



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: **National Geographic World History**

Grade/Course: **6**

Publisher: **Cengage Learning, Inc.**

Copyright: **2017**

Curriculum Type: **Full Curriculum**

Overall Rating: **Tier III, Not representing quality**

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

<b>STRONG</b>	<b>WEAK</b>
1. Scope and Quality of Content (Non-Negotiable)	2. Range and Volume of Sources (Non-Negotiable)
3. Questions and Tasks (Non-Negotiable)	

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 – 5 may not apply.)

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 5.

**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. Content</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>1. SCOPE AND QUALITY OF CONTENT:</b>            Materials adequately address 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 checked="" 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>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>Yes</b></p> <p><b>Yes</b></p>	<p>The textbook covers more than 90% of Louisiana 6th grade GLEs, though some with not much detail (6.5.2, 6.6.1, 6.6.2) or not at all (6.3.2)</p> <p>While not all of the activities are included in every chapter, students have regular access through multiple chapters to practice skills like reading comprehension, compare/contrast, inferring, analyzing data/charts, interpreting timelines, and answering document-based questions to build social studies content knowledge.</p>
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>2. RANGE AND VOLUME OF SOURCES:</b>            Materials include varied types of primary and secondary sources that support students’ understanding of social studies content.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>2a)</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>No</b></p>	<p>The textbook utilizes a standard narrative of world history and civilizations that is the primary method of instruction, with several standalone primary source activities among the units, such as in Unit 2 Chapter 3, where students look at 3 sources from the Sumerian culture. There is a separate resource guide with primary sources with accompanying questions included with the textbook. It should be noted that In Chapters 3-7, 9-11, and 21-23 the use of DBQs attempt to use sources in meaningful ways,</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><b>REQUIRED</b>  <b>2b)</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>Yes</b></p>	<p>but these do not occur in all chapters.</p> <p>Mixed in throughout the chapters, students have access to sources such as pictures, maps, artwork, and charts. However, students are often not expected to engage with these sources other than looking at them, or occasionally answering one question For example, in Chapter 8, students look at a painting from the palace of Knossos, but there are no questions referring to it. In Chapter 16, there is a map of the Aztec Empire but the textbook only requires students to use the supplied scale to see how far the Aztec Empire extended across Central America.</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>2</sup> and corroboration.<sup>3</sup></p>	<p><b>No</b></p>	<p>Although this text and handbook provide a wide variety of document-based questions with sources, most do not allow students to view them through different perspectives nor do they provide opportunities for students to collect information from with them. For instance, in Unit 4 Chapter 10's activity on the assassination of Julius Caesar, students review sources that show the assassins of Julius Caesar's point of view, but do not give any opportunities for students to view Julius Caesar in a positive light</p>

<sup>2</sup> Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.

<sup>3</sup> Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<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>4</sup></p>	<b>No</b>	<p>according to contemporary Roman sources.</p> <p>The textbook and handbook's sources and document-based activities generally focus on documents that are contemporary to each other in order to have students understand a historical concept discussed in the chapter and not use sources outside of the time period for contextualization, as seen in Unit 6 Chapter 14's activity on Trans-Saharan Travelers. However, there is a notable exception to this in Unit 9 Chapter 21's activity on the Charters of Freedom where students look at sources from Magna Carta (1215), the English Bill of Rights (1689), and the US Bill of Rights (1791) to see how the ideas of individual freedoms grew over time.</p>
<b>Section II. Claims</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>3. QUESTIONS AND TASKS:</b>  Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well students are able to understand social studies content.</p>	<p><b>REQUIRED</b>  <b>3a)</b> Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).</p>	<b>Yes</b>	<p>The textbook has several different types of methods of having students engage with content in the textbook and guidebook, as well as through supplementary activities provided in the teacher's wraparound edition. Several chapters contain a document-based task that encourages examining a variety of sources. In addition, students throughout the chapters are asked to discuss images with another student,</p>

<sup>4</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
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>analyze data, make inferences, and in chapter reviews answer questions regarding the main ideas. Multiple-choice questions appeared in section quizzes and chapter assessments.</p>
	<p><b>REQUIRED</b>  <b>3b)</b> Coherent sequences of source-dependent questions<sup>5</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>Yes</b></p>	<p>In 14 of the 23 chapters there are document-based question activities where students interact with multiple sources in a manner that has them answer questions about the sources then synthesize their information into an explanatory paragraph on the topic. For example, in Unit 2 Chapter 6, students read excerpts from Hindu sacred texts to gather information to discuss Hindu views on life and death. However, the primary sources included in the handbook do not have questions with this level of rigor, as the questions are focused on comprehension and basic and analysis, without linking the sources to each other. See also on page 131, in the Hebrew Bible, the Chapter Reviews ask only one question about a source, since these are not the main focus of the chapter.</p>
	<p><b>REQUIRED</b>  <b>3c)</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</p>	<p><b>Yes</b></p>	<p>In the document-based question tasks, students are required to make claims in response to a writing prompt that focuses on larger aspects of social studies content then defend it with evidence supplied by the</p>

