural and scientific contributions and achievements of Islamic civilizations.</p>			<p>X</p>	<p>Classroom Activity - Slideshow World Religions Reading - Introduction World Religions Reading - Section 3 - Islam World Religions</p>
<p>AH.43 Explain how the diffusion of Christianity throughout Europe influenced its development after the decline of the Roman Empire.</p>			<p>X</p>	<p>Unit Project - Timeline Challenge The Middle East During Medieval Times Classroom Activity - Slideshow From the Crusades to New Muslim Empires Classroom Activity - Slideshow The Roman Catholic Church in Medieval Europe Reading - Explore - The Spread of World Religions The Spread and Impact of the Reformation Reading - Section 1 - The Christian Church Takes Shape The Roman Catholic Church in Medieval Europe</p>
<p>AH.44 Explain the structure of feudal society and its economic, social, and political effects.</p>			<p>X</p>	<p>Classroom Activity - Slideshow The Decline of Feudalism Classroom Activity - Slideshow The Development of Feudalism in Western Europe Reading - Section 1 - Political Developments in England The Decline of Feudalism Reading - Section 1 - Western Europe During the Early Middle Ages The Development of Feudalism in Western Europe Reading - Section 10 - Comparing Japan and Europe in the</p>

			<p>Middle Ages The Rise of the Warrior Class in Japan Reading – Section 2 – Feudalism: Establishing Order The Development of Feudalism in Western Europe Reading – Section 2 – The Bubonic Plague The Decline of Feudalism Reading – Section 3 – Monarchs During Feudal Times The Development of Feudalism in Western Europe Reading – Section 3 – The Hundred Years War The Decline of Feudalism Reading – Section 4 – Lords and Ladies During Feudal Times The Development of Feudalism in Western Europe Reading – Section 5 – Knights During Feudal Times The Development of Feudalism in Western Europe Reading – Section 6 – Peasants During Feudal Times The Development of Feudalism in Western Europe Unit Project – Timeline Challenge Europe During Medieval Times</p>
<p>AH.45 Explain the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire.</p>		<p>X</p>	<p>Classroom Activity – Slideshow The Development of Feudalism in Western Europe Reading – Primary Source – Charlemagne’s Successful Rule The Development of Feudalism in Western Europe Reading – Section 1 – Western Europe During the Early Middle Ages The Development of Feudalism in Western Europe Reading – Section 4 – Conflict Between East and West The Byzantine Empire Unit Project – Timeline Challenge Europe During Medieval Times</p>
<p>AH.46 Examine the invasions, settlements, and patterns of interaction of migratory groups, including Angles, Saxons, Magyars, and Vikings.</p>		<p>X</p>	<p>Reading – Explore – Decentralization After the Fall of Rome The Development of Feudalism in Western Europe Reading – Section 1 – Western Europe During the Early Middle Ages The Development of Feudalism in Western Europe Reading – Explore – The Angles, Saxons, Magyars, and Vikings The Development of Feudalism in Western Europe</p>

<p>AH.47 Describe the characteristics of civilizations in the Americas, with emphasis on the Incans, in terms of geography, society, economy, and religion.</p>			<p>X</p> <p>Classroom Activity - Slideshow The Incas Reading - Exploring the Social Sciences - Walking Across Space: Incan Rope Bridges The Incas Reading - Introduction The Incas Reading - Section 1 - The Rise of the Inca Empire The Incas Reading - Section 2 - Class Structure The Incas Reading - Section 3 - Family Life The Incas Reading - Section 4 - Religion The Incas Reading - Section 5 - Relations with Other Peoples The Incas</p>
<p>AH.48 Describe the characteristics of civilizations in the Americas, with emphasis on the Maya, in terms of geography, society, economy, and religion.</p>			<p>X</p> <p>Classroom Activity - Slideshow The Maya Reading - Explore - The Impact of the Environment on Mesoamerican and Andean Civilizations The Maya Reading - Introduction The Maya Reading - Primary Source - The Popul Vuh The Maya Reading - Section 1 - The Development of Maya Civilization The Maya Reading - Section 2 - Class Structure The Maya Reading - Section 3 - Family Life The Maya Reading - Section 4 - Religious Beliefs and Practices The Maya Reading - Section 5 - Agricultural Techniques The Maya Unit Project - Geography Challenge Civilizations of the Americas</p>

