



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 explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas.

To accomplish this, they:

- Use key questions to build understanding of content through multiple sources
- Corroborate sources and evaluate evidence by considering author, occasion, and purpose

**Claims:** Students develop and express claims through discussions and writing which examine the impact of relationships between ideas, people, and events across time and place.

To accomplish this, they:

- Recognize recurring themes and patterns in history, geography, economics, and civics
- Evaluate the causes and consequences of events and developments

Title: **Cicero: History Beyond the Textbook**

Grade/Course: **9-12**

Publisher: **AKJ Books**

Copyright: **2015**

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

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

| STRONG | WEAK   |
|--------|--|
|        | 1. Scope and Quality of Content (Non-Negotiable) * |
|        | 2. Range and Volume of Sources (Non-Negotiable)    |
|        | 3. Questions and Tasks (Non-Negotiable)            |
|        |  |
|        | * Strong in U.S. History                           |

Each set of submitted materials was evaluated for alignment with the [standards](#), beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.

**Tier 1 ratings** received a “Yes” for all Criteria 1 – 5.

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

**Tier 3 ratings** received a “No for at least one of the non-negotiable criteria.

Click below for complete grade-level reviews:

[World Geography \(Tier 3\)](#)

[Civics \(Tier 3\)](#)

[U. S. History \(Tier 3\)](#)

[World History \(Tier 3\)](#)



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| <b>STRONG</b> | <b>WEAK</b>                                      |
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|               | 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>I. Content</b>  |  |                        |  |
| <p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. SCOPE AND QUALITY OF CONTENT:</b></p> <p>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 type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> | <p><b>REQUIRED</b></p> <p><b>1a)</b> Materials address the content of 90% of the GLEs.</p> | <p><b>No</b></p>       | <p>The materials do not meet 90% of the GLEs for world geography. In fact, the correlations page provided by the publisher shows that only 76% of the world geography GLEs are addressed. In four out of five GLEs examined, only 20% of these GLEs are addressed effectively with depth and quality. For example, see GLE 2.4. ("Explain and give examples of natural and human processes...locations where these processes occur") where two of the three links on the correlation page are in Unit 10 and one is in Unit 14. Two are guided reading activities with questions and one is part of a lesson plan. There is some success in these but they only address United States issues and are more historical than geographical in nature. While they are quality items, they do not have the depth or effectiveness to help meet World Geography expectations.</p> <p>Another example is seen in GLE 3.2 ("Determine the unifying characteristics ...have experienced over time") where there are 49 links offered in the correlations, but only 2 show that they are high school specific. Three are middle school specific and the remaining 44 do not specify the grade level for which these are recommended. In the Unit 10 high school lesson plan about</p> |

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|----------|--------------------------------|------------------------|--|
|          |                                |                        | <p>Wilson and WWI neutrality, there is no mention of unifying characteristics that the U.S. possessed. There is mention of the desire to stay neutral, but there are no regional reasons presented, instead it appears as political.</p> <p>More examples include GLE 4.2 in Unit 1: The Roots of America where there is simply a link to a map of Greece and there are no other items. For G.6.4. there is one link on the correlation page to Unit 15, which is a guided reading activity on the Live Earth Concert. The questions provided for the reading do have quality but lack depth and effectiveness, since none of them ask the student to "Assess the role" which is the root of the GLE.</p> <p>The most successful GLE addressed, out of those researched, and was GLE 3.1 in Unit 10. Three different lesson plans address the cultural, political, and economic impact of the WWI era, prompting students to analyze, which is the core prompt of the GLE. Using all components of the lessons students can grasp the impact in the U.S. and some of the world regions and nations with enough depth and quality to make this an effective address of GLE 3.1.</p> |

| CRITERIA  | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (Yes/No) | JUSTIFICATION/ COMMENTS WITH EXAMPLES   |
|---|--|------------------------|---|
|   | <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. | <b>Yes</b>             | The materials provide at least two opportunities per unit for students to explore key questions in the lessons and provide them with vocabulary and synonym lists, anticipation guides, circular letter questions and primary source activities to build knowledge and skills. There also maps, paintings, photographs, and speeches. However, this content appears as a secondary or supplemental lesson and only if teacher directed. World Geography content is not a primary focus. |
| <b>Tier 1 and 2 Non-Negotiable</b><br><b>2. RANGE AND VOLUME OF SOURCES:</b><br>Materials include varied types of primary and secondary sources.<br><br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | <b>REQUIRED</b><br><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.                | <b>No</b>              | The main focus of the materials is not on primary and secondary sources to develop content knowledge and express claims on Louisiana World Geography standards.<br><br>The teacher will have to force connections in the materials to world geography content and assume that students possess prior knowledge. World Geography concepts and perspectives are not presented consistently.   |
|   | <b>REQUIRED</b><br><b>2b)</b> Materials include primary and secondary sources of different types (i.e., print and non-print, including video,                                  | <b>Yes</b>             | There are a variety of choices of primary and secondary sources available in the resources section such as diaries, journals, landmark  |

