



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

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

To accomplish this, they:

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

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

To accomplish this, they:

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

Title: **Discovering Our Past**

Grade/Course: **6-7**

Publisher: **McGraw-Hill School Education, LLC**

Copyright: **2016**

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) |
| | |
| | |
| | |

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

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

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

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

Click below for complete grade-level reviews:

[Grade 6 \(Tier 3\)](#)

[Grade 7 \(Tier 3\)](#)



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

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

To accomplish this, they:

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

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

To accomplish this, they:

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

Title: **Discovering Our Past: A History of the World: Early Ages**

Grade/Course: **6**

Publisher: **McGraw-Hill School Education, LLC**

Copyright: **2016**

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 |
|--|---|------------------------|---|
| 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</p> <p>1a) Materials address the content of 90% of the GLEs.</p> | <p>Yes</p> | <p>The textbook addresses at least 90% of the 2011 Louisiana State GLEs even though there is no direct mention within the chapter materials. There was a flyer provided by the vendor showing the correlation between the LA GLEs to the textbook activities. The textbook contains more topics than are addressed in the Louisiana GLEs including a unit on the Americas. (Chapter 16)</p> |
| | <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>Each individual lesson provides a guiding question for the lesson that connects to the larger concepts as seen by the Guiding Question in Chapter 8 Lesson 1 "How does geography influence the way people live?" and Chapter 7 Lesson 4 "How do governments change?" Materials also allow students to build knowledge and skills with the social studies content indicated by the GLEs. For example: In chapter 11: Rome, Republic to Empire, there are several guiding questions to start the lesson aligned with four varied activities that allow students to build upon their knowledge. (6.2.5)</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Yes/No) | JUSTIFICATION/ COMMENTS WITH EXAMPLES |
|---|---|------------------------|--|
| <p>Tier 1 and 2 Non-Negotiable 2. RANGE AND VOLUME OF SOURCES: Materials include varied types of primary and secondary sources.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> | <p>REQUIRED 2a) The main focus of the materials is on primary and secondary sources¹ to develop content knowledge and express claims.</p> | <p>No</p> | <p>The textbook is a narrative with little to no emphasis on primary and secondary sources. The average lesson has a handful of photos and in some cases a primary source related to the content as seen in 'Patna, Capital of the Gupta Empire' as recorded by Faxian, the Chinese Buddhist monk.</p> <p>While the publisher provides additional primary sources, the way that the textbook is organized a teacher can teach the entire course with the textbook never requiring them to utilize primary and secondary sources apart from 2-4 document-based questions at the end of each chapter and a worksheet embedded in the lesson plans.</p> <p>The vendor does supply a wide variety of sources; however, the main focus for the materials is on the basal text. Each chapter does contain maps, timelines, primary documents, as well as videos, which add to the understanding of content knowledge. If you take these sources away, the student could still get the information.</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 |
|----------|---|------------------------|--|
| | <p>REQUIRED</p> <p>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>Materials include primary and secondary sources of different types and varied lengths. In each chapter, the teacher can link to sources aligned with the topics for each chapter. There are interactive maps, charts, documents, videos. These sources can be accessed online or can be printed for students. Teachers can choose which sources to use and can edit the sources as well. The textbook includes photos, small quotes from primary sources, charts, maps, and photos for each lesson, as well as a repository of longer primary source documents.</p> |
| | <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>Main focus of materials does not expose students to different perspectives. There are; however, power point presentations made for teachers to use in demonstrating to students how to identify Historical Perspectives. The teacher will have to use the generic activity and align it to their current lesson to require students to apply the skill. There were few, if any, activities where students corroborate one source to another. When working with sources, on most occasions students merely work with a single source and answer questions about</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 |
|----------|---|------------------------|--|
| | | | the source. A notable exception is found in Chapter 8 Lesson 2 where students read opposing sides in the trial of Socrates and evaluate the claims of each side. |
| | 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 | No | There are very few opportunities for students to contextualize primary and secondary sources. The majority (51%+) of primary sources surveyed in the textbook and resource materials are presented without comment or ask students to think critically about the creation of the source. Some of the activities that claimed to have students analyze primary sources did not. There is a great activity in Chapter 13 in which students write a blog about the Rise of Christianity but never do they actually analyze primary sources. However, there are occasions where students are given the opportunity to compare and contrast across time periods, as seen in Chapter 7 Lesson 4 where there is a contrast between Athenian Democracy and American Democracy. One other exception was in Chapter 11 in which students are asked to compare the role of Roman leaders to those of U.S. leaders. Students are presented with a chronological view of world civilizations. Timelines found in the beginning of each chapter do include |