			<p>Unit Project - Timeline Challenge Civilizations of the Americas</p>
<p>AH.49 Describe the characteristics of the continuation of civilizations in Africa, with emphasis on Axum, Ghana, and Mali, in terms of geography, society, economy/trade, and religion.</p>		X	<p>Classroom Activity - Slideshow The Cultural Legacy of West Africa Classroom Activity - Slideshow The Influence of Islam on West Africa Classroom Activity - Slideshow Ghana: A West African Trading Empire Reading - Investigating Primary Sources - What Does Ibn Battuta's Writing Reveal About Islam in Medieval Mali? The Influence of Islam on West Africa Reading - Literature - West African Oral Story The Cultural Legacy of West Africa Reading - Primary Source - Account of Ghana by Abu Ubayd al-Bakri Ghana: A West African Trading Empire Reading - Site of Encounter - Mali (1300-1400) The Influence of Islam on West Africa Unit Project - Geography Challenge The Culture and Kingdoms of West Africa Unit Project - Timeline Challenge Foundations of History Unit Project - Timeline Challenge The Culture and Kingdoms of West Africa Unit Project - Unit Inquiry Project The Culture and Kingdoms of West Africa</p>
<p>AH.50 Describe the development of monarchies (e.g., England, France, Russia, and Spain) as foundations for the later emergence of nation-states.</p>		X	<p>Classroom Activity - Slideshow The Spread and Impact of the Reformation Reading - Section 5 - Effects of the Reformation The Spread and Impact of the Reformation</p>
<p>AH.51 Analyze the causes, experiences, and consequences of the Crusades during the medieval period.</p>		X	<p>Classroom Activity - Slideshow From the Crusades to New Muslim Empires Reading - Introduction From the Crusades to New Muslim Empires Reading - Investigating Primary Sources - What Motivated People to Participate in the Crusades?</p>

			<p>From the Crusades to New Muslim Empires Reading - Section 1 - Events Leading Up to the Crusades From the Crusades to New Muslim Empires Reading - Section 2 - The Story of the Crusades From the Crusades to New Muslim Empires Reading - Section 3 - Christians and the Crusades From the Crusades to New Muslim Empires Reading - Section 4 - Muslims and the Crusades From the Crusades to New Muslim Empires Reading - Section 5 - Jews and the Crusades From the Crusades to New Muslim Empires Reading - Site of Encounter - Norman Sicily (1100-1200) From the Crusades to New Muslim Empires Unit Project - Inquiry Project The Middle East During Medieval Times Unit Project - Timeline Challenge The Middle East During Medieval Times</p>
<p>AH.52 Explain later conflicts in the Eurasian region, with emphasis on the Mongol conquests, the Hundred Years War, and the fall of Constantinople.</p>		<p>X</p>	<p>Classroom Activity - Slideshow The Decline of Feudalism Classroom Activity - Slideshow The Mongol Empire Reading - Introduction The Decline of Feudalism Reading - Introduction The Mongol Empire Reading - Section 1 - The Rise of the Mongol Empire The Mongol Empire Reading - Section 2 - The Empire after Genghis Khan's Death The Mongol Empire Reading - Section 3 - Life Under the Mongols The Mongol Empire Reading - Section 3 - The Hundred Years' War The Decline of Feudalism Reading - Section 4 - The Decline of the Mongol Empire The Mongol Empire Unit Project - Geography Challenge The Medieval World, 1200-1490 Unit Project - Inquiry Project</p>

			<p>The Medieval World, 1200–1490</p> <p>Unit Project – Timeline Challenge</p> <p>Europe During Medieval Times</p> <p>Unit Project – Timeline Challenge</p> <p>The Medieval World, 1200–1490</p>
<p>AH.53 Identify patterns of crisis and recovery related to the Black Death (i.e., Bubonic Plague).</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>Reading – Introduction</p> <p>The Decline of Feudalism</p> <p>Reading – Lesson Summary</p> <p>The Decline of Feudalism</p> <p>Reading – Section 2 – The Bubonic Plague</p> <p>The Decline of Feudalism</p> <p>Reading – 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>AH.54 Describe social, political, and religious developments in the later medieval period (e.g., Magna Carta, decline of feudalism, and church-state conflicts).</p>		X	<p>Classroom Activity – Slideshow</p> <p>The Decline of Feudalism</p> <p>Reading – Introduction</p> <p>The Decline of Feudalism</p> <p>Reading – Lesson Summary</p> <p>The Decline of Feudalism</p> <p>Reading – Primary Source – The Influence of the Magna Carta</p> <p>The Enlightenment</p> <p>Reading – Section 1 – Political Developments in England</p> <p>The Decline of Feudalism</p> <p>Unit Project – Timeline Challenge</p> <p>Europe During Medieval Times</p>
<p>AH.55 Describe how preservation and integration of Greek, Roman, Chinese, and Arabic knowledge influenced developments in Western Europe (e.g., philosophy, medicine, and technology).</p>		X	<p>Classroom Activity – Slideshow</p> <p>The Han Dynasty</p> <p>Classroom Activity – Slideshow</p> <p>The Legacy of Ancient Greece</p>