<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   |
|--|--|------------------------|---|
|  | audio, art, maps, charts, etc.) and varied lengths.  |                        | documents, literature, memorials, speeches, and correspondence.   |
|  | <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>                         | <b>Yes</b>             | In Facing a New Millennium, sources are presented both in support of and opposed to NAFTA so students can weigh the different positions. However, additional course specific content is needed.   |
|  | <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>                            | <b>Yes</b>             | In The First Global Era, there are multiple maps (historic and interactive) and different sources (Description of Timbuktu, etc.) for students to examine and employ historical thinking skills. However, additional sources to address course content are needed.  |
| <b>II. Claims</b>  |  |                        |   |
| <b>Tier 1 and 2 Non-Negotiable</b><br><b>3. QUESTIONS AND TASKS:</b><br>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 make and support claims about social | <b>REQUIRED</b><br><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). | <b>Yes</b>             | There are questions and tasks that focus on engaging students with content in varied contexts. For example, there are questions for guided readings, tasks such as webquests for students to conduct research, questions that ask students to consider different perspectives, etc. However, the questions and tasks need to be clearly focused on the content required by each course. |

<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.

<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  |
|---|---|------------------------|--|
| studies content.<br><br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | <b>REQUIRED</b><br><b>3b)</b> Coherent sequences of source-dependent questions <sup>5</sup> and tasks focus students on building knowledge and skill with content through various texts (primary and secondary sources), classroom research, conversations, etc. and then synthesizing and applying those understandings to recognize recurring themes and evaluate the causes and consequences of events and developments. | <b>No</b>              | The sequence within this book/material is chronological history. Source-dependent questions found throughout this book are geared towards historical events in History, not World Geography.   |
|   | <b>REQUIRED</b><br><b>3c)</b> Source-dependent written and oral tasks require students to demonstrate understanding of social studies content and make connections between ideas, people, and events across time and place, recognize recurring themes, and evaluate the causes and consequences of events and developments.  | <b>Yes</b>             | Source-dependent questions and tasks require students to demonstrate understanding and make connections. There are questions that ask students to look at causal relationships and make connections across time and place. For example, in The Early Republic, there are questions that encourage students to make connections between Cincinnatus and George Washington. However, the questions and tasks need better alignment to the content of the course. |
|   | <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>No</b>              | The materials do provide various modes of assessment (e.g., multiple choice, matching, essay, and short answer), which are unbiased and accessible to all students. However, there are no pre-tests or self-   |

<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).

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|---|---|------------------------|--|
|   |   |                        | assessments.   |
| <p><b>4. RESPONSE TO SOURCES:</b><br/>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><br/><b>4a)</b> Materials provide regular opportunities for students through discussions to develop claims about social studies content identified in the GLEs.</p>   | <b>No</b>              | These materials rely heavily on heavy reading and writing. The question prompts do have possible answers or a key; but there are no rubrics for all of the writing assignments, other than a list of possible answers. |
|   | <p><b>REQUIRED</b><br/><b>4b)</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>  | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met.   |
|   | <p><b>REQUIRED for grades 3-12 only</b><br/><b>4c)</b> A vast majority of written tasks require students to present well-defended claims and clear information, providing evidence to support valid inferences from sources to explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas.</p> | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met.   |
|   | <p><b>REQUIRED</b><br/><b>4d)</b> Materials provide frequent opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.</p>  | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met.   |

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|---|--|------------------------|---|
|   | <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>III. Scaffolding and Support</b>   |  |                        |   |
| <b>5. SCAFFOLDING AND SUPPORT:</b><br>Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.<br><br><input type="checkbox"/> Yes <input type="checkbox"/> No  | <b>REQUIRED</b><br><b>5a)</b> Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.  | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met.                                    |
|   | <b>REQUIRED</b><br><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><br><i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 5.<br><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.<br><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>  | <b>No</b>              | Materials do not adequately address the Louisiana Grade Level Expectations for World Geography at sufficient depth, |

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|--|--|------------------------|---|
|  |  |                        | accuracy, and quality to build social studies content knowledge.  |
| II: Claims   | 2. Range and Volume of Sources <b>(Non-Negotiable)</b> | <b>No</b>              | Materials do not include varied types of primary and secondary sources that are the main focus of the content or lessons.   |
|  | 3. Questions and Tasks <b>(Non-Negotiable)</b>         | <b>No</b>              | Materials do not offer enough opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate understanding of World Geography content. |
|  | 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><u>Tier III, Not representing quality</u></b> |  |                        |   |



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Grade/Course: **Civics**

Publisher: **AKJ Books**

Copyright: **2015**

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

| <b>STRONG</b> | <b>WEAK</b>                                      |
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|               | 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.

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|--|--|------------------------|--|
| <b>I. Content</b>  |  |                        |  |
| <p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. SCOPE AND QUALITY OF CONTENT:</b></p> <p>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 type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> | <p><b>REQUIRED</b></p> <p><b>1a)</b> Materials address the content of 90% of the GLEs.</p> | <p><b>No</b></p>       | <p>The materials do not meet 90% of the GLE's for Civics. In fact, the correlation page presented by the publisher also claims that 79% of these GLEs are addressed. Instead, the focus of the text appears to be primarily on US History GLEs. In four out of five Civics GLEs evaluated the content provides only a glance over and not in depth evaluation of content upon which to build knowledge in social studies. For example, in Unit 4 The Birth of Liberty, standard 1.5 in which students are to explain the issues involved in various compromises or plans leading to the creation of the United States Constitution, documents such as the Virginia Plan and New Jersey Plan are found, but the plans are not adequately addressed to meet the depth and quality of the GLE to build social studies content. Once found in the Primary document section of Unit 4, copies of the Plans are located there, but no direction for students to explain how the issues of the plans lead to the creation of the United States Constitution. In another example, Unit 11 Boom and Bust, standard 4.1 in which students are to describe the elements of United States domestic policy, the text concentrates on the Great Depression] the text does not adequately address what the elements of the United States domestic</p> |