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 |
|---|---|------------------------|---|
| | | | information about what was happening in other regions of the world at the same time. |
| II. Claims | | | |
| <p>Tier 1 and 2 Non-Negotiable</p> <p>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 make and support claims about 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>Each lesson has locations where students answer a variety of questions on the basal text, as well as selected photos and diagrams. There are essential questions to introduce each chapter, guiding question for each lesson as well as a self-check quiz at the end of each lesson with multiple-choice questions that cover essential elements of the lesson text. When looking at the test generator, students are given a variety of essay, short answer, modified true/false, matching, and multiple-choice questions. Reading progress checks for each lesson are dependent on textbook information and not always on supplementary resources. Each activity in which a teacher uses the resources, review questions are provided. There are group activities in which students must work together speaking and listening in order to get all the information. An example of this is found in Chapter 19 about the Medieval Europe in which students work together to create a play about feudal life.</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Yes/No) | JUSTIFICATION/ COMMENTS WITH EXAMPLES |
|----------|---|------------------------|---|
| | <p>REQUIRED 3b) Coherent sequences of source-dependent questions⁵ and tasks focus students on building knowledge and skill with content through various texts (primary and secondary sources), classroom research, conversations, etc. and then synthesizing and applying those understandings to recognize recurring themes and evaluate the causes and consequences of events and developments.</p> | No | <p>There are no examples of students being required to utilize various sources--especially primary sources--to synthesize information.</p> <p>There is a set of resources for "Reading Essentials" which is available for many topics. They require students to answer source-dependent questions from various texts (one at a time) including primary sources, maps, quotes, and basal text. There are a few examples that require research to complete a task, such as in Chapter 10, where students research modern Chinese trade and compare it to Han-era China.</p> |
| | <p>REQUIRED 3c) Source-dependent written and oral tasks require students to demonstrate understanding of social studies content and make connections between ideas, people, and events across time and place, recognize recurring themes, and evaluate the causes and consequences of events and developments.</p> | Yes | <p>There are some source-dependent written tasks for each lesson and opportunities for students to make connections between ideas ,people, and events across time and place. The recurring themes must be prompted by the teacher. An exception of this can be found in the chapter wrap ups which asks students to argue two sides of a debate. For example, in Chapter 21: The Age of Exploration, students are asked to debate European Colonization. There are worksheet activities in the "reading extensions" resources that do expect students to</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 |
|----------|--|------------------------|---|
| | | | <p>evaluate both causes and consequences of events. The textbook provides written tasks throughout the individual chapters, including in-text questioning in every lesson, as well as questions to accompany photos, graphics, and videos. For example, in Chapter 2 Lesson 2, students are asked to review a map of the growth of farming, then make the link of the variety of crops to the climate of Central America.</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>The structure of the textbook provides students opportunities to check their understanding while reading the text or looking at graphics. At the end of each lesson there is a summary quiz that covers important topics in the lesson. However, there are no pre-assessment tools for the teacher to use in order to gauge student background knowledge. There are varied modes of summative assessments for students. Teachers can choose to assign various sources, which have assessment materials or teachers can choose the end of the chapter assessments . A variety of hands-on assessments include foldables activities, writing scripts, creating timelines, etc.</p> |
| | <p>3e) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p> | <p>Yes</p> | <p>The vendors have included rubrics and scoring guides for various assessments. These are available in each chapter for each writing assignment and project, as well as</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Yes/No) | JUSTIFICATION/ COMMENTS WITH EXAMPLES |
|---|---|------------------------|---|
| | | | end-of-chapter activities. All questions in the textbook are provided with an answer key, as does the eAssessment system. The textbook also includes a complete set of ready-to-use rubrics for various types of student-created products. However, there are no student work exemplars for any work, and for primary source documents, there are no answer keys for any questions given. |
| <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) Materials provide regular opportunities for students through discussions to develop claims about social studies content identified in the GLEs.</p> | Not Evaluated | This section was not evaluated because the non-negotiable criteria were not met. |
| | <p>REQUIRED 4b) Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p> | Not Evaluated | This section was not evaluated because the non-negotiable criteria were not met. |
| | <p>REQUIRED for grades 3-12 only 4c) A vast majority of written tasks require students to present well-defended claims and clear information, providing evidence to support valid inferences from sources to explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas.</p> | Not Evaluated | This section was not evaluated because the non-negotiable criteria were not met. |
| | <p>REQUIRED 4d) Materials provide frequent opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.</p> | Not Evaluated | This section was not evaluated because the non-negotiable criteria were not met. |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Yes/No) | JUSTIFICATION/ COMMENTS WITH EXAMPLES |
|----------|---|------------------------|--|
| | 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. |

