DEPARTMENT of EDUCATION
Louisiana Believes

Instructional Materials Evaluation Tool for Alignment in Social Studies Grades K – 12

FULL CURRICULUM
Instructional Materials

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

Titles: **Geography: The Human and Physical World, Building Citizenship: Civics and Economics, United States History and Geography Modern Times, World History and Geography Modern Times**

Publisher: **McGraw-Hill School Education, LLC** Grade/Course: **9-12** 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:

World Geography (Tier 3) Civics (Tier 3) U. S. History (Tier 3) World History (Tier 3)

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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: **Geography: The Human and Physical World**

Grade/Course: **World Geography**

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			
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. ☒ Yes ☐ No	**REQUIRED** **1a)** Materials address the content of 90% of the GLEs.	**Yes**	100% of the 2011 Social Studies Grade-Level Expectations for World Geography have been addressed. As an example, Standard 1, GLE WG.1.1 which states, "Describe the impact of technology on the study of Geography and gather Geographic information using technological tools" has been addressed specifically on page 1 as to where to find the GLEs in the ConnectEd Student Edition and Teacher Edition (see Student Edition: Chapter 1, Assessment, page 4; Teacher Edition: Resources, Keyword search, GIS, Europe GIS Simulation: Evaluating Biogeographical regions). Additionally, Chapter 1, Lesson 1, has an extensive lesson on maps to address Standard 1 GLEs. There are several types of assignments that approach the Standard of learning "how to organize information and solve geographic problems using geographical tools, representations, and technologies." One example is a Mercator map video and following questions.

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	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.	**Yes**	In the Teacher's Edition, the GLEs are aligned to chapters. Key concepts are identified and examples of ways to teach, assess, and engage students are provided. For example, in Teacher Key Concepts (pp. 1-13) both the GLEs and ConnectEd references are aligned to give teachers directions on where to find and how to use the GLEs to best instruct the students. Key concepts of essential terms align the standards to the chapters and explore key questions (e.g., see Chapter 1, Assessment, p.3). Essential questions addressed at the beginning of each chapter are used to build knowledge and skills with social studies content. Guided questions at the beginning of each lesson help direct student reading and focus to encourage comprehension. In addition, student instruction is reinforced in the Student Learning Center where there are reading progress checks, taking notes activities, and critical thinking questions that incorporate the use of graphs, charts, primary and secondary documents, maps and images.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
Tier 1 and 2 Non-Negotiable **2. RANGE AND VOLUME OF SOURCES:** Materials include varied types of primary and secondary sources. ☐ Yes ☒ No	**REQUIRED** **2a)** The main focus of the materials is on primary and secondary sources[1] to develop content knowledge and express claims.	**No**	The main focus of the materials is not on primary and secondary sources to develop content knowledge and express claims. While each lesson in the text has as its own primary and secondary resources that have been added to specifically align to the lesson and reinforce the content being discussed, they are not the main focus, but rather supplemental. For example, see Chapter 9, Lesson 3, "People and Their Environment, the Human Impact." This section asks, "How does urban growth and industrialization create environmental problems in South America?" While this task does address the Unit 1 Content and Claims for Geography (GLE 2.3-4), the use of primary sources is not the vehicle used to accomplish the task. The primary source used is a photograph titled, "South American Urbanization." The accompanying directions have students form groups and answer a few thought provoking prompts, but the photo isn't mandatory to accomplish this task. There are 4 primary sources in Lesson 3, and only one of them

[1] Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format. (http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) For additional definitions and examples, see also: http://www.princeton.edu/~refdesk/primary2.html and http://www.archives.gov/education/research/history-in-the-raw.html.

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			has source-dependent questions that are necessary to develop the knowledge for that topic.
	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.	**Yes**	The World Geography text provides adequate choices of secondary sources found in the Resources section of the Student Edition and Teacher Edition of the ConnectEd online version and hard copies. An example can be found in Chapter 9. Lesson 1 provides one video, two maps, a graph, a picture, and a 'connecting to science' feature to learn more about the connections between geography and biology; Lesson 2 has one video, three maps, a timeline, and a picture; and, Lesson 3 has one video, three pictures, one chart and a primary resource. While not all chapters contain primary source documents or case studies that include primary documents to evaluate, there are a few chapters, such as 4, 8, 11, 17 and 21, which do contain primary sources.
	2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing[2] and corroboration.[3]	**No**	Materials in the textbook have only some focus on both primary and secondary sources from different perspectives. There are few opportunities to compare and

[2] Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.
[3] Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