| CRITERIA  | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (Yes/No) | JUSTIFICATION/ COMMENTS WITH EXAMPLES   |
|---|--|------------------------|---|
|   |  |                        | policy should include to be clarified as a US domestic policy.<br>Finally, there is no mention of financial literacy as required in standards 8.1 to 8.5.   |
|   | <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. | <b>Yes</b>             | The materials provide at least two opportunities per unit for students to explore key questions in the subject and provides vocabulary and synonym lists, anticipation guides, circular letter questions and graphic organizers that students must create to build knowledge and skills. There also maps, paintings, photographs, and speeches. However, only a few questions found in the unit assessment address any excerpts from a primary document in Part IV short answer and Part V Essay of the text. Civics concepts are not directly addressed. |
| <b>Tier 1 and 2 Non-Negotiable</b><br><b>2. RANGE AND VOLUME OF SOURCES:</b><br>Materials include varied types of primary and secondary sources.<br><br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | <b>REQUIRED</b><br><b>2a)</b> The main focus of the materials is on primary and secondary sources <sup>6</sup> to develop content knowledge and express claims.                | <b>No</b>              | The main focus of the materials is not on primary and secondary sources (e.g., a teacher would have to search the library for a primary document in the resource section). Diaries, journals, landmark documents, literature, memorials, speeches, and correspondence can be found the primary  |

<sup>6</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  |
|-------------------|--|------------------------|--|
|                   |  |                        | source section of the text.  |
|                   | <b>REQUIRED</b><br><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.                | <b>Yes</b>             | There are a variety of choices of primary and secondary sources available in the resources section such as diaries, journals, landmark documents, literature, memorials, speeches, and correspondence.                                       |
|                   | <b>2c)</b> Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing <sup>7</sup> and corroboration. <sup>8</sup> | <b>Yes</b>             | In Cold War and Civil Rights, differing perspectives are provided for students to compare and contrast (e.g., see King's and Wallace's perspectives on the Civil Rights Act of 1964). However, additional course-specific content is needed. |
|                   | <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>9</sup>    | <b>Yes</b>             | In Roots of America, multiple documents are provided for students to compare different government ideas across time and place. However, additional sources to address course content are needed.   |
| <b>II. Claims</b> |  |                        |  |

<sup>7</sup> Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.

<sup>8</sup> Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

<sup>9</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><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>3. QUESTIONS AND TASKS:</b></p> <p>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 make and support claims about social studies content.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> | <p><b>REQUIRED</b></p> <p><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>There are questions and tasks that focus on engaging students with content in varied contexts. For example, there are questions for guided readings, tasks such as webquests for students to conduct research, questions that ask students to consider different perspectives, etc. However, the questions and tasks need to be clearly focused on the content required by each course.</p>              |
|  | <p><b>REQUIRED</b></p> <p><b>3b)</b> Coherent sequences of source-dependent questions<sup>10</sup> and tasks focus students on building knowledge and skill with content through various texts (primary and secondary sources), classroom research, conversations, etc. and then synthesizing and applying those understandings to recognize recurring themes and evaluate the causes and consequences of events and developments.</p> | <p><b>No</b></p>       | <p>There were no coherent sequences of source-dependent questions and tasks found that focus on students building knowledge and skill with content through various texts. Out of 15 units, there were many primary documents, none of which had source-dependent questions that accompanied them.</p>   |
|  | <p><b>REQUIRED</b></p> <p><b>3c)</b> Source-dependent written and oral tasks require students to demonstrate understanding of social studies content and make connections between ideas, people, and events across time and place, recognize recurring themes, and evaluate the causes and consequences of events and developments.</p>  | <p><b>Yes</b></p>      | <p>Source-dependent questions and tasks require students to demonstrate understanding and make connections. There are questions that ask students to look at causal relationships and make connections across time and place. For example, in The Early Republic, there are questions that encourage students to make connections between Cincinnatus and George Washington. However, the questions and</p> |

<sup>10</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  |
|--|--|------------------------|--|
|  |  |                        | tasks need better alignment to the content of the course.  |
|  | <p><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>   | <b>No</b>              | The materials do provide various modes of assessment (e.g., multiple choice, matching, essay, and short answer), which are unbiased and accessible to all students. However, there are no pre-tests or self-assessments.   |
|  | <p><b>3e)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>   | <b>No</b>              | Aligned rubrics or assessment guidelines in the textbook are included, and provide some, though weak in terms of providing teachers with, guidance for interpreting student performance. Rubrics for student collaboration, multimedia, student presentations, podcasting research papers, timelines, and web quests are found under the rubric section of the teaching resource section of the text. However, no student work exemplars are included. |
| <p><b>4. RESPONSE TO SOURCES:</b><br/>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><b>REQUIRED</b><br/><b>4a)</b> Materials provide regular opportunities for students through discussions to develop claims about social studies content identified in the GLEs.</p>  | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met.   |
|  | <p><b>REQUIRED</b><br/><b>4b)</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> | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met.   |
|  | <p><b>REQUIRED for grades 3-12 only</b></p>  | <b>Not Evaluated</b>   | This section was not evaluated because the   |