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
Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 5.
Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria.
Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

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

| Section | Criteria | Yes/No | Final Justification/Comments |
|---------|----------|--------|------------------------------|
|---------|----------|--------|------------------------------|

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Yes/No) | JUSTIFICATION/ COMMENTS WITH EXAMPLES |
|--|---|------------------------|--|
| I: Content | 1. Scope and Quality of Content (Non-Negotiable) | Yes | The materials are aligned with the Louisiana 6 th Grade GLEs . |
| | 2. Range and Volume of Sources (Non-Negotiable) | No | There are an abundance of resources at the teacher's disposal and easily accessed by the student. There are very few opportunities for students to practice sourcing or to find corroboration between sources. The content is provided in the basal text and the outside sources are not necessary for students to get the required information. |
| II: Claims | 3. Questions and Tasks (Non-Negotiable) | No | The text did not provide opportunities for students to synthesize multiple sources in order to evaluate the causes and effects of events. There are a variety of formative and summative assessments that teachers can use to check student understanding. |
| | 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> | | | |



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

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

To accomplish this, they:

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

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

To accomplish this, they:

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

Title: **Discovering Our Past: A History of the United States: Early Years**

Grade/Course: **7**

Publisher: **McGraw-Hill School Education, LLC**

Copyright: **2016**

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 |
|--|--|---|---|
| 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 1a) Materials address the content of 90% of the GLEs.</p> <hr/> <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> <hr/> <p>Yes</p> | <p>The materials address more than 90% of the 7th grade US History GLEs for Louisiana. It also aligns to the NCSS standards and ties in the English/Language Arts standards when appropriate.</p> <hr/> <p>Each individual lesson provides a guiding question that connects to the larger concepts. For example, the Guiding Question in Chapter 6, Lesson 1 ("War for Independence") is "Why does conflict develop?"</p> |
| <p>Tier 1 and 2 Non-Negotiable 2. RANGE AND VOLUME OF SOURCES: Materials include varied types of primary and secondary sources.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> | <p>REQUIRED 2a) The main focus of the materials is on primary and secondary sources⁶ to develop content knowledge and express claims.</p> | <p>No</p> | <p>The textbook is a narrative with little to no emphasis on primary and secondary sources. The average lesson has a handful of photos and in some cases 1-2 lines from a primary source embedded in the text, as seen in Chapter 5, Lesson 1.</p> <p>While the publisher provides additional primary sources, the way that the textbook is organized a teacher can teach the entire course with the textbook never requiring them to utilize primary and secondary</p> |