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			contrast, consider the influence of the document's author, occasion, and purpose for creating the content, and few opportunities for students to determine whether sources corroborate or conflict on important issues. For example, when students interact with sources in the text, it is almost always with a single source on the page and not other sources of different viewpoints. When examples are found, is it often in the Case Studies of the chapters. In Chapter 4, two primary documents generate critical thinking questions and debates about increasing of globalization and whether culture and heritage is lost. Students are prompted to question the sourcing and corroboration. In Chapter 5 of the Case Study there is an interactive image, but the prompts/activity do not push for corroboration or sourcing.
	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**	The text provides primary sources and secondary sources from time periods, but the use of them is not consistent in every chapter. Many of documents are not accompanied with questions that direct student attention to time and place, thus

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

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			limiting the student experience to be able to contextualize and make historical connections. Chapter 8, "Central America," Lesson 3, for example, provides a good lesson with different sources on the Panama Canal. There is a video on the construction of the Panama Canal from 1904-1914 and an image of the completed canal from the modern era. While it does a good job of "connecting the dots" across time periods, it doesn't address contextualization.
II. Claims			
Tier 1 and 2 Non-Negotiable **3. QUESTIONS AND TASKS:** Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well students are able to make and support claims about social studies content. ☐ Yes ☒ No	**REQUIRED** **3a)** Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).	**Yes**	Questions, assignments, and tasks in the textbook focus effectively on engaging students with content in varied contexts, including writing responses, standardized test-based question types, critical thinking questions to a persuasive speech, and a reading progress check. In each chapter or lesson, students actively engage with the text through guided questions, reading check questions and random Bloom's Taxonomy of questions placed throughout every lesson in the text. A review section at the end of each lesson has students review vocabulary through assessment, label a map, answer a summary questions written to align with Bloom's Taxonomy, form a position and support their

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			position in an argumentative question, and answer a critical thinking question. The sections "Why Geography Matters" and "Global Connections" embed questions in the activity that are written on different levels of Bloom's Taxonomy for students to answer as they work through the text. Teachers can assign specific resources from the resource library which include a plethora of different questions including different types of sources, tasks, multiple choice questions, as well as speaking and listening assignments. Teachers can use the Teacher Edition to assign questions and tasks, and students can use the Student Edition to go through the student resources and complete assignments for extra practice. In the Final Review of each chapter, students evaluate, conduct research and create a project-based assessment and analyze charts and graphs.
	REQUIRED **3b)** Coherent sequences of source-dependent questions[5] 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	**No**	Within the textbook there are some source-dependent questions and tasks; however, the questions are not sequenced in a meaningful way to support students in building knowledge and skills in the content.

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

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	of events and developments.		The questions associated with the primary and secondary sources are often unnecessary to accomplish the task presented. For example in Chapter 15, Lesson 3, there are 4 sources for students to use with questions but only one of them, "Libyan Oil Profits," needs the resource to complete the task. The other three sources support the lesson, but the task can take place even when the resource is removed.
	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.	**No**	While there are some source-dependent written and oral tasks that require students to demonstrate understanding, it is the exception. For example in Chapter 11, Lesson 3, there are 5 resources used in the activities. One is a video, and it works well to have students make connections between ideas, people, and events across time and place. However, the other four do not, and one of the four doesn't have any questions to go with it at all, making its purpose unclear.
	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.	**Yes**	Materials in the textbook use effective modes of assessment. Students complete pre-, formative, summative and self-assessments through reading progress check questions, essential questions, guided reading questions and activities, end of the lesson reviews, self-check quizzes, chapter assessments, reading essentials and study guides, interactive games and assessing

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			background knowledge worksheets, etc. Teachers are able to assign these assessment tools online making them available to all students and to students individually, based on student needs. The World Geography eAssessment tool includes document-based questions, researching skills questions, 21st century skill questions, applying map skills questions, college and career readiness questions and the traditional end of the chapter tests. In addition, lesson quizzes can be assigned directly to the student and self-check quizzes in each the lesson. These tests and quizzes are graded automatically, providing immediate academic feedback. Teachers can use this data to drive and plan instruction and as a progress-monitoring tool.
	3e) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**Yes**	Aligned rubrics and assessment guidelines in the textbook are included and provide some guidance for interpreting student performance. In the Teacher Edition under "Test Prep," after selecting the rubrics link, there are 23 rubrics available to use for a number of activities (e.g., poems, skits, maps, oral presentations, etc...). In the Student Edition access to a number of resources that teach students how to complete something, along

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			with rubrics that student can access without having to be assigned by the teacher are provided.
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. ☐ Yes ☐ No	**REQUIRED** **4a)** Materials provide regular opportunities for students through discussions to develop claims about social studies content identified in the GLEs.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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	**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.

