



Strong social studies instruction requires that students:

- Coherently build knowledge about social studies content — including important historical facts, civic principles, geographic characteristics, and economic concepts so that they can assess conflicting interpretations and evaluate the evidence for various claims.
- Develop the disciplinary skills and practices key to success in social studies, including the ability to analyze cause and effect relationships, evaluate a source's credibility, and express reasonable claims supported by well-chosen evidence.
- Engage regularly with authentic primary sources and a variety of secondary sources that reflect a range of perspectives and experiences.



SET THE CONTEXT

Introduce key terms,
make connections
with previous
learning, provide
necessary context



EXPLORE SOURCES

Read and examine
sources to build
content knowledge
and skills



DEVELOP CLAIMS

Evaluate evidence,
make connections,
compare and
contrast sources



EXPRESS CLAIMS

Through speaking
and/or writing,
express informed
claims supported with
evidence

Title: **Gallopade Curriculum: Social Studies**

Grade/Course: **3**

Publisher: **Gallopade International, Inc.**

Copyright: **2023**

Overall Rating: **Tier 1, Exemplifies quality**

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
1. Alignment and Sequence (Non-negotiable)	
2. Disciplinary Skills and Practices (Non-negotiable)	
3. Quality of Sources (Non-negotiable)	
4. Scaffolding and Support	
5. Usability	
6. Assessment	

To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**¹ Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criteria 2 and 3. Materials must meet all of the **Non-negotiable** Criteria 1-3 for the review to continue to Section II.
- If materials receive a “No” for any **Non-negotiable** criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criteria of Superior Quality**.

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, then the materials receive a “Yes” for the additional criteria.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criteria.

Tier 1 ratings receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.

Tier 2 ratings receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.

Tier 3 ratings receive a “No” for at least one of the Non-negotiable Criteria.

¹ **Required Indicators of Superior Quality** are labeled “**Required**” and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. Materials must meet all of the Non-negotiable Criteria 1-3 for the review to continue to Section II.			
Non-negotiable 1. ALIGNMENT AND SEQUENCE: Materials adequately address the Louisiana Student Standards for Social Studies . <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Required 1a) Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies for the identified grade-level/course and require students to engage in thinking at the full depth and rigor of the standards .	Yes	Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for Grade 3 and require students to engage in thinking at the full depth and rigor of the standards. The units and weeks follow the suggested scope in the course design and framework. Each week includes lessons and readings that align to the standards. For example, Framing Standard 3.19 expects students to create and use maps and models with a key, scale, and compass with intermediate directions. Unit 1, Chapter 2 - The Constitutional Convention and the First President includes an activity in which students create a map of the 13 Colonies by color-coding colonial regions, labeling each colony, creating a title, key, scale, and compass rose with cardinal and intermediate directions. An additional suggested option is for students to label notable physical features. This activity aligns with the expectation of Framing Standard 3.19. Throughout the materials, all of the Skills and Practice Standards are addressed as well. This includes Skills and Practices Standard 3.3/3-5SP.2, which ensures that students use primary and secondary sources to analyze social