⁶ 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 |
|----------|--|------------------------|---|
| | | | <p>sources apart from 2-4 document-based questions at the end of each chapter and a worksheet embedded in the lesson plans.</p> <p>The vendor does supply a wide variety of sources; however, the main focus for the materials is on the basal text. Each chapter does contain maps, timelines, primary documents, as well as videos which add to the understanding of content knowledge. If you take these sources away, the student could still get the information.</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>The textbook includes photos, small quotes from primary sources, charts, maps, and photos for each lesson, as well as a repository of longer primary source documents. In addition, in some chapters there is a feature that includes a primary source, such as in Chapter 4's "The Interesting Narrative of Olaudah Equiano".</p> <p>There is an entire resource library containing different types of primary and secondary sources for each chapter. These can be accessed online or through the editable worksheets available for print out.</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Yes/No) | JUSTIFICATION/ COMMENTS WITH EXAMPLES |
|----------|---|------------------------|--|
| | <p>2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing⁷ and corroboration.⁸</p> | <p>No</p> | <p>Despite the variety of sources, there is little opportunity for students to compare and contrast them. Students do not need to consider the perspective to understand the content of the sources. There are no examples in which students are required to corroborate sources. The vendor has the same generic sources for teachers to apply to each chapter that demonstrate how to "Think like a historian" and analyze sources. It would be up to the teacher to assign these activities for each lesson.</p> <p>When working with sources, on most occasions students merely work with a single source and answer questions about the source. Documents for the individual lessons are like this as well as in the features in the textbook, such as in Chapter 4's "The Interesting Narrative of Olaudah Equiano".</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.⁹</p> | <p>No</p> | <p>There are very few opportunities for students to contextualize primary and secondary sources. The majority (51%+) of primary sources surveyed in the textbook and resource materials are presented without comment or ask students to think</p> |

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

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

⁹ Contextualization asks students to determine the time and place a document was created and examine how those factors influence the content.

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Yes/No) | JUSTIFICATION/ COMMENTS WITH EXAMPLES |
|--|---|------------------------|---|
| | | | <p>critically about the creation of the source.</p> <p>One exception we found is in chapter 11, students are asked to describe how America in 1790 was different from America in 1820.</p> <p>Another exception found was in chapter 12, students are required to compare the use of mudslinging today to its use in 1828. Then they are required to write about whether Jackson was a true war hero and support their claim with evidence from the textbook. (Had to go back to previous chapter about War of 1812)</p> |
| 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 make and support claims about social studies content.</p> <p><input type="checkbox"/> Yes <input checked="" 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>Each lesson has locations where students answer a variety of questions on the basal text, as well as selected photos and diagrams. There are questions, assignments and tasks to with essential questions to introduce each chapter and guiding questions for each lesson. In addition, students have a self-check quiz at the end of each lesson with multiple-choice questions that cover essential elements of the lesson text. When looking at the test generator, students are given a variety of essay, short answer, modified true/false, matching, and multiple-choice questions.</p> <p>Reading progress checks for each lesson are</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Yes/No) | JUSTIFICATION/ COMMENTS WITH EXAMPLES |
|----------|--|------------------------|--|
| | | | dependent on textbook information and not always on supplementary resources. Each activity in which a teacher uses the resources, review questions are provided. This edition also contains a chapter wrap-up section. |
| | <p>REQUIRED 3b) Coherent sequences of source-dependent questions¹⁰ and tasks focus students on building knowledge and skill with content through various texts (primary and secondary sources), classroom research, conversations, etc. and then synthesizing and applying those understandings to recognize recurring themes and evaluate the causes and consequences of events and developments.</p> | No | <p>There are no examples where students are required to utilize various sources--especially primary sources--to synthesize information. There are examples in which students complete tasks that require research to complete them, such as in Chapter 1 where students are to research the Iroquois Constitution and rewrite it in Modern English.</p> <p>There is also set of resources for "Reading Essentials" which is available for many topics. They require students to answer source-dependent questions from various texts (one at a time) including primary sources, maps, quotes, and basal text. Each chapter begins with essential questions and then guiding questions for each lesson.</p> |
| | <p>REQUIRED 3c) Source-dependent written and oral tasks require students to demonstrate understanding of social studies</p> | Yes | In the student edition chapter assessments, students use the sources in the lesson to demonstrate understanding of social studies |

¹⁰ Source-dependent questions or tasks are those that require students to pull information from a given source(s) to answer the question. Students still pull from prior learning, but the evidentiary support required in the students' responses are dependent upon the source(s).

