



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: **World Cultures and Geography**

Grade/Course: **9**

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:

STRONG	WEAK
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
Section I. Content			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. SCOPE AND QUALITY OF CONTENT:</p> <p>Materials adequately address the Louisiana’s Grade-Level Expectations (GLEs) 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>REQUIRED (FULL CURRICULUM ONLY)</p> <p>1a) Materials address the content of 90% of the GLEs.</p>	<p>Yes</p>	<p>The materials in the textbook address 90% of the GLEs. For example, standards 1-6 are found consistently throughout the course of the text.</p> <p>For example, In Chapter 1, The Geographer's Toolbox, standard 1 is addressed to allow the student to think spatially, learn about themes and elements, introduces world regions and where they are located, evaluate the elements of a map, analyze map projections and map scales, note the difference between political and physical maps and map themes.</p> <p>In addition, in Chapter 2, Section 3, the materials provided uses landform maps to represent the major landforms of the world. This would be represented in World Geography GLEs: WG 1.4.</p> <p>In Unit 4, Chapter 10, Section 2.4, it focuses on the migration patterns that occur in Europe. Students look at the push/pull factors of migration within Europe and the problems that are associated with this migration within the Continent. (W.G. 5.1)</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>1b) 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>Yes</p>	<p>The materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs. One example in which students would explore key questions is evident in Chapter 3, Section 1.2 on page 80 and 81. Students are asked a series of questions that asks students to interpret a map based on the Great Plains. It then moves to asking students about the differences in climate across the region. It then looks at how people would transport goods across the Great Plains and students are required to provide evidence from the information presented and maps.</p> <p>At the end of each chapter, the publisher provides a range of questions that explore key questions about the content of that particular chapter. They explore essential questions and then extend a student’s knowledge by focusing on the specific topic through other types of questioning. An example of this can be found in Chapter 16, pages 460-461. The essential question focuses on analyzing how resources and migration shaped culture in Southeast Asia and North Africa. In addition to the essential question, there are supporting questions that extend the understanding of that GLE.</p> <p>For instance, on page 10, students are given</p>

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			two essential questions to evaluate for Chapters 1 and 2. On page 13, and ongoing assessment is found that invite the students to make inferences and use directional words in answering a question about location. On the same page, a picture of Denver, Colorado and Chicago, Illinois is found, students are being more than exposed to the two locations; they are also questioned about how these different locations affect the activities of people who live in these cities. Students are successfully questioned about the standards in the standardized test practices, section quizzes, vocabulary practice, and document based questions and Chapter assessments.
<p>Tier 1 and 2 Non-Negotiable</p> <p>2. RANGE AND VOLUME OF SOURCES:</p> <p>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>REQUIRED</p> <p>2a) The main focus of the materials is on primary and secondary sources¹ to develop content knowledge and express claims; materials may also include text to support students in using the sources.</p>	<p>No</p>	<p>The main focus of the materials is not on primary and secondary sources that are used to develop content knowledge and express claims. The materials have a wealth of secondary sources and do provide some primary source material; however, they do not add any extra understanding to the material being presented. One example can be found in Chapter 1, in the chapter review on page 31. Students would read an excerpt</p>

¹ 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) 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>.

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			<p>on the writings on Sir John Hunt and climbing Mt. Everest. Students would answer questions on Human-Environment Interaction and the interpretation of the sources. There are few instances of Document Based Questions sections; however, again, they are few and far between in the materials provided. In addition, in every unit, a geo- video is available with pictures indicating the content, but no questions are located at the end of the videos to develop content knowledge and allow students to make claims. In the standardized test that is offered primary documents are located there to assess student knowledge, but again this is not the main focus of the world geography materials. Explorer video clips are also available, but again no questions follow to build student knowledge.</p> <p>There are also missed opportunities that the publisher could have placed more primary sources or extend the analysis of the source to help with understanding. One example would be to place a case study/document based question on the Declaration of Independence/Constitution and other founding documents to enhance the learning for the government systems found in the United States and Canada. This would be</p>