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (Yes/No) | JUSTIFICATION/ COMMENTS WITH EXAMPLES  |
|--|---|------------------------|--|
| <input type="checkbox"/> Yes <input type="checkbox"/> No   | <b>4c)</b> A vast majority of written tasks require students to present well-defended claims and clear information, providing evidence to support valid inferences from sources to explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas. |                        | non-negotiable criteria were not met.  |
|  | <b>REQUIRED</b><br><b>4d)</b> Materials provide frequent 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>III. Scaffolding and Support</b>  |   |                        |  |
| <b>5. SCAFFOLDING AND SUPPORT:</b><br>Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.<br><br><input type="checkbox"/> Yes <input type="checkbox"/> No | <b>REQUIRED</b><br><b>5a)</b> Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.   | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |
|  | <b>REQUIRED</b><br><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. |

| CRITERIA  | INDICATORS OF SUPERIOR QUALITY                          | MEETS METRICS (Yes/No) | JUSTIFICATION/ COMMENTS WITH EXAMPLES  |
|---|---|------------------------|--|
| <b>FINAL EVALUATION</b><br><i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 5.<br><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.<br><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> | <b>No</b>              | The materials do not meet 90% of the GLEs for Civics.  |
|   | 2. Range and Volume of Sources <b>(Non-Negotiable)</b>  | <b>No</b>              | While the materials provide varied types of primary and secondary sources, they are not the main focus of civics lessons.  |
| II: Claims  | 3. Questions and Tasks <b>(Non-Negotiable)</b>          | <b>No</b>              | Questions and tasks do not focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, and answering multiple-choice questions, engaging in speaking/ listening under the Louisiana Civic Standards. No questions are found to engage students in the text. |
|   | 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.   |
| <b>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></b>  |   |                        |  |



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 explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas.

To accomplish this, they:

- Use key questions to build understanding of content through multiple sources
- Corroborate sources and evaluate evidence by considering author, occasion, and purpose

**Claims:** Students develop and express claims through discussions and writing which examine the impact of relationships between ideas, people, and events across time and place.

To accomplish this, they:

- Recognize recurring themes and patterns in history, geography, economics, and civics
- Evaluate the causes and consequences of events and developments

Title: **Cicero: History Beyond the Textbook**

Grade/Course: **U. S. History**

Publisher: **AKJ Books**

Copyright: **2015**

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>I. Content</b>  |   |                        |   |
| <p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. SCOPE AND QUALITY OF CONTENT:</b></p> <p>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</b></p> <p><b>1a)</b> Materials address the content of 90% of the GLEs.</p>  | <p><b>Yes</b></p>      | <p>The materials address 100 % of the Grade Level Expectations for Louisiana U.S. History Standards. During examination of the correlations provided by the publisher, 19 out of 19 GLEs were found to successfully meet the GLEs with quality, depth, and effectiveness.</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>Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the U.S. History Grade Level Expectations.</p> <p>Four examples are: 1) GLE US.4.8. Examine the role of minority groups, including women, on the home front and in the military and describe how it changed their status in society; 2) a guided reading activity on the Zoot Suit Riots in Unit 12, World War II. The reading comes with 5 key questions; 3) Standard 3, Foreign Policy through World War I. where an activity related to the Spanish Flu outbreak provides five key questions; and 4) GLE 3.6 on Woodrow Wilson's Fourteen Points as a guided reading with 8 text dependent questions.</p> |

| CRITERIA  | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (Yes/No) | JUSTIFICATION/ COMMENTS WITH EXAMPLES   |
|---|--|------------------------|---|
| <p><b>Tier 1 and 2 Non-Negotiable</b><br/> <b>2. RANGE AND VOLUME OF SOURCES:</b><br/>           Materials include varied types of primary and secondary sources.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> | <p><b>REQUIRED</b><br/> <b>2a)</b> The main focus of the materials is on primary and secondary sources<sup>11</sup> to develop content knowledge and express claims.</p>                                   | <p><b>No</b></p>       | <p>The main focus of the materials is not on primary secondary sources to develop content knowledge and express claims. For example, the primary and secondary sources are not imbedded within the text or the guided readings. Instead, they are found in a separate but related section for Primary Resources. Each unit of the text has a library of primary sources with the majority of the following found in each unit: Diaries and Journals, Speeches, Maps, Historical Documents (e.g., treaties, court cases, laws, legislation, and correspondences)</p> |
|   | <p><b>REQUIRED</b><br/> <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>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. While the primary and secondary sources are found outside of the guided readings there is a wide range of types of resources found in this text. Each unit has some of the following options: Diaries, journals, varied types of literature, speeches, correspondence, landmark documents, maps and activities, historical maps, multimedia, video, audio,</p>                               |