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			studies content, explain claims and evidence, and compare and contrast multiple sources. This is evident at several points throughout the materials, including Unit 5, Chapter 10, Theodore Roosevelt and the Conservation Movement, where students read, analyze, and interpret a speech from Teddy Roosevelt. Additionally, in Unit 6, Chapter 11, Women’s Suffrage, students compare and contrast the Declaration of Independence with the Declaration of Sentiments from the Seneca Falls Convention.
	<p>Required *Indicator for grades 3-8 only</p> <p>1b) Materials present a clear path for teachers to address content in a coherent and chronological manner that <u>reasonably aligns to the sequence in the 2022 Louisiana Social Studies Course Frameworks</u>.</p>	Yes	Materials present a clear path for teachers to address content in a coherent and chronological manner that aligns to the sequence in the 2022 Louisiana Social Studies Course Frameworks. The content and organization of the materials align with the Course Framework suggested by the 2022 Social Studies standards. The materials are organized in the same units with the same naming conventions, and units follow the suggested order. All key topics are included, and there are no peripheral units or lessons added to those required by the Frameworks. For example, the Framework suggests a first unit entitled “Founding the United States of America,” including the topics of the Declaration of Independence and the American Revolution. The materials similarly begin with Unit 1: Founding the United States of America, which includes Chapter 1: The Declaration of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Independence and the American Revolution and Chapter 2: The Constitutional Convention and the First President. As outlined in the Framework, Unit 2: Papers and Places offers a continuation of the ideas from the previous unit. Seven units are chronologically sequenced, and the lessons connect related topics and ideas. The materials, as presented, satisfy the requirement that the content closely aligns with the course progression suggested by the 2022 Louisiana Social Studies Course Frameworks.
	1c) In any one grade or course, instructional materials spend minimal time on content outside of the course , grade, or grade-band.	Yes	In any one grade, instructional materials spend minimal time on content outside of the grade or grade-band. There is minimal excess or out-of-order information that is not explicitly tied to the LSSSS or that exists in an order different from that suggested. For example, Standard 3.7 expects students to describe the significance of major events in the history of the United States, including the American Revolution, the Louisiana Purchase, the Lewis and Clark Expedition, the abolition of slavery following the Civil War, the Women's Suffrage Movement, the Civil Rights Movement, and the Space Race. The materials cover the above content with an appropriate level of detail and does not veer into content outside of the LSSSS.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>Non-negotiable</p> <p>2. DISCIPLINARY SKILLS AND PRACTICES:</p> <p>Materials provide opportunities for students to build knowledge and disciplinary literacy² through an integrated approach that is grounded in social studies content and supports development of disciplinary skills and practices.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>2a) Units are structured around engaging questions and big ideas relevant to the grade-level/course's academic content.</p>	<p>Yes</p>	<p>Units are structured around engaging questions and big ideas relevant to the grade-level's academic content. Every unit is organized into chapters in alignment with the 2022 LSSSS Course Frameworks. Each chapter begins with a Big Question which prompts students to think critically about the content and connections included in that unit of study. Each Big Question is connected to several supporting questions within the chapter which help students incrementally build towards the ultimate understanding of the Big Question. For example, Unit 6, Chapter 11 - Women's Suffrage is anchored in the framing question, "How did the Women's Suffrage Movement transform the United States?" and is aligned with Standard 3.7 which requires students to describe the significance of the suffrage movement. The Teacher's Edition includes the following supporting questions: "How did the Women's Suffrage Movement start and gain momentum?" "How did the fight for women's suffrage change once suffragists changed their strategy to getting women's suffrage at the state level?" "What opposition did the women's suffrage movement experience?" and "How did the 19th Amendment affect voting in America?" Students gather</p>

² Shanaha, T., & Shanahan, C. (2012) What is disciplinary literacy and why does it matter? Topics in Language Disorders, 32 (1) 7-18