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			<p>best placed in Chapter 3, Section 2. This would not only add to the understanding of North American government and history, but would help fulfill GLE WG. 4.5 better and allow for more analysis of the relationship between each government system.</p>
	<p>REQUIRED 2b) 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>Yes</p>	<p>Throughout the materials, primary and secondary sources of different types and varied lengths are found.</p> <p>For example, in Unit 2, Chapter 3, the following primary and secondary sources are found: a political map of the United States, various special purpose maps, an introductory video, an article on the Yucatan peninsula, various paintings and pictures, timelines, and excerpts from documents related to the Mexican Revolution. Chapter 11, which is located in Unit 6, includes the following primary and secondary sources: a physical map of Russia and the Eurasian Republics, various special purpose maps, an article on Siberian Lakes, timelines, various paintings and images related to important people and places. Additionally, Unit 12's Chapter 23 includes the following primary and secondary sources: a physical map of Australia, The Pacific Realm, and Antarctica, various special purpose maps, many photographs and paintings, Great Barrier Reef Infographic, timelines, an article on</p>

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			<p>vanishing languages in the region, various video clips.</p> <p>For example, in Chapter 1, in Stories Making History (Under News and Updates), a primary document is found, Mystery Man, with one critical thinking question to evaluate student understanding about human evolution.</p> <p>One example are videos that allow students and teachers to explore certain areas of the world.</p> <p>Furthermore, In Chapter 3, Section 1, "Exploring the Yucatan", students can view the work of Sam Meacham who explores underwater caves in Mexico and the importance of these eco-systems. Students are then asked to answer several questions based on the reading and video and how it helps understand human-environment interaction.</p> <p>Another example can be found throughout the different types of maps that are found throughout the materials provided. The publisher includes population maps, political and physical maps, and landform diagrams to allow for students to analyze and interpret.</p>

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	<p>2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing² and corroboration.³</p>	<p>No</p>	<p>Primary and secondary sources located in the materials rarely, if ever, reflect different perspectives in order for students to compare and contrast, source, and corroborate. Primary and secondary sources found within the materials are utilized in isolation the overwhelming majority of the time. Students are not regularly afforded the chance to examine sources from different perspectives.</p> <p>This is done for just one topic covered in the chapter, so limited opportunities are given. When it is present, the sources provided vary in the type and perspective, in terms that they are from a variety of people.</p> <p>Throughout the course of the text, students are asked to engage with the graphs, charts, or images. Such as on pg. 109, students are to find a location on a map, compare and contrast and analyze cause and effect.</p> <p>In each Unit, the publisher has inserted a "Comparing Across Regions" section in which they compare different ideas among different regions of the world. For example, at the end of Unit 4, pgs. 238-239, it has taken the subject of sports and the Olympics and compares the number of athletes, gold medals and the Gross Domestic Product for</p>

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

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

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			<p>5 countries. Students are then asked to answer questions based on the information provided.</p> <p>An area in which the publisher could improve in this area would be to add more primary sources that require students to complete more "sourcing" and "corroboration" activities. There is evidence of the publisher attempting to have students analyze documents through sourcing; however, it is not prevalent throughout the entire textbook. One example that is present is in Chapter 5, Section 2; students are asked to look at multiple documents based on the "Columbian Exchange". In a couple of the questions, students are asked to look at the point of view of the author and determine what point he is making. It then goes to ask what does each document tell you about the Columbian Exchange. If the materials provided more Document Based Questions, it would give the students more opportunities to understand information by sourcing.</p>
	<p>2d) 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.⁴</p>	<p>No</p>	<p>Though limited instances are found, students are not regularly provided opportunities to examine primary and secondary sources from different time periods in order to</p>

⁴ Contextualization asks students to determine the time and place a document was created and examine how those factors influence the content.

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			<p>contextualize and make connections across and within time periods. Primary and secondary sources are mainly utilized in isolation and there is direct effort in providing opportunities for students to utilize these resources in such a manner. Also, the materials are not presented to students in a manner that facilitates higher levels of learning.</p> <p>For example, the publisher could have added more examples like that in Chapter 5, page 159. The map lab encourages students to make inferences and discover why the United States wanted control over Cuba and Puerto Rico after the Spanish-American War. Or, on page 155, students evaluate between three primary documents, the effect of the Columbia Exchange on the food supply of Europe and the Americas.</p> <p>Both of these examples are noted, but only found rarely in the text.</p> <p>Another missed opportunity by the publisher is located in Chapter 17. The publisher gives students multiple documents based on Gandhi and Hinduism. The essential question in the documents is "What symbols influenced Gandhi and his followers." While it provides secondary and primary sources to help provide evidence to answer this question, the publisher could've provided another source that would have connected</p>