<sup>5</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).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).		activity. For example, in Unit 3 Chapter 9, students are required to make an evidence-supported claim in response to the question “What was most important in Athenian democracy—the individual or the community?” This prompt allows students to go beyond the basic tenets of the Athenian governmental system and explore the role of the citizen in relation to the government (See also Sumerian writing, p. 73; Qur'an, p 377; travels on the Silk Road, p 535; and Reformation, p 653). The primary source activities in the guidebook do not have this sophisticated question series, instead focusing on comprehension questions with the sources.
	<b>FULL CURRICULUM ONLY</b> <b>3d)</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.	<b>Yes</b>	The textbook provides varied modes of assessment for the teacher to use in the classroom, including individual lesson quizzes, chapter reviews, and leveled chapter tests for on-level and below-level students. However, there are no pre-tests or post-tests provided in the textbook.
	<b>FULL CURRICULUM ONLY</b> <b>3e)</b> Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.	<b>Yes</b>	All activities in the textbook and guidebooks have supplied answer keys. Essays written with the document-based tasks do not have specific grading guidelines for the essays, but in the chapter answer guide there is a detailed general essay rubric to teachers to use.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>4. RESPONSE TO SOURCES:</b> Materials provide frequent opportunities for students to engage in discussions (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>	<p><b>REQUIRED</b> <b>4a)</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 writing/formal essays, on-demand and process writing, etc.).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>REQUIRED (GRADES 3-12 ONLY)</b> <b>4b)</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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>REQUIRED</b> <b>4c)</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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>FULL CURRICULUM ONLY</b> <b>4d)</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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>4e)</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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>4f)</b> Materials provide models for writing and student exemplars to support writing development in social studies.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
<b>Section III. Scaffolding and Support</b>			
<p><b>5. SCAFFOLDING AND SUPPORT:</b> 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><b>REQUIRED</b> <b>5a)</b> Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>REQUIRED</b> <b>5b)</b> The materials are easy to use and well organized for students and teachers.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>5c)</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.).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>5d)</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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

**FINAL EVALUATION**

*Tier 1 ratings* receive a “Yes” in Column 1 for Criteria 1 – 5.

*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
I: Content	1. Scope and Quality of Content <b>(Non-Negotiable)</b>	<b>Yes</b>	The textbook covers more than 90% of the GLEs in sufficient detail, and effectively tackle the important topics and claims of world history.
	2. Range and Volume of Sources <b>(Non-Negotiable)</b>	<b>No</b>	The textbook is still a traditional textbook with a traditional narrative, but it does provide some opportunities for students to interact with sources, but only in a manner that is focused on the content in the chapter and not on larger trends of history.
II: Claims	3. Questions and Tasks <b>(Non-Negotiable)</b>	<b>Yes</b>	While not in every chapter, the textbook includes integrated document-based tasks that require students to use differing pieces of evidence to make claims and base them on supplied evidence.
	4. Response to Sources	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
III: Scaffolding and Support	5. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier III, Not representing quality</u></b>			

Appendix I.

Publisher Response



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: **National Geographic World History**

Grade/Course: **6**

Publisher: **Cengage Learning, Inc.**

Copyright: **2017**

Curriculum Type: **Full Curriculum**

Overall Rating: **Tier III, Not representing quality**

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

<b>STRONG</b>	<b>WEAK</b>
1. Scope and Quality of Content (Non-Negotiable)	2. Range and Volume of Sources (Non-Negotiable)
3. Questions and Tasks (Non-Negotiable)	

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 – 5 may not apply.)

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 5.

