



The goal for social studies students is develop a deep, conceptual understanding of the content, as demonstrated through writing and speaking about the content. Strong social studies instruction is built around these priorities.

**Content:** Students build an understanding of social studies content.

- They examine authentic sources to build knowledge of social studies content.
- They explore meaningful questions about sources and content to build understanding.

**Claims:** Students develop and express claims that demonstrate their understanding of content.

- They make connections among ideas, people, and events across time and place.
- They express understanding of content using evidence from authentic sources and outside knowledge.

Title: **[Title]**                      Grade/Course: **[Grade/Course]**

Publisher: **[Publisher]**    Copyright: **[Copyright]**

Curriculum Type: **[Choose one: Full Curriculum, Supplemental]**

Overall Rating: **[Choose one: Tier I, Exemplifies quality; Tier II, Approaching quality; Tier III, Not representing quality]**

**Tier I, Tier II, Tier III** Elements of this review:

STRONG	WEAK

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 4 may not apply.)

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 4.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria.

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Section I: NON-NEGOTIABLE CRITERIA</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>1. USE OF SOURCES:</b></p> <p><b>Students use sources regularly to learn content.</b> Materials include varied types of primary and secondary sources that support students' understanding of the content of the <a href="#">Louisiana's Grade-Level Expectations (GLEs)</a> at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED (FULL CURRICULUM ONLY)</b>  <b>1a)</b> Materials address the content of 90% of the GLEs.</p> <p><b>REQUIRED</b>  <b>1b)</b> Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p> <p><b>REQUIRED</b>  <b>1c)</b> The main focus of the materials is on primary and secondary sources<sup>1</sup> to develop content knowledge and express claims; materials may also include text to support students in using the sources.</p> <p><b>1d)</b> Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.</p> <p><b>FULL CURRICULUM ONLY</b>  <b>1e)</b> Materials provide regular opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.</p>		
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>2. MAKE CONNECTIONS:</b></p> <p><b>Students make connections among people, events, and ideas across time and place.</b> Materials offer opportunities to elicit</p>	<p><b>REQUIRED</b>  <b>2a)</b> Source-dependent written and oral tasks require students to make claims which demonstrate understanding of social studies content (e.g., make connections between ideas, people, and events; explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions,</p>		

<sup>1</sup> Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format. ([http://www.yale.edu/collections\\_collaborative/primarysources/primarysources.html](http://www.yale.edu/collections_collaborative/primarysources/primarysources.html)) For additional definitions and examples, see also: <http://www.princeton.edu/~refdesk/primary2.html> and <http://www.archives.gov/education/research/history-in-the-raw.html>.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 1 and genuinely measure how well students are able to understand social studies content.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).</p>		
	<p><b>REQUIRED</b>  <b>2b)</b> Coherent sequences of source-dependent questions<sup>2</sup> and tasks focus students on building, applying, and synthesizing knowledge and skills through various sources, classroom research, conversations, etc. to develop an understanding of social studies content.</p>		
	<p><b>2c)</b> Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing<sup>3</sup> and corroboration.<sup>4</sup></p>		
	<p><b>2d)</b> Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization.<sup>5</sup></p>		
<b>Section II: ADDITIONAL INDICATORS OF QUALITY</b>			
<p><b>3. EXPRESS INFORMED OPINIONS:</b></p> <p><b>Students express informed opinions supported by evidence from sources and outside knowledge.</b> Materials provide frequent opportunities for students to engage in discussions</p>	<p><b>REQUIRED (GRADES 3-12 ONLY)</b>  <b>3a)</b> A vast majority of written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge.</p>		
	<p><b>REQUIRED</b>  <b>3b)</b> Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared</p>		

<sup>2</sup> Source-dependent questions or tasks are those that require students to pull information from a given source(s) to answer the question. Students still pull from prior learning, but the evidentiary support required in the students' responses are dependent upon the source(s).

<sup>3</sup> Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.

<sup>4</sup> Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

<sup>5</sup> Contextualization asks students to determine the time and place a document was created and examine how those factors influence the content.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>(both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	writing/formal essays, on-demand and process writing, etc.).		
	<p><b>3c)</b> Materials build students’ active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.</p>		
	<p><b>3d)</b> Materials provide regular opportunities to develop students' skill in organizing and supporting their thinking in speaking and writing, including using evidence from sources and outside knowledge.</p>		
	<p><b>FULL CURRICULUM ONLY</b>  <b>3e)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.</p>		
	<p><b>FULL CURRICULUM ONLY</b>  <b>3f)</b> Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.</p>		
<p><b>4. SCAFFOLDING AND SUPPORT:</b></p> <p><b>Students are supported by appropriate scaffolds.</b></p> <p>Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>4a)</b> Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.</p>		
	<p><b>REQUIRED</b>  <b>4b)</b> The materials are easy to use and well organized for students and teachers.</p>		
	<p><b>4c)</b> Materials provide models for writing and student exemplars to support writing development in social studies.</p>		
	<p><b>FULL CURRICULUM ONLY</b>  <b>4d)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>FULL CURRICULUM ONLY</b> <b>4e)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.		

**FINAL EVALUATION**  
*Tier 1 ratings* receive a “Yes” in Column 1 for Criteria 1 – 4.  
*Tier 2 ratings* receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria.  
*Tier 3 ratings* receive a “No” in Column 1 for at least one of the non-negotiable criteria.

**Compile the results for Sections I-VII to make a final decision for the material under review.**

Section	Criteria	Yes/No	Final Justification/Comments
<b>I: Non-Negotiables</b>	1. Use Sources ( <b>Non-Negotiable</b> )		
	2. Make Connections ( <b>Non-Negotiable</b> )		
<b>II: Additional Indicators Of Quality</b>	3. Express Informed Opinions		
	4. Scaffold and Support		

FINAL DECISION FOR THIS MATERIAL: **[Choose one: Tier I, Exemplifies quality; Tier II, Approaching quality; Tier III, Not representing quality]**