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			Gandhi's teachings to modern day Hinduism.
Section II. Claims			
<p>Tier 1 and 2 Non-Negotiable</p> <p>3. QUESTIONS AND TASKS:</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 understand social studies content.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>3a) 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>Yes</p>	<p>Throughout the materials, questions and tasks allow students to engage with the content in a variety of contexts. Each Chapter has many different activities that allow the student to engage with the materials in a multitude of ways.</p> <p>For example, in Chapter 7 of Unit 4, students engage with the material through the following activities: answering varying levels of questions related to maps and charts, reading and note-taking guides as well as vocabulary practice for each lesson, utilizing various graphic organizers, researching and debating industrial development near the rainforests, sketching maps, and reading and responding to an article related to the Nazca Culture. Unit 7's Chapter 13 and supplemental resources, provide students with additional questions and tasks for students to engage with the text in the following ways: reading and note taking guides for each Section, vocabulary practice for each Section, geo-activities for each Section, interpreting and answering questions related to provided maps and charts, the use of various graphic organizers,</p>

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			<p>interactive activities such as four corners or talk and think, an article with questions and activities related to Africa’s Wildlife, and a performance assessment utilizing a panel discussion. Chapter 19, found in Unit 10 also provides examples of how students engage with the materials through various questions and tasks. These include: Reading and note taking guides for each section, vocabulary practice for each section, geo-activities for each section, active review activities such as four corners and roundtable discussions, questions related to and analyzing maps and charts, graphic organizers, and an article and related questions and activities on Tracking Aquatic Wildlife.</p>
	<p>REQUIRED 3b) Coherent sequences of source-dependent questions⁵ 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>Yes</p>	<p>There are coherent sequences of source-dependent questions and tasks that allow for students to build, apply and synthesize knowledge through various ways to develop and understanding of social studies content. An example can be found in Chapter 3, Section 5 in the Document Based Questions section. First, students look at the four documents presented on the Mexican Revolution and answer generalized questions about the documents. Students are then asked to take the information in the</p>

⁵ 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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			<p>documents and construct a paragraph about the conditions of Mexico at the time of the Revolution using information from the documents. Another example of source dependent questions can be found in Chapter 24, Section 1, pages 668-669. Students are given two pictures and questions that require the students to analyze them. On page 669, students are asked to decide what services Sydney, Australia might offer compared other regions on the continent. Each map, reading and writing lab and set of primary source documents, like on page 210 and 211, offer students the opportunity to interpret, analyze and write a response that can support their writing skills.</p> <p>In addition, on page 213, students are to synthesize what they have learned and write journal entries and create charts to justify for their learning.</p> <p>Also, on page 221, students are to imagine that they and their family are living in South America and that student is to write a blog about their stay.</p> <p>Furthermore, in Chapter 5 there is a map on Triangular Trade. Accompanying the map are three questions that are scaffolded so that students most engage in higher order thinking through the progression of the questions. In the same chapter, there is a</p>

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	<p>REQUIRED 3c) 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>	<p>Yes</p>	<p>document-based activity on the Columbian Exchange. Accompanying each of the primary sources is a constructed response question. This is followed by a writing lab where students are required to analyze the document to respond to a prompt. Additionally, in Chapter 16, the article on Exploring Ancient Israel has coherent and logical activities to aid students through this content. There is an introductory video clip and a chart to use to activate prior knowledge. Also provided are guiding questions to lead a discussion. These questions progress from simple recall to more analysis. There are also differentiation options to aid English Language Learners and an option for Gifted and Talented.</p> <p>Throughout the materials, source-dependent written and oral tasks require students to make claims that exhibit student understanding of social studies content as it applies to various contexts and connections. For example, in Chapter 3, there is a document-based activity on the Mexican Revolution that allows students to analyze three primary source documents to determine the causes of the Mexican Revolution. Additionally, Chapter 10 allows students to examine the changing demographics of Europe and causes of</p>