**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	PUBLISHER RESPONSE
<b>Section I. Content</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>1. SCOPE AND QUALITY OF CONTENT:</b>  Materials adequately address 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 checked="" 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>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>Yes</b></p> <p><b>Yes</b></p>	<p>The textbook covers more than 90% of Louisiana 6th grade GLEs, though some with not much detail (6.5.2, 6.6.1, 6.6.2) or not at all (6.3.2)</p> <p>While not all of the activities are included in every chapter, students have regular access through multiple chapters to practice skills like reading comprehension, compare/contrast, inferring, analyzing data/charts, interpreting timelines, and answering document-based questions to build social studies content knowledge.</p>	
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>2. RANGE AND VOLUME OF SOURCES:</b>  Materials include varied types of primary and secondary sources that support students’ understanding of social studies content.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>2a)</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>No</b></p>	<p>The textbook utilizes a standard narrative of world history and civilizations that is the primary method of instruction, with several standalone primary source activities among the units, such as in Unit 2 Chapter 3, where students look at 3 sources from the Sumerian culture. There is a separate resource guide with primary sources with accompanying questions included with the textbook. It should be noted that In Chapters 3-7, 9-11, and 21-23 the use of DBQs attempt to use sources in meaningful ways, but these do not occur in all chapters.</p>	<p>In every Chapter Review, students are asked to analyze a primary source under the Analyze Sources heading. Please see pages 33, 53, 87, 121, 141, 163, 193, 227, 257, 303, 339, 367, 399, 431, 447, 483, 507, 545, 569, 587, 627, 659, 685.</p> <p>In addition, the Primary Source Handbook (available on myNGconnect) provides two additional sources per chapter—these sources include document-based questions that students have to answer.</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	PUBLISHER RESPONSE
	<p><b>REQUIRED</b>  <b>2b)</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>Yes</b></p>	<p>Mixed in throughout the chapters, students have access to sources such as pictures, maps, artwork, and charts. However, students are often not expected to engage with these sources other than looking at them, or occasionally answering one question For example, in Chapter 8, students look at a painting from the palace of Knossos, but there are no questions referring to it. In Chapter 16, there is a map of the Aztec Empire but the textbook only requires students to use the supplied scale to see how far the Aztec Empire extended across Central America.</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>2</sup> and corroboration.<sup>3</sup></p>	<p><b>No</b></p>	<p>Although this text and handbook provide a wide variety of document-based questions with sources, most do not allow students to view them through different perspectives nor do they provide opportunities for students to collect information from with them. For instance, in Unit 4 Chapter 10's activity on the assassination of Julius Caesar, students review sources that show the assassins of Julius Caesar's point of view, but do not give any opportunities for students to view Julius Caesar in a positive light according to contemporary Roman sources.</p>	<p>Please see Chapter 22 (Renaissance and Reformation), where students have the opportunity to view the publication of the 95 Theses from the point of view of Luther's followers and of the Catholic Church (Lesson 3.2 Conflict in the Church, pg. 652). Also see Active Option (pg. 653) "On Your Feet."</p> <p>In addition, see the DBQs on pg. 172 that address contrasting belief systems from three different texts, Confucius, Daoism, and Legalism (Han Feizi). And see Active Options pg. 173.</p>

<sup>2</sup> Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.

<sup>3</sup> Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>The DBQs on pgs. 428-429 also ask students to consider Mansa Musa from two perspectives, a contemporary historian and a subsequent map of his journeys. The Guided Discussion Q ask students to consider Sourcing, while the Pre-AP research task asks them to consider sourcing and corroboration.</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>4</sup></p>	<p><b>No</b></p>	<p>The textbook and handbook’s sources and document-based activities generally focus on documents that are contemporary to each other in order to have students understand a historical concept discussed in the chapter and not use sources outside of the time period for contextualization, as seen in Unit 6 Chapter 14’s activity on Trans-Saharan Travelers. However, there is a notable exception to this in Unit 9 Chapter 21’s activity on the Charters of Freedom where students look at sources from Magna Carta (1215), the English Bill of Rights (1689), and the US Bill of Rights (1791) to see how the ideas of individual freedoms grew over time.</p>	<p>Please see the DBQ in Chapter 10 (Lesson 4.3, pg. 298). Suetonius and Shakespeare wrote in different time periods. Also in the DBQ in Chapter 18 (Lesson 2.3, pg. 534), students read a modern-day source in addition to an excerpt from Marco Polo’s Travels. In addition, the Active History digital ancillary for Chapter 8 (Lesson 2.2, Student Resources) asks students to read an excerpt from Pericles’ Funeral Oration and an excerpt from the Declaration of Independence.</p>
<b>Section II. Claims</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>3. QUESTIONS AND TASKS:</b>  Materials offer opportunities to elicit direct, observable evidence of the degree to which students</p>	<p><b>REQUIRED</b>  <b>3a)</b> Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).</p>	<p><b>Yes</b></p>	<p>The textbook has several different types of methods of having students engage with content in the textbook and guidebook, as well as through supplementary activities</p>	