<sup>11</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   |
|----------|---|------------------------|---|
|          |   |                        | and memorials.  |
|          | <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>12</sup> and corroboration.<sup>13</sup></p> | <p><b>Yes</b></p>      | <p>The sources for US History could be more purposefully integrated, but consistently provide different perspectives and opportunities for comparison and contrast, including sourcing and corroboration. For example in Lesson 2 of Unit 14, A New Economy: The Gulf War, there are numerous speeches and correspondence provided from this era. There are two diary entries; one of which, the "Gulf War Diary" is quite lengthy, beginning August 1, 1990 with excerpts to April 22, 1991. Numerous details document the person's experiences. Another good example is found in Unit 15 where the activity on the War in Iraq allows students to read and analyze the perspectives of Vice President Dick Cheney and President Barack Obama on the "Iraq War."</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>14</sup></p>    | <p><b>Yes</b></p>      | <p>Sources focus on different time periods and enable students to make connections across time, including contextualization. For example in Unit 13, Cold War and Civil Rights, there is a lesson on the making Historical Connections tab where two readings are used together (i.e., Henry</p>  |

<sup>12</sup> Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.

<sup>13</sup> Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

<sup>14</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>Hudson's Half-Moon from 1606-1610 and USS Nautilus from 1958) and then summarized to show the similarities followed by five questions that accompany the readings. Additionally in Unit 10, Global Power and World War I, the lesson engages students in an activity found under the Historical Connections tab called the Sedition Acts. The activity allows to students to compare the Alien and Sedition Acts of 1798 and the Sedition Act of 1918. In Unit 15 under the Historical Connections tab there is an activity on Surprise Attacks where students compare Pearl Harbor 1941 to the Twin Towers of 2011.</p> |
| <b>II. Claims</b>  |   |                        |   |
| <p><b>Tier 1 and 2 Non-Negotiable</b><br/> <b>3. QUESTIONS AND TASKS:</b><br/> 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 make and support claims about social studies content.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> | <p><b>REQUIRED</b><br/> <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 questions focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, and answering multiple-choice questions, engaging in speaking/ listening)</p> <p>Although there were no Document Based Question Tasks found in the text each unit has a number of guided readings under the Activities tab and each of the guided readings have questions that ask students to engage with the text. An example is found in Unit 11, Boom and Bust, which has 19 guided readings, each with text dependent</p>  |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (Yes/No) | JUSTIFICATION/ COMMENTS WITH EXAMPLES   |
|----------|--|------------------------|---|
|          |  |                        | questions. Some of the topics covered include: Bonus Army, Stock Market Crash, and the Dust Bowl.   |
|          | <p><b>REQUIRED</b><br/> <b>3b)</b> Coherent sequences of source-dependent questions<sup>15</sup> and tasks focus students on building knowledge and skill with content through various texts (primary and secondary sources), classroom research, conversations, etc. and then synthesizing and applying those understandings to recognize recurring themes and evaluate the causes and consequences of events and developments.</p> | <b>No</b>              | There is not a coherent sequence of source-dependent questions and tasks that focus on students building knowledge and skill with content through various texts (e.g., primary and secondary sources, classroom research, conversations, etc.) which then allow students to synthesize and apply those understandings in ways to recognize recurring themes and evaluate the causes and consequences of the events and developments. In addition, the primary documents found under the Historical Documents folder do not contain source-dependent questions. The document is to be read but lacks suggested or direct follow-up activities. |
|          | <p><b>REQUIRED</b><br/> <b>3c)</b> Source-dependent written and oral tasks require students to demonstrate understanding of social studies content and make connections between ideas, people, and events across time and place, recognize recurring themes, and evaluate the causes and consequences of events and developments.</p>  | <b>Yes</b>             | Source-dependent questions and tasks require students to demonstrate understanding and make connections. For example, in the Civil Rights Unit, there are two extension activities that meet this indicator. These types of extension activities can be found under the lesson plan link: 1.  |

<sup>15</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   |
|----------|--------------------------------|------------------------|---|
|          |                                |                        | <p>Students can read Martin Luther King’s “I Have a Dream” speech. The speech demonstrated the need for reform in America in the 1960s and the difficulties of the struggle for reform for African Americans. Students can research a modern-day cause such as immigration, global warming, women’s rights, or third-world nations and its people. Students will write a one-page speech advocating the need for reform for an issue they are interested in researching; and 2. Using the Declaration of Independence’s famous statement “All men are created equal” as an example, students will examine the issue of how to interpret the meaning of a statement in context. For example, in this case, when Jefferson wrote, “All men are created equal,” did he write in the context of a slave owner in the late 1700s, with the understanding that referring to “all men” meant he was talking about only free, white men? Did Jefferson write it as a slave owner who had very conflicted feelings about slavery. Did he mean “all men” in the modern sense, hoping that this goal might be met someday? Students can write an opinion piece based on reading at least three primary sources.</p> <p>Additionally in Unit 10, Global Power and World War I, there is an activity found under</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (Yes/No) | JUSTIFICATION/ COMMENTS WITH EXAMPLES  |
|----------|--|------------------------|--|
|          |  |                        | <p>the Historical Connections tab called Sedition Acts. This activity allows to students to compare the Alien and Sedition Acts of 1798 and the Sedition Act of 1918. In Unit 15, under Historical Connections, there is an activity on Surprise Attacks. Students compare Pearl Harbor 1941 to the Twin Towers of 2011.</p>   |
|          | <p><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>       | <p><b>No</b></p>       | <p>Materials do not use varied modes of assessment that include a range of pre-formative, summative, and self-assessment measures that are unbiased and accessible to all students. The only modes of assessment available inside in the guided reading are questions. There are no pretest or self-checks. There is one type of final assessment under the assessment link under Teaching Resources.</p>  |
|          | <p><b>3e)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p> | <p><b>No</b></p>       | <p>Aligned rubrics or assessment guidelines are included within the textbook and provide some guidance for interpreting student performance. However, this section is a weak spot as far as actual execution of providing teachers with guidance.</p> <p>An example of success is found in the unit pacing guide, on how to build projects, plans and assessment, where there are instructions on how to complete the projects and how students will be assessed in this</p> |