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using multiple sources to make claims about social studies content. ☐ Yes ☐ No	**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
I: Content	1. Scope and Quality of Content **(Non-Negotiable)**	**Yes**	Materials more than adequately address the Louisiana GLEs at sufficient depth, accuracy, and quality to build social studies knowledge.
	2. Range and Volume of Sources **(Non-Negotiable)**	**No**	Materials included in the textbook and the resource catalog offer a surplus of various types of primary and secondary sources, but they are ancillary in nature and not a part of the foundation that drives the instruction.
II: Claims	3. Questions and Tasks **(Non-Negotiable)**	**No**	Materials do not consistently offer varied opportunities to gain direct and observable

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			evidence of the degree to which students can independently demonstrate the grade-level expectations.
	4. Response to Sources	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
III: Scaffolding and Support	5. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

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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.

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

Title: **Building Citizenship: Civics and Economics**

Grade/Course: **Civics**

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			
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. ☒ Yes ☐ No	**REQUIRED** **1a)** Materials address the content of 90% of the GLEs.	**Yes**	100% of the 2011 Social Studies Grade-Level Expectations for Civics have been addressed. As an example, Standard 1, GLE C.1.1 which states, "Describe reasons why government is necessary, explaining competing ideas about the role of government in society" has been specifically addressed on page 1 as to where to find the GLEs in the ConnectEd Student Edition and Teacher Edition (see Student Edition: Chapter 1, Lesson 4, page 1-3; Teacher Edition: Chapter 1, Lesson 1: "Being an American," Teach and Assess-Day 2).
	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.	**Yes**	The materials provide regular and various opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs. In Chapter 7, Lesson 4, there are several questions that the instructor can pose to students, from knowledge base to inference. For example, GLE 2.6 is addressed in the Student Edition. There is a Critical Thinking skills question that asks the student to make an inference about why Justice's have private conferences. There is also a question that uses Visual Information about Supreme Court decisions. This question has student

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			observe a graphic and then answer several questions (e.g., From 1896-1954 in what direction was the Court moving? How do you know this?"). This is a great tool to get visual learners writing and responding to textual prompts.
Tier 1 and 2 Non-Negotiable **2. RANGE AND VOLUME OF SOURCES:** Materials include varied types of primary and secondary sources. ☐ Yes ☒ No	**REQUIRED** **2a)** The main focus of the materials is on primary and secondary sources[6] to develop content knowledge and express claims.	**No**	The main focus of the Civics text is not on primary and secondary sources to develop content knowledge and express claims. In the resources section of the Student edition and Teacher edition, there are primary and secondary sources. However, the teacher must search for the primary and secondary sources within each chapter or click on the tools to find them. Primary and secondary sources are not found in the main subject matter, and the chapters are not source-dependent. Also, some chapters have no primary source documents listed for students to evaluate. Meaningful sources should be the focus of instruction, supporting student

[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.

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			understanding. Furthermore, the length of readings is not adequate. Many of the readings are excerpts. These excerpts and the questions that go along with them are source-dependent, but consist of no more than a few paragraphs. (e.g., Lesson 1 on Americans, Citizens, and Government, has a Primary Source Activity that has a 2 excerpts with questions). While there doesn't need to be a large amount of lengthy, rigorous readings, the text should offer this type of reading to challenge students.
	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.	**Yes**	The Civics text provides choices of primary and secondary sources found in the Resources section of the Student Edition and Teacher Edition of the ConnectEd online version and hard copies. The teacher's resource section offers 912 documents, 161 flash files, 453 images, 101 videos, 41 graphic novels, as well as a large number of other maps, quizzes, charts, etc. The Resources window is a great collection.

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	2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing[7] and corroboration.[8]	**No**	Materials in the textbook have a limited focus on both primary and secondary sources from different perspectives. Materials allow few opportunities to compare and contrast, consider the influence of the document's author, occasion, and purpose for creating the content, and gives few opportunities for students to determine whether sources corroborate or conflict on important issues. For example, when students interact with sources in the text, it is almost always with a single source on the page and no other sources of different viewpoints. This is seen in Chapter 2, "The American Colonies and Their Government." Students are directed to explore the Declaration of Independence but there is no opportunity to question students about the document or compare it to the Magna Carta in the previous lesson.
	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]	**No**	Materials have an inconsistent focus on both primary and secondary sources from different time periods to enable students to make connections within and across time

[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.