<sup>4</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	PUBLISHER RESPONSE
<p>can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well students are able to understand social studies content.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>			<p>provided in the teacher's wraparound edition. Several chapters contain a document-based task that encourages examining a variety of sources. In addition, students throughout the chapters are asked to discuss images with another student, analyze data, make inferences, and in chapter reviews answer questions regarding the main ideas. Multiple-choice questions appeared in section quizzes and chapter assessments.</p>	
	<p><b>REQUIRED</b>  <b>3b)</b> Coherent sequences of source-dependent questions<sup>5</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>Yes</b></p>	<p>In 14 of the 23 chapters there are document-based question activities where students interact with multiple sources in a manner that has them answer questions about the sources then synthesize their information into an explanatory paragraph on the topic. For example, in Unit 2 Chapter 6, students read excerpts from Hindu sacred texts to gather information to discuss Hindu views on life and death. However, the primary sources included in the handbook do not have questions with this level of rigor, as the questions are focused on comprehension and basic and analysis, without linking the sources to each other. See also on page 131, in the Hebrew Bible, the Chapter Reviews ask only one question about a source, since</p>	

<sup>5</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).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			these are not the main focus of the chapter.	
	<p><b>REQUIRED</b>  <b>3c)</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, and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).</p>	Yes	<p>In the document-based question tasks, students are required to make claims in response to a writing prompt that focuses on larger aspects of social studies content then defend it with evidence supplied by the activity. For example, in Unit 3 Chapter 9, students are required to make an evidence-supported claim in response to the question “What was most important in Athenian democracy—the individual or the community?” This prompt allows students to go beyond the basic tenets of the Athenian governmental system and explore the role of the citizen in relation to the government (See also Sumerian writing, p. 73; Qur'an, p 377; travels on the Silk Road, p 535; and Reformation, p 653). The primary source activities in the guidebook do not have this sophisticated question series, instead focusing on comprehension questions with the sources.</p>	
	<p><b>FULL CURRICULUM ONLY</b>  <b>3d)</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>	Yes	<p>The textbook provides varied modes of assessment for the teacher to use in the classroom, including individual lesson quizzes, chapter reviews, and leveled chapter tests for on-level and below-level students. However, there are no pre-tests or post-tests provided in the textbook.</p>	
	<p><b>FULL CURRICULUM ONLY</b></p>	Yes	All activities in the textbook and guidebooks	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<b>3e)</b> Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.		have supplied answer keys. Essays written with the document-based tasks do not have specific grading guidelines for the essays, but in the chapter answer guide there is a detailed general essay rubric to teachers to use.	
<b>4. RESPONSE TO SOURCES:</b> Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>4a)</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 writing/formal essays, on-demand and process writing, etc.).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>REQUIRED (GRADES 3-12 ONLY)</b> <b>4b)</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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>REQUIRED</b> <b>4c)</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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>FULL CURRICULUM ONLY</b> <b>4d)</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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>4e)</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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>4f)</b> Materials provide models for writing and student exemplars to support writing development in social studies.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>Section III. Scaffolding and Support</b>				
<b>5. SCAFFOLDING AND SUPPORT:</b>	<b>REQUIRED</b>	<b>Not Evaluated</b>	This section was not evaluated because the	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>5a)</b> Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.		non-negotiable criteria were not met.	
	<b>REQUIRED</b> <b>5b)</b> The materials are easy to use and well organized for students and teachers.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>5c)</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.).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>5d)</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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 5. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.				
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Content	1. Scope and Quality of Content <b>(Non-Negotiable)</b>	Yes	The textbook covers more than 90% of the GLEs in sufficient detail, and effectively tackle the important topics and claims of world history.	
	2. Range and Volume of Sources <b>(Non-Negotiable)</b>	No	The textbook is still a traditional textbook with a traditional narrative, but it does provide some opportunities for students to interact with sources, but only in a manner that is focused on the content in the chapter and not on larger trends of history.	See examples above to clarify this statement. Also see Unit 3, Chapter 9, Lesson 2.3 DBQ where students read an excerpt from contemporary speech about democracy and discuss how the democratic principles compare to those mentioned in Pericles’ funeral oration.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				Also see Unit 9, Chapter 21, Lesson 2.3 DBQ Charters of Freedom, Differentiation: Pre-AP Compare to Current Events
II: Claims	3. Questions and Tasks <b>(Non-Negotiable)</b>	<b>Yes</b>	While not in every chapter, the textbook includes integrated document-based tasks that require students to use differing pieces of evidence to make claims and base them on supplied evidence.	
	4. Response to Sources	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
III: Scaffolding and Support	5. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <b>Tier III, Not representing quality</b>				

Appendix II.

Public Comments

There were no public comments submitted.