| CRITERIA  | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (Yes/No)      | JUSTIFICATION/ COMMENTS WITH EXAMPLES   |
|---|--|-----------------------------|---|
|   |  |                             | <p>section of the text. However, the lessons, which provide prompts for students, provide little guidance as to possible student answers. The material and its lessons are very heavy on reading and writing. Despite all of the prompts, there is no link to any of the rubrics. They exist in the program, but must be sought since they do not accompany the lesson.</p> <p>The Teaching Resources page has 9 rubrics available (e.g., collaboration, multimedia, oral presentations, and research papers etc...), but these are not connected and must be found by going to that page. Training to work with this site is a must.</p> |
| <p><b>4. RESPONSE TO SOURCES:</b><br/>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><br/><b>4a)</b> Materials provide regular opportunities for students through discussions to develop claims about social studies content identified in the GLEs.</p>  | <p><b>Not Evaluated</b></p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p>   |
|   | <p><b>REQUIRED</b><br/><b>4b)</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>   | <p><b>Not Evaluated</b></p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p>   |
|   | <p><b>REQUIRED for grades 3-12 only</b><br/><b>4c)</b> A vast majority of written tasks require students to present well-defended claims and clear information, providing evidence to support valid inferences from sources to explain how society, the environment, the political and economic landscape, and historical events influence</p> | <p><b>Not Evaluated</b></p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p>   |

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (Yes/No) | JUSTIFICATION/ COMMENTS WITH EXAMPLES  |
|--|--|------------------------|--|
|  | perspectives, values, traditions, and ideas.   |                        |  |
|  | <b>REQUIRED</b><br><b>4d)</b> Materials provide frequent 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>III. Scaffolding and Support</b>  |  |                        |  |
| <b>5. SCAFFOLDING AND SUPPORT:</b><br>Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.<br><br><input type="checkbox"/> Yes <input type="checkbox"/> No | <b>REQUIRED</b><br><b>5a)</b> Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.  | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |
|  | <b>REQUIRED</b><br><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. |

| CRITERIA  | INDICATORS OF SUPERIOR QUALITY                          | MEETS METRICS (Yes/No) | JUSTIFICATION/ COMMENTS WITH EXAMPLES  |
|---|---|------------------------|--|
| <b>FINAL EVALUATION</b><br><i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 5.<br><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.<br><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> | <b>Yes</b>             | Materials adequately address the Louisiana Grade-Level Expectations at sufficient depth, accuracy and quality to build U.S. History content knowledge. |
|   | 2. Range and Volume of Sources <b>(Non-Negotiable)</b>  | <b>No</b>              | Materials include varied types of primary and secondary sources, however these are not the main focus of the text.                                     |
| II: Claims  | 3. Questions and Tasks <b>(Non-Negotiable)</b>          | <b>No</b>              | There are no tasks in the text nor do the primary documents have accompanied questions to further student content development or claims.               |
|   | 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  |
| <b>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></b>  |   |                        |  |



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 explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas.

To accomplish this, they:

- Use key questions to build understanding of content through multiple sources
- Corroborate sources and evaluate evidence by considering author, occasion, and purpose

**Claims:** Students develop and express claims through discussions and writing which examine the impact of relationships between ideas, people, and events across time and place.

To accomplish this, they:

- Recognize recurring themes and patterns in history, geography, economics, and civics
- Evaluate the causes and consequences of events and developments