Note* Disciplinary literacy refers to the skills that are needed to understand, create and communicate academic knowledge in the four core disciplines of social studies - history, civics, economics and geography.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>evidence to support their response using The BIG Question Evidence Collector as they navigate throughout the chapter. Afterward, students use the information on their evidence collector to write a response. Unit 2, Chapter 3 - How Our Government Works is anchored in the framing question, “Why was the United States government created and why was its creation significant?” and is aligned with Standards 3.10.a-c, 3.13, and 3.14. The Teacher's Edition includes the following supporting questions: “How do the three branches of the U.S. government work together to create a system of checks and balances?” “How do the different levels of government work together to govern our country?” “Why are the benefits of citizens exercising civic virtue?” and “Why would someone want to become an American citizen?” Students gather evidence to support their response in the evidence collector. In Unit 1, Chapter 2 - The Constitutional Convention and the First President, the Big Question is “How does the U.S. Constitution Impact our Everyday Life?” with supporting questions: “What kind of Government did the U.S. have once it was independent?” “Did all the framers of the Constitution agree at the Constitutional Convention?” “How does the Constitution protect the United States from being ruled by another tyrant?” “How does the Bill of Rights protect our rights to life, liberty, and the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			pursuit of happiness?” and “What are some precedents that George Washington set for future presidents?” Each question has a possible response included.
	Required 2b) Materials require students to engage in the various types of disciplinary thinking that are explicit and embedded in the Louisiana Student Standards for Social Studies.	Yes	Materials provide frequent opportunities for students to engage in various forms of disciplinary thinking as required by the 2022 LSSSS. During each unit of study, students are asked to learn and apply social studies knowledge, cite relevant evidence from sources, and provide reasoning to support claims and arguments. Throughout the materials, students routinely describe or analyze the cause of effects of events, developments, and ideas. They also contextualize events, developments, and ideas. Students must source relevant documents and corroborate reliability. For example, in Unit 3, Chapter 6 - The Settlement of the West and the American Indian Experience, Lesson 3, students conduct an analysis of the painting “American Progress” in two parts. First, they identify elements and participate in a discussion about what those symbols and images mean. Then, they return to the painting in Lesson 4 after learning about the negative impacts of Westward Expansion on indigenous tribes and re-evaluate the image from that perspective. Teachers may also share sourcing information, and students decide reliability based on all elements, fully meeting the requirements of disciplinary thinking. In Unit 4, Chapter 8 - Slavery and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Abolition, Lesson 2, students discuss the connection between the expanding U.S. in fueling the debate over slavery and answer the following question: “What are two ways that migration impacted the debate over slavery? (Choose two.) a. People moved to the South, increasing the population. b. People moved out West and wanted to create new slave states. c. Enslaved people migrated to the North, seeking freedom. d. Immigrants from Europe migrated to cities in the North.” To complete the activity, students synthesize key ideas from their understanding of the institution of slavery, the process of Westward Expansion, and regional differences, meeting the expectations for contextualization. Finally, Unit 3, Chapter 5 includes a series of analysis activities that connect primary sources and students combine the details to create a clear picture of the motivations, dangers, and triumphs of the Lewis and Clark expedition. Students first analyze a letter from Thomas Jefferson to Meriwether Lewis in which they use several sourcing techniques and determine author, purpose, and tone. They subsequently read and analyze two primary source excerpts from Clark regarding their journey and experiences. Students also create multiple maps following the routes of Lewis and Clark, and they learn about Sacagawea’s role before completing a culminating writing task. The Teacher's</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Edition provides multiple prompts to help students make connections between their prior knowledge of the Louisiana Purchase, the instructions in Jefferson's letter to Lewis, the maps, and the importance of their guide as they engage in a range of thinking skills that demonstrate the materials meet the criteria.
	Required 2c) Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments.	Yes	The materials as presented provide multiple opportunities for students to engage in disciplinary writing. Each unit includes at least two informal writing opportunities in which students apply social studies knowledge, cite relevant evidence from sources, or provide reasoning to support a claim or argument. Each unit includes at least one formal writing opportunity in which students apply their knowledge, cite relevant evidence, and develop a claim or argument. For example, in Unit 1, Chapter 1 - The Declaration of Independence and the American Revolution, students respond to the following writing prompt: "Great Britain thought colonists were selfish and disloyal to declare their independence. Use what you have learned in Chapter 1 to write a few sentences from Great Britain's perspective against the Declaration of Independence. Then write a few sentences from a colonist's perspective in favor of the Declaration of Independence. Be sure to explain how the Declaration protects individuals' rights to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>life, liberty, and the pursuit of happiness.” This prompt requires students to support their answer with evidence from the chapter and sources, as well as to present multiple perspectives, fully meeting the expectations for disciplinary writing. In Unit 3, Chapter 5 - The Louisiana Purchase and the Corps of Discovery, students write a response to the following prompt: “Which of Thomas Jefferson’s accomplishments do you think was the most important? Why? Be sure to support your argument with evidence and details.” This prompt incorporates the use of text-based evidence to support a claim in alignment with the disciplinary writing requirements. After engaging in an investigation related to the Lewis and Clark Expedition, students respond to the writing prompt for the My Corps of Discovery Field Journal. Students read the entry of William Clark and then write their own entry several months later, as if they have crossed the Rocky Mountains on the expedition using Clark’s entry from May 1805. Using their book and other online sources, students include information on the geography of their journey and explain how they survived.</p>
	<p>Required</p> <p>2d) Materials promote an emphasis on building content-specific and academic vocabulary in social studies.</p>	Yes	<p>Materials promote an emphasis on building content-specific and academic vocabulary in social studies. The materials include adequate vocabulary resources available for educators and students throughout all units. Each unit includes a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>list of appropriate, content-specific terms, along with their definitions, and each chapter includes a Vocabulary Builder Quiz that can be auto-scored to track student progress on key content vocabulary. For example, in Unit 5, Chapter 9 - The Second Industrial Revolution and the Growth of Cities, the Teacher's Edition includes a comprehensive vocabulary list at the beginning of each unit for all chapters included. The student edition includes the same words bold in orange type. Additionally, the student edition incorporates orange vocabulary definition boxes including all the words that have been used in context on that page. This chapter includes the following terms: technology, industrialization, investment, immigrated, emigration, persecution, incandescent, filament, public utility, and profit. In Unit 4, Chapter 7, the teacher edition includes the list of vocabulary words, and students complete an opening activity called Opener: Bubble Economics by “reading each of the words in the bubbles and coloring the bubbles according to their level of knowledge of each economic term.” Additionally, all chapters contain vocabulary words and the vocabulary builder feature that allows students to keep track of their learning as they progress through the materials.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	2e) Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions.	Yes	Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions. The materials include directions and protocols for student-led discussions, deliberation, and debate throughout the units and chapters. The materials include opportunities for students to engage with each other in academic conversations, and both student- and teacher-facing materials provide guidelines for formatting these conversations to ensure they are age-appropriate and lead to deeper understanding of concepts. For example, in the Teacher's Edition (Part 1), Facilitating Classroom Discussions, materials include a detailed introduction of the rationale behind classroom discussions as well as a variety of suggested protocols for preparing and "Diving into Discussion." Additionally, the lesson guide outlines these discussion protocols at various points. Materials also include guidance for facilitating student-led discourse in a classroom setting and closing group discussions. Unit 4, Chapter 8, Section 1 outlines the process for teachers as they "Facilitate a class discussion about one or more of the supporting questions," directing teachers to "Divide the class into three or six groups and provide each group with a sheet of poster paper with one of these questions written on it: Why does conflict occur? Who should make the rules? How