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			<p>migration across place and time. Also, the document based activity found in Chapter 17 on Gandhi and the Bhagavad Gita requires students to examine primary documents from different time periods in order to draw conclusions on the importance of the Bhagavad Gita.</p> <p>Another example of how students are to make claims and demonstrate is in Chapter 8. Students have a chance to make connections over changes in Peru's governmental policies in the 1900s and evaluate how it led to a growth of the mining industry in between 2000 and 2007.</p> <p>Also, at the end of each unit, there is a "Comparing Across Regions" activity that allows students to make comparisons between world regions. Some of the ideas that are featured are: comparing the types of foods that eaten, economic growth around the world, mobile (cell phone access). These sections explore some of the GLEs that are set forth by the Louisiana Department of Education. One example is found in Unit 10 and looks at Cell Phone Usage and Mobile Access in countries. By having students complete this activity, they could demonstrate understanding of GLE WG. 5.3 and 5.4 at the end of the activity.</p>

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	<p>FULL CURRICULUM ONLY</p> <p>3d) 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>Yes</p>	<p>Throughout the resource, there are varied modes of assessment accessible to teachers and students. There are also suggestions for differentiating lessons throughout the material for struggling learners, English Language Learners, and Gifted and Talented students. Many assessment materials are also available in Spanish.</p> <p>The varied modes of assessment include Section quizzes for each Section of each Chapter as well two premade Chapter tests. There is also the program Exam-view available to teachers that can be used to create their own tests from a test bank of questions. Each Section also provides students the ability to demonstrate their learning through activities such as four-corners, panel discussions and turn and talks.</p> <p>Materials provide teachers/students with a variety in assessments from short writing prompts, vocabulary strategies, classroom activities and test banks for formative and summative assessments.</p> <p>Self-assessment opportunities are present at the end of every lesson and chapter, with varying questioning and review activities. Map labs, reading labs, and writing labs are available at the end of each section of the chapters. Materials are accessible to all students and Spanish versions of the</p>

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			<p>curriculum and assessment are included. Exam view formative assessments are offered with two versions for modifications.</p>
<p>4. RESPONSE TO SOURCES: 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>REQUIRED 4a) 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>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED (GRADES 3-12 ONLY) 4b) A vast majority of written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 4c) Materials provide regular opportunities to develop students' skill in organizing and supporting their thinking in speaking and writing, including using evidence from sources and outside knowledge.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

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	FULL CURRICULUM ONLY 4d) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	4e) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	4f) Materials provide models for writing and student exemplars to support writing development in social studies.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
Section III. Scaffolding and Support			
5. SCAFFOLDING AND SUPPORT: 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	REQUIRED 5a) Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 5b) The materials are easy to use and well organized for students and teachers.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	5c) 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.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	5d) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
FINAL EVALUATION <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.			

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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 (Non-Negotiable)	Yes	The materials in the textbook address 90% of the GLEs.
	2. Range and Volume of Sources (Non-Negotiable)	No	Primary and secondary sources are present but they are not the main focus of the materials.
II: Claims	3. Questions and Tasks (Non-Negotiable)	Yes	Source dependent written and oral tasks that require students to make claims that demonstrate an understanding of the content and make connections are evident in the majority of the curriculum.
	4. Response to Sources	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
III: Scaffolding and Support	5. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

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.

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

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- They make connections among ideas, people, and events across time and place.
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Section I. Content				
<p>Tier 1 and 2 Non-Negotiable 1. SCOPE AND QUALITY OF CONTENT: Materials adequately address the Louisiana’s Grade-Level Expectations (GLEs) 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>REQUIRED (FULL CURRICULUM ONLY) 1a) Materials address the content of 90% of the GLEs.</p>	<p>Yes</p>	<p>The materials in the textbook address 90% of the GLEs. For example, standards 1-6 are found consistently throughout the course of the text.</p> <p>For example, In Chapter 1, The Geographer's Toolbox, standard 1 is addressed to allow the student to think spatially, learn about themes and elements, introduces world regions and where they are located, evaluate the elements of a map, analyze map projections and map scales, note the difference between political and physical maps and map themes.</p> <p>In addition, in Chapter 2, Section 3, the materials provided uses landform maps to represent the major landforms of the world. This would be represented in World Geography GLEs: WG 1.4.</p> <p>In Unit 4, Chapter 10, Section 2.4, it focuses on the migration patterns that occur in Europe. Students look at the push/pull factors of migration within Europe and the problems that are associated with this migration within the Continent. (W.G. 5.1)</p>	