			<p>Classroom Activity - Slideshow The Legacy of Rome in the Modern World</p> <p>Classroom Activity - Slideshow Muslim Innovations and Adaptations</p> <p>Classroom Activity - Slideshow The Scientific Revolution</p>
<p>AH.56 Explain the rise of Italian city-states and their political development, including Niccolo Machiavelli's theory of governing as described in <i>The Prince</i>.</p>		X	<p>Classroom Activity - Slideshow The Renaissance Begins</p> <p>Classroom Activity - Slideshow Florence: The Cradle of the Renaissance</p> <p>Reading - Lesson Summary Florence: The Cradle of the Renaissance</p> <p>Reading - Section 3 - The Influence of Italian City-States The Renaissance Begins</p> <p>Reading - Section 7 - Florentine Politics Florence: The Cradle of the Renaissance</p>
<p>AH.57 Examine how economic growth in the Italian city-states enabled patronage for the arts.</p>		X	<p>Classroom Activity - Slideshow The Renaissance Begins</p> <p>Reading - Section 1 - What Was the Renaissance? The Renaissance Begins</p> <p>Reading - Section 2 - The Growth of Trade and Commerce The Renaissance Begins</p> <p>Reading - Section 3 - The Influence of Italian City-States The Renaissance Begins</p> <p>Reading - Section 4 - The Growth of Humanism The Renaissance Begins</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>AH.58 Describe how Renaissance art, literature, and philosophy (e.g., Petrarch) differed from those in the</p>		X	<p>Classroom Activity - Slideshow Florence: The Cradle of the Renaissance</p>

<p>medieval period.</p>			<p>Reading - Exploring Connections to Today - From Gutenberg to the Internet Florence: The Cradle of the Renaissance Reading - Introduction Florence: The Cradle of the Renaissance Reading - Primary Source - The boke of Nurture, or Schoole of good manners by Hugh Rhodes (1577) Florence: The Cradle of the Renaissance Reading - Section 1 - The City of Florence Florence: The Cradle of the Renaissance Reading - Section 2 - Advances in Architecture and Engineering Florence: The Cradle of the Renaissance Reading - Section 3 - Advances in Painting Florence: The Cradle of the Renaissance Reading - Section 3 - The Influence of Italian City-States The Renaissance Begins Reading - Section 4 - Advances in Sculpture Florence: The Cradle of the Renaissance Reading - Section 5 - Advances in Literature Florence: The Cradle of the Renaissance Reading - Section 6 - Advances in Science and Mathematics Florence: The Cradle of the Renaissance Reading - Section 7 - Florentine Politics Florence: The Cradle of the Renaissance Reading - Section 8 - Florentine Commerce and Trade Florence: The Cradle of the Renaissance Unit Project - Timeline Challenge Europe's Renaissance and Reformation</p>
<p>AH.59 Compare and contrast the Italian and the Northern Renaissances, citing the contributions of writers and artists.</p>		<p>X</p>	<p>Classroom Activity - Slideshow Leading Figures of the Renaissance Reading - Introduction Leading Figures of the Renaissance Reading - Primary Source - The boke of Nurture, or Schoole of good manners by Hugh Rhodes (1577) Leading Figures of the Renaissance Reading - Section 1 - The Renaissance Spreads Through Europe</p>

			<p>Leading Figures of the Renaissance Reading - Section 10 - Miguel Cervantes, Spanish Writer</p> <p>Leading Figures of the Renaissance Reading - Section 11 - Leonardo da Vinci, Renaissance Person</p> <p>Leading Figures of the Renaissance Reading - Section 2 - Michelangelo, Italian Sculptor and Painter</p> <p>Leading Figures of the Renaissance Reading - Section 3 - Titian, Italian Painter</p> <p>Leading Figures of the Renaissance Reading - Section 4 - Albrecht Dürer, German Artist</p> <p>Leading Figures of the Renaissance Reading - Section 5 - Nicolaus Copernicus, Polish Scientist</p> <p>Leading Figures of the Renaissance Reading - Section 6 - Andreas Vesalius, Belgian Scientist</p> <p>Leading Figures of the Renaissance Reading - Section 7 - Isabella I, Queen of Spain</p> <p>Leading Figures of the Renaissance Reading - Section 8 - Elizabeth I, Queen of England</p> <p>Leading Figures of the Renaissance Reading - Section 9 - William Shakespeare, English Poet and Playwright</p> <p>Leading Figures of the Renaissance Unit Project - Inquiry Project</p> <p>Europe's Renaissance and Reformation Unit Project - Timeline Challenge</p> <p>Foundations of History Unit Project - Timeline Challenge</p> <p>Europe's Renaissance and Reformation</p>
<p>AH.60 Describe how economic and technological advances led to networks of trade and cultural interactions between major European civilizations</p>		<p>X</p>	<p>Reading - Explore - Trade and Interconnectedness</p> <p>Increasing Trade and Competition Reading - Section 2 - The Growth of Trade and Commerce</p> <p>The Renaissance Begins</p>
<p>Total 120</p>			

Table 2: Instructional Focus

Directions:
Adhere to the provided rubric states for scoring.