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Yes/No) | JUSTIFICATION/ COMMENTS WITH EXAMPLES |
|----------|---|------------------------|---|
| | <p>content and make connections between ideas, people, and events across time and place, recognize recurring themes, and evaluate the causes and consequences of events and developments.</p> | | <p>content by writing. Students do make connections between ideas across time. For example, in Chapters 15 and 16, they are required to analyze the causes and consequences of slavery on politics, economics, and society in the wake of a growing nation. While much of the writing can be based on the textbook information, the resources provided allow students to develop a more comprehensive understanding of the content.</p> <p>The textbook provides written tasks throughout the individual chapters, including in-text questioning in every lesson, as well as questions to accompany photos, graphics, and videos.</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>There are varied modes of summative assessments for students. Teachers can choose to assign various sources, which have assessment materials or teachers can choose the end of the chapter assessments. Assessments are available in both English and Spanish.</p> <p>The structure of the textbook provides students opportunities to check their understanding while reading the text or looking at graphics. At the end of each lesson there is a summary quiz that covers important topics in the lesson. However,</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Yes/No) | JUSTIFICATION/ COMMENTS WITH EXAMPLES |
|--|---|------------------------|--|
| | | | there are no pre-assessment tools for the teacher to use in order to gauge student background knowledge other than KWL charts. |
| | <p>3e) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p> | Yes | <p>There are no student work exemplars provided from the chapters observed. There are answer keys that provide "possible answers" for the open-ended questions. There are rubrics for every type of writing assignment and group hands-on projects. Students are required to self-assess their work based on the rubric as well as the teacher evaluation.</p> <p>All questions in the textbook have answers, as does the eAssessment system. The textbook also includes a complete set of ready-to-use rubrics for various types of student-created products. For primary source documents, there are no answer keys for any questions given.</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>REQUIRED 4a) Materials provide regular opportunities for students through discussions to develop claims about social studies content identified in the GLEs.</p> | Not Evaluated | This section was not evaluated because the non-negotiable criteria were not met. |
| | <p>REQUIRED 4b) Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared</p> | Not Evaluated | This section was not evaluated because the non-negotiable criteria were not met. |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Yes/No) | JUSTIFICATION/ COMMENTS WITH EXAMPLES |
|--|---|------------------------|--|
| <input type="checkbox"/> Yes <input type="checkbox"/> No | writing/formal essays, on-demand and process writing, etc.). | | |
| | REQUIRED for grades 3-12 only 4c) A vast majority of written tasks require students to present well-defended claims and clear information, providing evidence to support valid inferences from sources to explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas. | Not Evaluated | This section was not evaluated because the non-negotiable criteria were not met. |
| | REQUIRED 4d) Materials provide frequent opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently. | 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. |
| 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. |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Yes/No) | JUSTIFICATION/ COMMENTS WITH EXAMPLES |
|----------|--|------------------------|--|
| | 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

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

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

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

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

| Section | Criteria | Yes/No | Final Justification/Comments |
|------------|---|------------|--|
| I: Content | 1. Scope and Quality of Content (Non-Negotiable) | Yes | The materials are aligned with the Louisiana 7 th grade GLE's |
| | 2. Range and Volume of Sources (Non-Negotiable) | No | There are an abundance of resources at the teacher's disposal and easily accessed by the student. There are very few opportunities for students to practice sourcing or to find corroboration between sources. The content is provided in the basal text and the outside sources are not necessary for students to get the required information. |
| II: Claims | 3. Questions and Tasks (Non-Negotiable) | No | The text did not provide opportunities for students to synthesize multiple sources in order to evaluate the causes and effects of events. There are a variety of formative and summative assessments that teachers can |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Yes/No) | JUSTIFICATION/ COMMENTS WITH EXAMPLES |
|--|--------------------------------|------------------------|--|
| | | | use to check student understanding. |
| | 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 publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.