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	<p>1b) 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>Yes</p>	<p>The materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs. One example in which students would explore key questions is evident in Chapter 3, Section 1.2 on page 80 and 81. Students are asked a series of questions that asks students to interpret a map based on the Great Plains. It then moves to asking students about the differences in climate across the region. It then looks at how people would transport goods across the Great Plains and students are required to provide evidence from the information presented and maps.</p> <p>At the end of each chapter, the publisher provides a range of questions that explore key questions about the content of that particular chapter. They explore essential questions and then extend a student’s knowledge by focusing on the specific topic through other types of questioning. An example of this can be found in Chapter 16, pages 460-461. The essential question focuses on analyzing how resources and migration shaped culture in Southeast Asia and North Africa. In addition to the essential question, there are supporting questions that extend the understanding of that GLE.</p> <p>For instance, on page 10, students are given</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			two essential questions to evaluate for Chapters 1 and 2. On page 13, and ongoing assessment is found that invite the students to make inferences and use directional words in answering a question about location. On the same page, a picture of Denver, Colorado and Chicago, Illinois is found, students are being more than exposed to the two locations; they are also questioned about how these different locations affect the activities of people who live in these cities. Students are successfully questioned about the standards in the standardized test practices, section quizzes, vocabulary practice, and document based questions and Chapter assessments.	
<p>Tier 1 and 2 Non-Negotiable</p> <p>2. RANGE AND VOLUME OF SOURCES:</p> <p>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>REQUIRED</p> <p>2a) The main focus of the materials is on primary and secondary sources¹ to develop content knowledge and express claims; materials may also include text to support students in using the sources.</p>	<p>No</p>	<p>The main focus of the materials is not on primary and secondary sources that are used to develop content knowledge and express claims. The materials have a wealth of secondary sources and do provide some primary source material; however, they do not add any extra understanding to the material being presented. One example can be found in Chapter 1, in the chapter review on page 31. Students would read an excerpt</p>	<p>World Cultures and Geography teaches students to closely read a variety of text types and documents such as maps, graphs, charts and tables, and photos. The program also teaches students how to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and synthesize the information in thoughtful responses which require critical thinking. To aid this process,</p>