Title: **Cicero: History Beyond the Textbook**

Grade/Course: **World History**

Publisher: **AKJ Books**

Copyright: **2015**

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>I. Content</b>  |  |                        |   |
| <p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. SCOPE AND QUALITY OF CONTENT:</b></p> <p>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 type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> | <p><b>REQUIRED</b></p> <p><b>1a)</b> Materials address the content of 90% of the GLEs.</p> | <p><b>No</b></p>       | <p>According to the publisher’s correlation page, 99% of the 2011 Social Studies Grade-Level Expectations for World History have been addressed. However, in 3 out of 4 GLEs examined, the standards are not adequately addressed in terms of depth, quality, or effectiveness. For example, The Renaissance and Reformation is to be addressed in World History GLE 2.1 (...people of the Renaissance...influenced social and cultural change). Unit 1 covers several Political Philosophers, but there is no mention of cultural individuals such as da Vinci, Raphael, Donatello, or Shakespeare. In addition, GLE 3.4 is to address the French Revolution and Napoleon Bonaparte, but they are only mentioned within the French Revolution. Three of these mentions are 1-2 sentences in length and have no depth. Also, GLE 5.3 (i.e., to describe...effects of European and American imperialism in Africa, Asia, and the Americas) shown on the correlation page offers two high school level opportunities, one a guided reading activity with questions that adequately address GLE 5.2, but not 5.3; and, the other addressing 5.3, but leaves out Africa. Unit 4 contains a lesson about the French Revolution, where comparison and contrast between the English and French Revolutions is provided. However, this lesson</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (Yes/No) | JUSTIFICATION/ COMMENTS WITH EXAMPLES  |
|----------|---|------------------------|--|
|          |   |                        | <p>makes only one mention on Napoleon (appears on a portrait in the Early Republics Gallery collection), and four out of five components of this particular GLE are omitted.</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>At least two opportunities per unit are presented for students to explore key questions in the subject area. There are also vocabulary and synonym lists, anticipation guides, circular letter questions and primary source activities to build knowledge and skills. There also maps, paintings, photographs, and speeches.</p> <p>While the materials attempt to make connections to the GLEs, they do not adequately challenge students to explore the key questions for World History. For example, see GLE 2.3 "How did Technologies influence the European Age of Explorers" addressed in Unit 2 of the Teacher Resources. The lesson objective is for teachers to show how explorers were motivated and how their accomplishments encourage others. The lesson material does not show how technology influenced the European Age of Explorers, which is the intent of the GLE.</p> |

| CRITERIA  | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (Yes/No) | JUSTIFICATION/ COMMENTS WITH EXAMPLES   |
|---|--|------------------------|---|
| <p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>2. RANGE AND VOLUME OF SOURCES:</b></p> <p>Materials include varied types of primary and secondary sources.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> | <p><b>REQUIRED</b></p> <p><b>2a)</b> The main focus of the materials is on primary and secondary sources<sup>16</sup> to develop content knowledge and express claims.</p> | <p><b>No</b></p>       | <p>Primary and secondary sources are not the main focus within the materials as an imbedded part of the text or the guided readings. Instead, they are found in a separate section.</p> <p>For example in Unit 9, Industry and Migration, there are 12 lessons with great ideas on how to cover the content, some of which includes primary and secondary sources. However, these sources are presented as components of a lesson and are not the main focus. In Lesson 8, on Police Forces, students research their local police department and present thought provoking class discussion questions and comparison and contrast questions, but there are no primary or secondary resources used as part of the lesson. In addition, while the lessons offer many good ideas, they are not resource-dependent and are presented as supplemental content.</p> |
|   | <p><b>REQUIRED</b></p> <p><b>2b)</b> Materials include primary and secondary sources of different types (i.e., print and non-print, including video,</p>                   | <p><b>Yes</b></p>      | <p>The program offers primary and secondary sources of different types and varied lengths. In the Roots of America unit for example</p>   |

<sup>16</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  |
|----------|--|------------------------|--|
|          | audio, art, maps, charts, etc.) and varied lengths.  |                        | <p>there are three propaganda images and paintings that show places and events.</p> <p>It should be mentioned that while there are videos, most are merely an adult speaking along with various pictures. Footage from an event was not found and much of the material would not be engaging for an average high school student.</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>17</sup> and corroboration. <sup>18</sup> | <b>Yes</b>             | <p>The sources for World History could be more purposefully integrated, but did consistently provide different perspectives and opportunities for comparison and contrast, including sourcing and corroboration. For example, in Unit 13 Lesson 4, students are asked the following types of questions: "Which countries have the technology to generate nuclear weapons? If detonated, what level of destruction would a nuclear weapon leave behind? Is the knowledge of this technology safe in the hands of all political leaders around the world? How can we ensure that this technology is used responsibly?" In this lesson, students explore the answers to these questions, review the Non-Nuclear Proliferation Treaty of 1970 and create a modern version of the treaty.</p> |

<sup>17</sup> Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.

<sup>18</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>However, a missed opportunity was identified in Unit 5, The Early Republic where the focus is on the Monroe Doctrine. The body of work exists, but lacks an activity for comparison and contrast or mention of any documents that would later come to change or add to the Monroe Doctrine. In addition, the focus and application of the materials seem inconsistent here. Comparison and contrast tasks are difficult to find lacking hyperlinks within the online lesson plans or the resources to ensure that the correct resources are used. While some lessons provide a list of document that should be used, the numerous steps required to identify them seem disconnected (e.g., as when trying to plan or implement the lesson). There are many primary sources included, however the secondary sources offered are biographies or background information that the materials present.</p> |

| 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>19</sup></p>                              | <p><b>Yes</b></p>      | <p>The materials focus on both primary and secondary sources from different time periods to enable students to make connections, although, some obvious ones are left out. For example, in Unit 5, the Early Republic address of the Monroe Doctrine there is no connection to The Roosevelt Corollary, the Monroe Doctrine, or to the Truman Doctrine. While these would not need to be covered in detail, there should be some type of connection made.</p> |
| <b>II. Claims</b>  |   |                        |   |
| <p><b>Tier 1 and 2 Non-Negotiable</b><br/> <b>3. QUESTIONS AND TASKS:</b><br/> 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 make and support claims about social studies content.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> | <p><b>REQUIRED</b><br/> <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>There are questions and tasks that focus on engaging students with content in varied contexts. For example, there are questions for guided readings, tasks such as webquests for students to conduct research, questions that ask students to consider different perspectives, etc. However, the questions and tasks need to be clearly focused on the content required by each course.</p>  |