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			do beliefs impact actions?” and to “Tell students to brainstorm possible answers to the question and write them on their group’s poster.” During the activity, teachers “Walk around and make sure all students are given the opportunity to share ideas.” Throughout the units, the Teacher’s Edition provides recommendations for the teacher to “guide the discussion” and suggests appropriate student answers. In the Teacher’s Edition, Unit 6, Chapter 12, Lesson 2, the materials outline a discussion strategy called “conversations” that “gives students the chance to share their ideas while gaining exposure to more of their peer’s ideas.” The guide provides detailed objectives and instructions for organizing students within groups and setting expectations. These included protocols give teachers the opportunity to prompt student-led discussions, and the example student look-fors help teachers successfully manage students’ dialogue.
Non-negotiable 3. QUALITY OF SOURCES: The sources students engage with are authentic and meaningful and in line with the kinds of knowledge and skills required by the standards.	Required 3a) Materials provide many opportunities for students to build and deepen knowledge about content and concepts through analysis of a coherent selection of strategically-sequenced, high-quality primary and secondary sources , including written texts that are appropriately <u>complex</u> .	Yes	Materials provide many opportunities for students to build and deepen knowledge about content and concepts through analysis of a coherent selection of strategically-sequenced, high-quality primary and secondary sources, including written texts that are appropriately complex. There are several examples of primary sources embedded in the materials that include appropriate student