¹ 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) 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>on the writings on Sir John Hunt and climbing Mt. Everest. Students would answer questions on Human-Environment Interaction and the interpretation of the sources. There are few instances of Document Based Questions sections; however, again, they are few and far between in the materials provided. In addition, in every unit, a geo- video is available with pictures indicating the content, but no questions are located at the end of the videos to develop content knowledge and allow students to make claims. In the standardized test that is offered primary documents are located there to assess student knowledge, but again this is not the main focus of the world geography materials. Explorer video clips are also available, but again no questions follow to build student knowledge.</p> <p>There are also missed opportunities that the publisher could have placed more primary sources or extend the analysis of the source to help with understanding. One example would be to place a case study/document based question on the Declaration of Independence/Constitution and other founding documents to enhance the learning for the government systems found in the United States and Canada. This would be</p>	<p>World Cultures and Geography provides Document-Based Questions in which students have to read closely excerpts from primary documents such as Mexico’s 1917 constitution, the Declaration of Independence and the Declaration of the Rights of Man and of the Citizen, and Bolivar’s Angostura Address. Six units in the Student Edition include a lesson that is a Document-Based Question, or DBQ. In a DBQ, students are asked to study 3 or 4 “exhibits,” which may be primary source excerpts or a visual such as a photograph, fine art, or political cartoon. They are asked to answer a question on each of the exhibits, then synthesize all three exhibits in a writing assignment. The Lab on the DBQ lesson is always a Writing Lab. See examples below: 31: Interpret Primary Sources 213: Interpret Primary Sources 543: Analyze Primary and Secondary Sources 571: Analyze Primary and Secondary Sources R24-25: Analyze Primary and Secondary Sources R31-32: Interpret Charts and Graphs R38-39: Search and Evaluate Internet Resources</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>best placed in Chapter 3, Section 2. This would not only add to the understanding of North American government and history, but would help fulfill GLE WG. 4.5 better and allow for more analysis of the relationship between each government system.</p>	
	<p>REQUIRED 2b) 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>Yes</p>	<p>Throughout the materials, primary and secondary sources of different types and varied lengths are found.</p> <p>For example, in Unit 2, Chapter 3, the following primary and secondary sources are found: a political map of the United States, various special purpose maps, an introductory video, an article on the Yucatan peninsula, various paintings and pictures, timelines, and excerpts from documents related to the Mexican Revolution. Chapter 11, which is located in Unit 6, includes the following primary and secondary sources: a physical map of Russia and the Eurasian Republics, various special purpose maps, an article on Siberian Lakes, timelines, various paintings and images related to important people and places. Additionally, Unit 12's Chapter 23 includes the following primary and secondary sources: a physical map of Australia, The Pacific Realm, and Antarctica, various special purpose maps, many photographs and paintings, Great Barrier Reef Infographic, timelines, an article on</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>vanishing languages in the region, various video clips.</p> <p>For example, in Chapter 1, in Stories Making History (Under News and Updates), a primary document is found, Mystery Man, with one critical thinking question to evaluate student understanding about human evolution.</p> <p>One example are videos that allow students and teachers to explore certain areas of the world.</p> <p>Furthermore, In Chapter 3, Section 1, "Exploring the Yucatan", students can view the work of Sam Meacham who explores underwater caves in Mexico and the importance of these eco-systems. Students are then asked to answer several questions based on the reading and video and how it helps understand human-environment interaction.</p> <p>Another example can be found throughout the different types of maps that are found throughout the materials provided. The publisher includes population maps, political and physical maps, and landform diagrams to allow for students to analyze and interpret.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing² and corroboration.³</p>	<p>No</p>	<p>Primary and secondary sources located in the materials rarely, if ever, reflect different perspectives in order for students to compare and contrast, source, and corroborate. Primary and secondary sources found within the materials are utilized in isolation the overwhelming majority of the time. Students are not regularly afforded the chance to examine sources from different perspectives.</p> <p>This is done for just one topic covered in the chapter, so limited opportunities are given. When it is present, the sources provided vary in the type and perspective, in terms that they are from a variety of people.</p> <p>Throughout the course of the text, students are asked to engage with the graphs, charts, or images. Such as on pg. 109, students are to find a location on a map, compare and contrast and analyze cause and effect.</p> <p>In each Unit, the publisher has inserted a "Comparing Across Regions" section in which they compare different ideas among different regions of the world. For example, at the end of Unit 4, pgs. 238-239, it has taken the subject of sports and the Olympics and compares the number of athletes, gold medals and the Gross Domestic Product for</p>	<p>The DBQ on pgs. 110-111 present documents from the Mexican Revolution from two different perspectives. The Critical Thinking Qs and Active Options on the chapter review pages contain multiple opportunities for students to compare and contrast.</p> <p>The Chapter Review Critical thinking Qs are the best place for students to synthesize and interpret the information they gleaned from the entire chapter, including the multiple sources of information presented in that chapter (charts, graphs, maps, photos, etc.). The Review pages from the six chapters that contained DBQs contain multiple opportunities for students to compare and contrast different perspectives (ch 3, 5, 7, 9, 17, 21).</p>

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

³ 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>5 countries. Students are then asked to answer questions based on the information provided.</p> <p>An area in which the publisher could improve in this area would be to add more primary sources that require students to complete more "sourcing" and "corroboration" activities. There is evidence of the publisher attempting to have students analyze documents through sourcing; however, it is not prevalent throughout the entire textbook. One example that is present is in Chapter 5, Section 2; students are asked to look at multiple documents based on the "Columbian Exchange". In a couple of the questions, students are asked to look at the point of view of the author and determine what point he is making. It then goes to ask what does each document tell you about the Columbian Exchange. If the materials provided more Document Based Questions, it would give the students more opportunities to understand information by sourcing.</p>	
	<p>2d) 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.⁴</p>	<p>No</p>	<p>Though limited instances are found, students are not regularly provided opportunities to examine primary and secondary sources from different time periods in order to</p>	<p>The DBQ on pgs. 110-111 present two documents from the Mexican Revolution from two different perspectives, two different time periods. Active Option #31,</p>