Indicator	0	1	2	Score	Evidence
Essential Questions	Lacks essential questions present, 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 Leading Figures of the Renaissance Unit Project - Inquiry Project Europe's Renaissance and Reformation</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 Ancient Egypt and Kush Unit Project - Inquiry Project The Medieval World, 1200-1490</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 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 The Rise of Sumerian City-States</p> <p>Classroom Activity - Slideshow From Republic to Empire</p> <p>Video Activity The Rise of Sumerian City-States</p>
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>Investigating Primary Sources How Did Geography Affect Travelers Along the Silk Road?</p> <p>Unit Project - Applying Themes Through Writing Europe's Renaissance and Reformation</p>
Multiple Perspectives and Narratives	Materials lack diverse perspectives and experiences.	Attempts to include diverse voices, but representation is limited.	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 - Investigating Primary Sources - What Do Dramas of</p>

					<p>Ancient Greece Reveal About Its Society? The Golden Age of Athens</p> <p>Reading - Perspectives - China's Great Walls The Han Dynasty</p> <p>Reading Further: Tomoe Gozen: History or Legend? Rise of the Warrior Class in Japan</p> <p>Reading Section 9 - Women in Samurai Society Rise of the Warrior Class in Japan</p>
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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 Political Development of Imperial China</p> <p>Reading - Introduction The Han Dynasty</p> <p>Classroom Activity - Slideshow The Reformation Begins</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	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, 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>

			students to deepen their understanding.		<p>Classroom Activity - Slideshow The Rise of Sumerian City-States</p> <p>Classroom Activity - Slideshow Investigating the Past Through Inquiry</p> <p>Geography Challenge Civilizations of the Americas</p> <p>Geography Challenge Pre-Feudal Japan</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 - Section 5 - Astronomy The Legacy of Ancient Greece</p> <p>Classroom Activity - Slideshow The Legacy of Rome in the Modern World</p> <p>Classroom Activity - Slideshow The Renaissance Begins</p>
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 learning and demonstrate mastery using evidence.</p> <p>Video Activity The Rise of Democracy</p> <p>Lesson Review Game The Rise of Democracy</p>

					Processing Activity The Rise of Democracy
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				Total: 18	
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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>Investigating Primary Sources What Motivated People to Participate in the Crusades? Classroom Activity - Slideshow Ancient Sumer</p>
Critically examine primary & secondary sources	No 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 Han Dynasty Primary Source - Through the Eyes of a Historian: Herodotus Writes About Kush The Kingdom of Kush Investigating Primary Sources - What Does Ibn Battuta's Writing Reveal About Islam in Medieval Mali? The Influence of Islam on West Africa</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>Classroom Activity - Slideshow The Achievements of the Gupta Empire</p> <p>Unit Project - Unit Inquiry Project The Culture and Kingdoms of West Africa</p>
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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 Geography and the Early Settlement of India</p> <p>Classroom Activity - Slideshow Daily Life in the Roman Empire</p> <p>Investigating Primary Sources - What Kind of Ruler Was Justinian I? The Byzantine Empire</p>
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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 Ancient China Reading – Investigating Primary Sources – What Was It Like to Take a Civil Service Examination? The Political Development of Imperial China</p>
Develop geographic awareness	Materials lack geographic thinking or map based analysis.	Students occasionally engage in geographic analysis, such as reading maps or discussing location, but activities are limited in scope or depth	Students consistently use geographic tools and perspectives to investigate spatial patterns, relationships, and processes across different scales.	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 World Through 1750</i> start with a geography-focused lesson, where students analyze the region and practice mapping skills.</p> <p>Unit Project – Geography Challenge Ancient Egypt and Kush Classroom Activity – Slideshow Geography and the Early Settlement of China</p>
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	<p>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.</p> <p>Classroom Activity – Slideshow</p>

					World Religions Classroom Activity - Slideshow The Byzantine Empire
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
<p>All lessons within the materials are available in digital form and include a printable option.</p>			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 The Ancient Egyptian Pharaohs</p> <p>Reading - Introduction The Ancient Egyptian Pharaohs</p> <p>Interactive Student Notebook - PDF The Ancient Egyptian Pharaohs</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>			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 The Golden Age of Athens</p> <p>Teacher’s Guide - PDF The Golden Age of Athens</p> <p>Access Points for Differentiation The Golden Age of Athens</p>
Total: 4				