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>activities. Secondary sources are mostly written specifically for the materials and provide details at an appropriate level of complexity. Standard 3.2 requires students to use a variety of primary and secondary sources to analyze social studies content, explain claims and evidence, and compare and contrast multiple sources. All units begin with Curated Content Boards which include a set of primary sources related to the content of the unit. Students begin their investigation of each topic by examining the sources, and the teacher edition provides directions about how to guide student interaction with sources on the board. For example, Unit 5, Chapter 9 - The Second Industrial Revolution and the Growth of Cities, includes the primary source analysis of an image depicting children at work in a factory during the Industrial Revolution. The guidance provided ensures that students have the scaffolds necessary to make connections. The textbook provides an appropriately complex explanation of issues surrounding child labor during this era. Students are ultimately asked to make an inference based on their analysis of the image skill. Additionally, in Unit 6, Chapter 11 - Women's Suffrage, students investigate the Women's Suffrage Movement. Students begin by analyzing three separate primary source quotes about women's suffrage from key leaders of the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>movement. Then, students read about the women's rights movement in their textbook which provides appropriately complex content on this topic and allows students to incorporate their thoughts from the primary source quotes with what they have learned from their reading. Then, the materials provide details about the authors of each of the three quotes: Sojourner Truth, Susan B. Anthony, and Mabel Ping Hua-Lee. This sequential and integrated use of primary and secondary sources allows students to develop a rich understanding of the content.</p>
	<p>Required</p> <p>3b) Available sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined.</p>	Yes	<p>Materials are representative of multiple viewpoints or accounts on the issue, event, or topic being examined. The overall selection of sources are representative of multiple viewpoints or accounts when applicable, and appropriate when available. For example, In Unit 3, Chapter 6 - Settlement of the West and the American Indian Experience, students examine the Westward Expansion and its impact on white settlers and Native Americans, the reservation system, the Indian Removal Act, and "Trail of Tears" forced migration, as required by Standard 3.8. In Unit 4, Chapter 8 - Slavery and Abolition, the topic of slavery is first presented in the context of regional economic differences, then moves on to address the Abolitionist Movement and includes a discussion of the ideas and actions of Frederick Douglass, Harriet</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Tubman, Sojourner Truth, John Brown, Nat Turner, and Dred Scott and their impacts on the lives of enslaved people. Additionally, in Chapter 5, Lesson 4, Teacher's Edition, in an activity called "Cast Your Vote," students listen to different perspectives of the issues surrounding the War of 1812 and then record whether that person agrees or disagrees with the declaration of war and why on their Let's Practice: Cast Your Vote – 1812 sheet. Once students listen to all of the perspectives, they take a position about the war and decide whether or not they agree with America's decision to declare war while supporting their position with evidence.
	Required 3c) Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units.	Yes	Sources present the achievements and contributions, strengths, skills, and knowledge of the wide range of individuals and groups referenced in the Louisiana Social Studies Standards. A majority of the individuals and groups specified in the LSSSS are discussed in the materials, often in the form of biographies with associated student activities. These sources present their achievements and contributions, strengths, skills, and knowledge. Additionally, some primary sources associated with individuals are present in the materials to help students further understand these people and groups. For example, Standard 3.6a requires that students identify and describe national historical figures,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>including Susan B. Anthony. In Unit 6, Chapter 11 - Women's Suffrage, students analyze the achievements of Susan B. Anthony by reading an article and describing her three achievements, whereas, in Section 4, students answer the question, "Why was the 19th Amendment nicknamed the Susan B. Anthony Amendment?" Students also examine some of Susan B. Anthony's famous quotes by completing a graphic organizer. In Unit 7, Chapter 13 - Modern Era Advancements: The Space Race and the Digital Age, students analyze the achievements of Sally Ride, Katherine Johnson, and Mae Jemison and how they broke barriers in space exploration. Additionally, in Unit 3, Chapter 6 - Settlement of the West and the American Indian Experience, the contributions of Chief Sitting Bull and his efforts to preserve his nation's way of life are outlined in their own space, separate from more general information on the Indian Removal Act and the Battle of Little Bighorn and long-term outcomes and impacts of Westward Expansion on Native Americans. All of these individuals are included in the LSSSS as important figures, and these materials highlight their stories and contributions.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>4. SCAFFOLDING AND SUPPORT: Materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts using multiple instructional approaches and strategies.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 4a) Materials provide appropriate scaffolding that will allow all students to productively engage with content.</p>	<p>Yes</p>	<p>Materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts using multiple instructional approaches and strategies. Each chapter includes similar Let's Learn activities for struggling learners and Extended Learning activities for those in need of a challenge. Materials utilize a gradual release of responsibility model to support the introduction of new content and skills. When introducing new content and/or skills, materials provide appropriate scaffolds, such as graphic organizers, visual aids, text at various reading levels, alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, and suggestions for more advanced texts for extension. For example, in Unit 2, Chapter 4 - The Geography and Symbols of the United States, Lesson 3 involves learning about key symbols and landmarks in the United States as students create a booklet identifying each visually and with a written explanation. The Let's Learn scaffolded support for this lesson involves using the same principle to create a set of flashcards with the images from the opening activity which students can use in a matching game to practice their recognition. This creates an access point for struggling</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>learners. Additionally, there is an Extended Learning opportunity for students who are ahead to research and create a calendar of national holidays in conjunction with the symbols and their meanings. Another example of the layered scaffolds can be found in Unit 1, Chapter 1 - The Declaration of Independence and the American Revolution. In Lesson 1, scaffolded support hands-on activity in the Teacher's Edition helps students distinguish between a representative democracy and a monarchy. After reading "Causes of Colonial Dissatisfaction" from the Student Book section, the Teacher's Edition provides additional support or remediation with the Declaration of Independence, The 5 W's graphic organizer. Additional scaffolded support is provided with a different version of this graphic organizer, Declaration of Independence Pictures and Words, in order to provide support for various student needs. Finally, in Unit 7, Chapter 13, Lesson 2 the Teacher's Edition provides scaffolded support for students who may struggle with the lesson "Women and Space" by reading the short biographies of Sally Ride, Katherine Johnson, and Mae Jemison and completing the graphic organizer for each by answering the questions to summarize their achievements using Let's Learn: Biographies of Ride, Johnson, and Jemison II.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required</p> <p>4b) Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used.</p>	Yes	<p>Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used. The teacher materials include a section with in-depth background information on the topic being studied. Teacher materials include concise explanations of the instructional approaches being used, the purpose for their use, and the research base behind them. For example, Unit 3, Chapter 5 - The Louisiana Purchase and the Corps of Discovery begins with a set of learning targets for the teacher to use written in student-friendly language and aligned to the 2022 LSSSS. The materials then outline a step-by-step procedure for teachers to follow to have students investigate the BIG question before beginning the first lesson. The materials provide teachers with possible questions to help facilitate the discussion, as well as student look-fors in response. The directions then proceed to the Opener activity, in which teachers are instructed to “model using a think aloud,” and are provided with a script. The guide tells teachers exactly when and how to start and stop discussions, how to conduct discussions, where to post shared student responses, and when to move on to the book-based portion of the lesson. Another example of in-depth teacher information is evident in Unit 4, Chapter 7 - Regional Development. In the Teacher's Edition, the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>lesson begins with a brief review of source types, and the teacher reminds students that “a primary source is an original record of a past event, usually created by someone who actually saw or participated in the event.” Then, the teacher asks students to share ways that we can learn about the past from primary sources, and the following look-fors are provided for the teacher: “We can learn about different perspectives and what people thought about in the past. We can learn about society and culture (dress and entertainment). We can learn how things are the same or different today.”</p> <p>Afterward, the teacher explains that students will do the work of a historian by reading a secondary source, their Student Book, and examining some primary source images to learn about the economic development of various regions in the United States. Students analyze primary sources like historians “to add rigor and higher order thinking to lessons.” Also, additional teacher notes for primary sources are included to give teachers background information about the source and prompts that they can use as needed to help students actively participate in class discussions. Finally, in Unit 4, Chapter 8 - Abolition and Slavery, Lesson 1 follows a similar structure as it begins with an opening and proceeds to the core content addressed in this section. The Teacher's Edition includes a materials list for the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>lesson, a teacher tip reminding teachers to refer to specific previous materials and concepts, explicit directions for setting up a T-chart, opening a discussion, and sharing guidance on recording students' responses, and a highlighted note directing teachers when to have students read a particular section of their books. The directions in the guide continue in this step-by-step format for the duration of the lesson, providing a scripted format to follow for teachers less familiar with the content, but also multiple opportunities for teachers to scaffold materials or add opportunities for deeper learning as needed.</p>