⁴ 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>contextualize and make connections across and within time periods. Primary and secondary sources are mainly utilized in isolation and there is direct effort in providing opportunities for students to utilize these resources in such a manner. Also, the materials are not presented to students in a manner that facilitates higher levels of learning.</p> <p>For example, the publisher could have added more examples like that in Chapter 5, page 159. The map lab encourages students to make inferences and discover why the United States wanted control over Cuba and Puerto Rico after the Spanish-American War. Or, on page 155, students evaluate between three primary documents, the effect of the Columbia Exchange on the food supply of Europe and the Americas.</p> <p>Both of these examples are noted, but only found rarely in the text.</p> <p>Another missed opportunity by the publisher is located in Chapter 17. The publisher gives students multiple documents based on Gandhi and Hinduism. The essential question in the documents is "What symbols influenced Gandhi and his followers." While it provides secondary and primary sources to help provide evidence to answer this question, the publisher could've provided another source that would have connected</p>	<p>Conduct Internet Research, on the following chapter Review pages asks students to synthesize the information they've just studied in a relevant research project that spans time periods.</p> <p>The Active Options on the Review pages from the six chapters that contained DBQs contain multiple opportunities for students to compare and contrast information gleaned from different time periods (see Review pgs from ch 3, 5, 7, 9, 17, 21).</p> <p>For the specific example the reviewer cited in Chapter 17, please see Q #23, pg. 493 "What religious differences led to boundaries between India and Pakistan?" and Active Option #27 where students are asked to create a chart comparing three countries, including their religions. These options allow students to connect the information they've gleaned from their primary source analysis and apply it to modern day reality.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			Gandhi's teachings to modern day Hinduism.	
Section II. Claims				
<p>Tier 1 and 2 Non-Negotiable 3. QUESTIONS AND TASKS: 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><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 3a) 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>Yes</p>	<p>Throughout the materials, questions and tasks allow students to engage with the content in a variety of contexts. Each Chapter has many different activities that allow the student to engage with the materials in a multitude of ways. For example, in Chapter 7 of Unit 4, students engage with the material through the following activities: answering varying levels of questions related to maps and charts, reading and note-taking guides as well as vocabulary practice for each lesson, utilizing various graphic organizers, researching and debating industrial development near the rainforests, sketching maps, and reading and responding to an article related to the Nazca Culture. Unit 7's Chapter 13 and supplemental resources, provide students with additional questions and tasks for students to engage with the text in the following ways: reading and note taking guides for each Section, vocabulary practice for each Section, geo-activities for each Section, interpreting and answering questions related to provided maps and charts, the use of various graphic organizers,</p>	

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			<p>interactive activities such as four corners or talk and think, an article with questions and activities related to Africa’s Wildlife, and a performance assessment utilizing a panel discussion. Chapter 19, found in Unit 10 also provides examples of how students engage with the materials through various questions and tasks. These include: Reading and note taking guides for each section, vocabulary practice for each section, geo-activities for each section, active review activities such as four corners and roundtable discussions, questions related to and analyzing maps and charts, graphic organizers, and an article and related questions and activities on Tracking Aquatic Wildlife.</p>	
	<p>REQUIRED 3b) Coherent sequences of source-dependent questions⁵ 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>Yes</p>	<p>There are coherent sequences of source-dependent questions and tasks that allow for students to build, apply and synthesize knowledge through various ways to develop and understanding of social studies content. An example can be found in Chapter 3, Section 5 in the Document Based Questions section. First, students look at the four documents presented on the Mexican Revolution and answer generalized questions about the documents. Students are then asked to take the information in the</p>	