<sup>19</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><b>REQUIRED</b><br/> <b>3b)</b> Coherent sequences of source-dependent questions<sup>20</sup> and tasks focus students on building knowledge and skill with content through various texts (primary and secondary sources), classroom research, conversations, etc. and then synthesizing and applying those understandings to recognize recurring themes and evaluate the causes and consequences of events and developments.</p> | <b>No</b>              | <p>There are many suggestions for research, conversations, etc. with some source-dependent and task focused questions, but few are geared towards content that builds knowledge or skill. For example, Unit 10 deals with Wilson's 14 points. For homework students must examine Wilson's 14 points and answer some questions. Then students are asked to write a seven-paragraph newspaper article using historical facts to either defend Senator Lodge or President Wilson's stand on the issue. There is also a wrap-up of asking the students if they think the U.S. should have joined the League of Nations and there is also a Venn diagram of the League of Nations and the United Nations. While this is a very good assignment layout, it does not prompt any worldview. A teacher would therefore have to develop additional materials and prompts to make the available fragmented content work.</p> |
|          | <p><b>REQUIRED</b><br/> <b>3c)</b> Source-dependent written and oral tasks require students to demonstrate understanding of social studies content and make connections between ideas, people, and events across time and place, recognize recurring themes,</p>   | <b>Yes</b>             | <p>Written and oral tasks are source dependent and students are asked to make connections. In the Historical Connections section, readers are asked to compare and contrast</p>   |

<sup>20</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   |
|----------|---|------------------------|---|
|          | and evaluate the causes and consequences of events and developments.  |                        | historical events, people or time periods. However, depending on the order in which students learn history, they may need additional background knowledge. This would require mini-historical lessons in order for students to complete the activity or assigned task. For example, in Unit 12. Lesson 6, students research the basic facts on the Japanese attack on Pearl Harbor 1941. They are asked, "What prompted this attack?" Using the information gathered, students then conduct a debate using the American and Japanese perspectives of the events leading up to and including the attack on Pearl Harbor. Students must then draw conclusions and make connections between the attack on Pearl Harbor and the 9/11 attacks of 2001. |
|          | <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>No</b>              | Materials do not use varied modes of assessment. Most forms of summative assessment are in essay format. There are some questions and prompts, but most are written assignments. Some formative assignments are foldables, but they are not a staple of every unit lesson.  |
|          | <b>3e)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance. | <b>No</b>              | There are keys provided to the prompts, but rubrics for the many writing prompts are absent.  |

| CRITERIA  | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (Yes/No)      | JUSTIFICATION/ COMMENTS WITH EXAMPLES   |
|---|---|-----------------------------|---|
| <p><b>4. RESPONSE TO SOURCES:</b><br/>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><br/><b>4a)</b> Materials provide regular opportunities for students through discussions to develop claims about social studies content identified in the GLEs.</p>   | <p><b>Not Evaluated</b></p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |
|   | <p><b>REQUIRED</b><br/><b>4b)</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>  | <p><b>Not Evaluated</b></p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |
|   | <p><b>REQUIRED for grades 3-12 only</b><br/><b>4c)</b> A vast majority of written tasks require students to present well-defended claims and clear information, providing evidence to support valid inferences from sources to explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas.</p> | <p><b>Not Evaluated</b></p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |
|   | <p><b>REQUIRED</b><br/><b>4d)</b> Materials provide frequent 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>Not Evaluated</b></p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |
|   | <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>  | <p><b>Not Evaluated</b></p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |
| <p><b>III. Scaffolding and Support</b></p>  |   |                             |   |
| <p><b>5. SCAFFOLDING AND SUPPORT:</b><br/>Materials provide all students with extensive opportunities and support to explore key questions</p>  | <p><b>REQUIRED</b><br/><b>5a)</b> Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.</p>   | <p><b>Not Evaluated</b></p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |

| CRITERIA  | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (Yes/No) | JUSTIFICATION/ COMMENTS WITH EXAMPLES  |
|---|--|------------------------|--|
| using multiple sources to make claims about social studies content.<br><br><input type="checkbox"/> Yes <input type="checkbox"/> No | <b>REQUIRED</b><br><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. |

**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>No</b> | The materials do not adequately address the Louisiana's Grade Level Expectations at sufficient depth, accuracy, and quality to build content knowledge or skill in World History. |
|            | 2. Range and Volume of Sources <b>(Non-Negotiable)</b>  | <b>No</b> | While the materials include a variety of types of primary and secondary sources, these are not an embedded part of the lessons, nor are they the main focus of the lessons.       |

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY                 | MEETS METRICS (Yes/No) | JUSTIFICATION/ COMMENTS WITH EXAMPLES   |
|--|--|------------------------|---|
| II: Claims   | 3. Questions and Tasks <b>(Non-Negotiable)</b> | <b>No</b>              | Materials do not offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the Grade Level Expectations with source(s). |
|  | 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><u>Tier III, Not representing quality</u></b> |  |                        |   |

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.