<p>5. USABILITY: Materials are easily accessible, and are viable for implementation given the length of a school year.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 5a) The total amount of content is viable for a 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.</p>	<p>Yes</p>	<p>The total amount of content is viable for a school year and the pacing of content allows for maximum student understanding. Overall pacing guides involve approximately 29 weeks. The materials provide guidance about the amount of time a task might reasonably take. The content students are expected to learn does not exceed what is reasonable in a school year. The pacing of the content students are expected to learn is appropriate and allows time for re-teaching content or skills if necessary. The materials include specific guidance for the range of time a task might take. The Scope and Sequence, which can be found in the Teacher's Edition Part 1 document, outlines the units of study with a clear time frame for execution. This timeframe</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>is in alignment with the 2022 LSSSS Frameworks pacing plan. Unit 2, Chapter 3 contains four sections and the offered guidance suggests two weeks for the completion of the task. The pacing of the content is rigorous but allows time for reflection and mastery. By dividing the chapter into sections, students have the opportunity to understand and retain information in a more manageable way. The pacing guidance provides students with time for reflection, practice, and consolidation of information. By spreading the content over multiple sections and even chapters, students have the opportunity to review the material and reinforce their understanding and retention. This consolidation time helps students deepen their comprehension and make connections between different concepts within the chapters. Finally, Unit 7, Chapter 13 includes three sections, and the offered guidance suggests one and a half weeks for the completion of the task. By organizing content over several sections within a chapter, students have the opportunity to reinforce their understanding of key skills and concepts presented in each section. Also, teachers can provide additional support or extension activities, ensuring that each student has the opportunity to succeed at their own pace.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	5b) Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning.	Yes	<p>Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning. Materials provide specific resources for communicating with parents, community members, and other stakeholders, such as examples of what students will know and be able to do at the end of each unit and how this learning can be supported at home. The materials use easy-to-understand language. Unit 1 begins with a letter that can be printed directly and sent home, as well as a copy-and-paste option/suggestion for communicating through any other form of online platform with families. The letter includes an overview of the topics for each chapter, as well as a list of eight suggestions for how to communicate with students about what they are learning, as well as ideas for enhancing learning via museum visits, family discussions, books to read together, and independent research ideas. The online classroom interface easily allows teachers to communicate with stakeholders about assignments, lessons, and learning experiences. Units 2-7 begin with a similarly formatted message to teachers and a letter for families to enhance their students' learning. Each letter includes a unit overview as well as suggested extension activities that families can engage in with their children to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			encourage a deeper understanding of the content and skills.
	5c) Student and teacher materials are easy to use and well organized.	Yes	Student and teacher materials are easy to use and are well organized. Teacher materials and student materials are concise and easy to navigate. The teacher materials make clear connections to the student materials. Each unit and chapter is organized in the same format, beginning with the letter to families, and the curated content board for the unit. Each chapter begins with the BIG question organizer and follows with subtopics organized into lessons, which are all framed as supporting questions. The teacher editions provide concise directions for use and are well organized to address the LSSSS. Additionally, teacher materials describe the location of various scaffolding documents and student materials. The side panel in the student ebook enables students to move through the text with ease. The text is well organized to match the Scope and Sequence of the materials. Materials are easy to navigate in both the digital and print resources, with clear labels and corresponding page numbers. Digital resources can be assigned to students with specific date ranges so students do not need to search for them on a complex platform.
6. ASSESSMENT: Materials offer assessment opportunities that genuinely	Required	Yes	Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>measure progress and elicit evidence of the degree to which students can independently demonstrate the assessed standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>6a) Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments.</p>		<p>summative assessments. Each unit includes a variety of formative assessments and the supports necessary for teachers to use the results to adjust instruction. Each unit includes at least one summative performance task. The materials provide summative assessments at the end of each unit and at the end of the textbook in the form of the “ExperTrack assessments system with each chapter and in three EOY assessments.” For example, Unit 3, Chapter 5 - The Louisiana Purchase and the Corps of Discovery includes the following formative assessments: multiple primary source analysis activities; map skills practice involving creating a map tracing Lewis and Clark’s Journey; two printable graphic organizers to be added to the students’ interactive workbook; an activity asking students to organize events chronologically; a separate map analysis activity; a structured student discussion with note-taking space; a formal writing assessment; the ExperTrack benchmark for the chapter; and a vocabulary assessment. This detailed set of assessments provides teachers with a clear picture of how students understand the content and perform the required skills in alignment with the criteria. Finally, in Unit 4, Chapter 7, Section 1, student understanding is assessed as they decide if a written statement represents a free enterprise economy or not. They respond</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			in writing to the prompt “What is the difference between a producer and a consumer?” and explain how supply and demand impact price by drawing in the correct arrows in the chart. Furthermore, students classify written statements as exports/imports and answer several text questions after reading a brief passage. In Section 2, students have an opportunity for a quick review by answering four multiple-choice questions. A variety of formative assessment supports are provided in the Teacher's Edition throughout the chapter including Scaffolded Support for teachers to adjust instruction if needed. In order to demonstrate their knowledge, students conduct a Fake Interview task which teachers use to determine if remediation is needed as indicated in the Teacher's Edition. The Teacher's Edition also includes a vocabulary quiz and a study guide, which if completed independently by students, demonstrates students' knowledge. Finally, the summative assessment, ExperTrack Checkpoint, is digitally assigned to students at the end of the chapter to assess and reinforce students' mastery of standards-based learning objectives.
	Required 6b) Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary	Yes	Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>thinking, and require students to use their content knowledge, skills, practices, and/or provided sources.</p>		<p>provided sources. The assessments in the materials reflect the content and full depth and rigor of the standards. The assessments in the materials require students to apply content knowledge and skills representative of the field of social studies. The assessments embed use of appropriate primary and secondary sources when applicable. Assessments include opportunities for students to express understanding through both concise and extended writing. For example, Unit 4, Chapter 8 - Abolition and Slavery includes the project A Museum Display of Causes and Effects of the Civil War. The project includes a rubric and addresses the following: Skills and Practice Standards 3.2, 3.3, 3.4, and Content Standards 3.6, 3.7, 3.8, 3.12. This assessment is standards-aligned and requires students to use a range of disciplinary thinking and requires students to use their content knowledge, skills, practices, and/or provided sources. Another example of a high-quality assessment is evident in Unit 1, Chapter 1 - The Declaration of Independence and the American Revolution. In Lesson 1, students analyze a secondary source, “The Proclamation of 1763,” and answer concise open-ended text-dependent questions aligned with the Standard 3.7. Students also analyze a primary source, Thomas Paine’s “Common Sense,” and explain in their own words how Thomas</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Paine felt about monarchy, aligned with Standard 3.4.a-c. Students engage in formative review with Let's Review: I Spy...Significant People, Events, and Monuments in the Revolutionary War by creating clues for 10 people that include events and monuments from the Revolutionary War for their partners to guess who or what they are referring to related to the Revolutionary War. They also take a vocabulary quiz to demonstrate their understanding of Chapter 1 vocabulary terms before they take their Chapter 1 ExperTrack summative assessment. The summative assessment uses different sources, including a secondary source, Thirteen Colonies, Three Colonial Regions Map, in Item 3, and a primary source, an excerpt from Common Sense by Thomas Paine, in Item 12. The assessment consists of 20 questions that assess students' proficiency of the standards. These questions require students to utilize their knowledge and provided sources to demonstrate their understanding. Finally, ExperTrack assessment Unit 4, Chapter 7 addresses the following Skills and Practice Standards: 3.1, 3.2, 3.5 and Content Standards: 3.8, 3.9, 3.15, 3.16, 3.17, 3.28, demonstrating a mix of both content and skills and practice application based on this unit of study.
	Required	Yes	Materials provide guidance and support to help teachers collect, interpret, and act on