⁵ 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
			<p>documents and construct a paragraph about the conditions of Mexico at the time of the Revolution using information from the documents. Another example of source dependent questions can be found in Chapter 24, Section 1, pages 668-669. Students are given two pictures and questions that require the students to analyze them. On page 669, students are asked to decide what services Sydney, Australia might offer compared other regions on the continent. Each map, reading and writing lab and set of primary source documents, like on page 210 and 211, offer students the opportunity to interpret, analyze and write a response that can support their writing skills.</p> <p>In addition, on page 213, students are to synthesize what they have learned and write journal entries and create charts to justify for their learning.</p> <p>Also, on page 221, students are to imagine that they and their family are living in South America and that student is to write a blog about their stay.</p> <p>Furthermore, in Chapter 5 there is a map on Triangular Trade. Accompanying the map are three questions that are scaffolded so that students most engage in higher order thinking through the progression of the questions. In the same chapter, there is a</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>document-based activity on the Columbian Exchange. Accompanying each of the primary sources is a constructed response question. This is followed by a writing lab where students are required to analyze the document to respond to a prompt. Additionally, in Chapter 16, the article on Exploring Ancient Israel has coherent and logical activities to aid students through this content. There is an introductory video clip and a chart to use to activate prior knowledge. Also provided are guiding questions to lead a discussion. These questions progress from simple recall to more analysis. There are also differentiation options to aid English Language Learners and an option for Gifted and Talented.</p>	
	<p>REQUIRED 3c) 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>	<p>Yes</p>	<p>Throughout the materials, source-dependent written and oral tasks require students to make claims that exhibit student understanding of social studies content as it applies to various contexts and connections. For example, in Chapter 3, there is a document-based activity on the Mexican Revolution that allows students to analyze three primary source documents to determine the causes of the Mexican Revolution. Additionally, Chapter 10 allows students to examine the changing demographics of Europe and causes of</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>migration across place and time. Also, the document based activity found in Chapter 17 on Gandhi and the Bhagavad Gita requires students to examine primary documents from different time periods in order to draw conclusions on the importance of the Bhagavad Gita.</p> <p>Another example of how students are to make claims and demonstrate is in Chapter 8. Students have a chance to make connections over changes in Peru's governmental policies in the 1900s and evaluate how it led to a growth of the mining industry in between 2000 and 2007.</p> <p>Also, at the end of each unit, there is a "Comparing Across Regions" activity that allows students to make comparisons between world regions. Some of the ideas that are featured are: comparing the types of foods that eaten, economic growth around the world, mobile (cell phone access). These sections explore some of the GLEs that are set forth by the Louisiana Department of Education. One example is found in Unit 10 and looks at Cell Phone Usage and Mobile Access in countries. By having students complete this activity, they could demonstrate understanding of GLE WG. 5.3 and 5.4 at the end of the activity.</p>	

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	<p>FULL CURRICULUM ONLY 3d) 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>Yes</p>	<p>Throughout the resource, there are varied modes of assessment accessible to teachers and students. There are also suggestions for differentiating lessons throughout the material for struggling learners, English Language Learners, and Gifted and Talented students. Many assessment materials are also available in Spanish.</p> <p>The varied modes of assessment include Section quizzes for each Section of each Chapter as well two premade Chapter tests. There is also the program Exam-view available to teachers that can be used to create their own tests from a test bank of questions. Each Section also provides students the ability to demonstrate their learning through activities such as four-corners, panel discussions and turn and talks.</p> <p>Materials provide teachers/students with a variety in assessments from short writing prompts, vocabulary strategies, classroom activities and test banks for formative and summative assessments.</p> <p>Self-assessment opportunities are present at the end of every lesson and chapter, with varying questioning and review activities.</p> <p>Map labs, reading labs, and writing labs are available at the end of each section of the chapters. Materials are accessible to all students and Spanish versions of the</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>curriculum and assessment are included. Exam view formative assessments are offered with two versions for modifications.</p>	
<p>4. RESPONSE TO SOURCES: 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>REQUIRED 4a) 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>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>REQUIRED (GRADES 3-12 ONLY) 4b) A vast majority of written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>REQUIRED 4c) Materials provide regular opportunities to develop students' skill in organizing and supporting their thinking in speaking and writing, including using evidence from sources and outside knowledge.</p>	<p>Not Evaluated</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	PUBLISHER RESPONSE
	FULL CURRICULUM ONLY 4d) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	4e) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	4f) Materials provide models for writing and student exemplars to support writing development in social studies.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
Section III. Scaffolding and Support				
5. SCAFFOLDING AND SUPPORT: 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	REQUIRED 5a) Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 5b) The materials are easy to use and well organized for students and teachers.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	5c) 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.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	5d) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION <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.				

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
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 (Non-Negotiable)	Yes	The materials in the textbook address 90% of the GLEs.	
	2. Range and Volume of Sources (Non-Negotiable)	No	Primary and secondary sources are present but they are not the main focus of the materials.	
II: Claims	3. Questions and Tasks (Non-Negotiable)	Yes	Source dependent written and oral tasks that require students to make claims that demonstrate an understanding of the content and make connections are evident in the majority of the curriculum.	
	4. Response to Sources	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
III: Scaffolding and Support	5. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality				

Appendix II.

Public Comments

There were no public comments submitted.