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>6c) Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards.</p>		<p>data about student progress toward the standards. In addition to providing a wide variety of assessment types and reporting tools, the materials incorporate guidance and support, including student look-fors in written answers, rubrics for writing assignments, and suggested resources and activities for responding to student performance data at a variety of levels. For example, the Teacher’s Edition, Part 1, Using Assessments to Inform Instruction provides specific examples of activities to support student learning when assessments indicate deficits, as well as extension opportunities for students demonstrating mastery. In Unit 5, Chapter 11, students respond to the writing prompt: “How did the 19th Amendment keep the United States Constitution’s promise to protect individuals’ rights to life, liberty, and the pursuit of happiness?” The Teacher’s Edition, Part 2 includes an anticipated student response, specific look-fors in student work, and a generic writing prompt rubric, in addition to a formal rubric for evaluating written assessments. These resources ensure that teachers can accurately and consistently evaluate the students’ ideas and assess their understanding before utilizing the tools and resources included in the materials to adjust instruction according to the students’ performance on multiple forms of assessment.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I and II to make a final decision for the materials under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I: Non-negotiable Criteria of Superior Quality³	1. Alignment and Sequence	Yes	Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for Grade 3 history and require students to engage in thinking at the full depth and rigor of the standards. Materials present a clear path for teachers to address content in a coherent and chronological manner that aligns to the sequence in the 2022 Louisiana Social Studies Course Frameworks. In any one grade, instructional materials spend minimal time on content outside of the grade or grade-band.
	2. Disciplinary Skills and Practices	Yes	Units are structured around engaging questions and big ideas relevant to the grade-level/course’s academic content. Materials require students to engage in the various types of disciplinary thinking that are explicit and embedded in the LSSSS. Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social-studies knowledge, relevant evidence from

³ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			sources, and strong reasoning to support and develop claims or arguments. Materials promote an emphasis on building content-specific and academic vocabulary in social studies. Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions.
	3. Quality of Sources	Yes	Materials provide many opportunities for students to build and deepen knowledge about content and concepts through analysis of a coherent selection of strategically-sequenced, high-quality primary and secondary sources, including written texts that are appropriately complex. When applicable, available, and appropriate, sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined. Sources present the achievements and contributions, strengths, skills, and knowledge of the wide range of individuals and groups referenced in the Louisiana Social Studies Standards.
II: Additional Criteria of Superior Quality ⁴	4. Scaffolding and Support	Yes	Materials provide appropriate scaffolding that will allow all students to productively engage with content. Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used.
	5. Usability	Yes	The total amount of content is viable for a school year and the pacing of content

⁴ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take. Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning. Student and teacher materials are easy to use and well organized.
	6. Assessment	Yes	Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments. High-quality assessments include standards-aligned questions that represent a range of disciplinary thinking and require students to use their content knowledge, skills, practices, and/or provided sources. Materials provide guidance and support to help teachers collect, interpret, and act on data measuring students' progress toward mastery of the standards.
FINAL DECISION FOR THIS MATERIAL: <u>Tier 1, Exemplifies quality</u>			

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical that they fully align to state standards—what students are expected to learn and be able to do at the end of each grade level or course—and are high quality if they are to provide meaningful instructional support.

The Louisiana Department of Education is committed to ensuring that every student has access to high-quality instructional materials. In Louisiana all districts are able to purchase instructional materials that are best for their local communities since those closest to students are best positioned to decide which instructional materials are appropriate for their district and classrooms. To support local school districts in making their own local, high-quality decisions, the Louisiana Department of Education leads online reviews of instructional materials.

Instructional materials are reviewed by a committee of Louisiana educators. Teacher Leader Advisors (TLAs) are a group of exceptional educators from across Louisiana who play an influential role in raising expectations for students and supporting the success of teachers. Teacher Leader Advisors use their robust knowledge of teaching and learning to review instructional materials.

The [2022-2023 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: A.E. Phillips, Ascension, Belle Chasse Academy, Bienville, Caddo, Calcasieu, Catholic Diocese of Baton Rouge -REACH Department, East Baton Rouge, Hynes Charter School Corporation, Iberia, Iberville, Jefferson, KIPP New Orleans, Lafayette, Lafourche, Lincoln, Louisiana Virtual Charter Academy, LSU Laboratory School, Orleans, Monroe City Schools, Morehouse, Orleans, Ouachita, Plaquemines, Rapides, Richland, St. Landry, St. Martin, St. Mary, St. Tammany, Tangipahoa, University View Academy, Vermillion, Webster, West Feliciana, and Zachary Community Schools. This review represents the work of current classroom teachers with experience in grades K-5.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.