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			periods, including contextualization. While there is a variety of sources from different time periods, they either lack in depth or are inconsistent. However, it should be noted that a few examples can be found. In Lesson 2, "Powers of Congress," students are asked questions that compare President Truman, Eisenhower, and Kennedy's opinion about Congressional powers. Students are then asked to further their knowledge and compare a current event to a present day congressional action. Finally, students are asked to plot their comparisons on a graphic organizer. Another example is found in Chapter 14, Lesson 1, where there is an interactive graphic titled, "Common Law: Then and Now."
II. Claims			
Tier 1 and 2 Non-Negotiable **3. QUESTIONS AND TASKS:** Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well	**REQUIRED** **3a)** Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).	**Yes**	Questions, assignments, and tasks in the textbook focus effectively on engaging students with content in varied contexts, including writing responses, standardized test-based question type, critical thinking questions to a persuasive speech,and a reading progress check.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
students are able to make and support claims about social studies content. ☐ Yes ☒ No			In each chapter, the lessons have interactive segments where students actively engage with the text, as well as a review section at the end of each lesson in which students review vocabulary through assessment, label a map, answer a summary question, form a position and support their position in an argumentative question, and answer a critical thinking question. In the final review of each chapter, students evaluate, conduct research and create a project-based assessment, and analyze political cartoons. However, in some chapters (e.g., see Chapter 2), students are given an opportunity to be engaged and conduct research regarding organizations in their schools, but the text does not offer questions for students to answer after research has been compiled. While there are primary and secondary sources of all varieties and lengths, sometimes the accompanying questions do not offer a rigorous prompt. For example, the English Bill of Rights can be used in Chapter 2, Lesson 1. It is accompanied by a weak critical thinking question that does not lend itself to extensive higher-order thinking among students.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	REQUIRED **3b)** Coherent sequences of source-dependent questions[10] 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.	**No**	Within the textbook there are some source-dependent questions and tasks; however, the majority of questions are not source-dependent. Most questions associated with the primary and secondary source documents do not require students to think at higher levels such as evaluation, analysis, prediction, and conclusion. In Chapter 23, for example, students are asked to debate the economic question, "Should we allow for offshore drilling?" The students are to look at a map and read statements for and against offshore drilling. Because this information is given to students, they don't have to evaluate pros and cons to form their own opinion. The questions asked remain at a low level. It should be noted however, that in the "differentiation" piece, there is a suggestion to have students conduct the research and write a position about the topic in which would be beneficial for all students to engage.

[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
	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.	**No**	Written and oral tasks in the textbook require students to demonstrate knowledge of civics content and make connections between ideas, people, and events across time and place, recognize recurring themes, and evaluate the causes, effects, and consequences of events and developments; they do not need the source to accomplish these tasks. Out of the 24 chapters, all have "Real Life Civics" sections which provide excerpts that give students opportunities to make connections to real life and to the content being learned. While they do have higher-order prompts not all of them pertain to the GLEs for Civics or are source-dependent. Chapter 7, Lesson 4 has a video, "On the Docket" that introduces the profile of the Supreme Court. This video is excellent to introduce the topic, but it is not necessary to accomplish the accompanying task, which is for teams to make a profile of the current Supreme Court.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	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.	**Yes**	Materials in the textbook use effective modes of assessment: Students complete pre-, formative, summative and self-assessments through Reading Progress Checks, Guided Reading Activities, Lesson Reviews, Self-Check Quizzes, Chapter Assessments, Reading Essentials and Study Guides, Games and Assessing Background Knowledge worksheets, etc. Teachers are able to assign these assessment tools online making them available to all students. The Civics eAssessment tool includes DBQ and Traditional Chapter Tests and Lesson Quizzes, which can be assigned directly to the student. These tests and quizzes are graded automatically, providing immediate feedback to teachers to guide instruction and to students as a progress-monitoring tool that are unbiased and accessible to all students. An ESL version is offered, and students may listen to chapters and lesson assessments by clicking on the earphones at the top left of the screens in each chapter.
	3e) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**Yes**	Aligned rubrics and/or assessment guidelines in the textbook are included, and provide some guidance for interpreting student

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			performance. In the Teacher Edition under "Test Prep," after selecting the rubrics link, 23 rubrics are available to use for a number of activities (e.g., poems, skits, maps, oral presentations, etc…). In the Student Edition, access is provided to a number of resources that teach students how to complete something, along with rubrics student can access without having to be assigned. In addition, there are also forms of rubrics in the Technology extensions with suggested categories and ways to score.
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. ☐ Yes ☐ No	**REQUIRED** **4a)** Materials provide regular opportunities for students through discussions to develop claims about social studies content identified in the GLEs.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
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**	Materials adequately address the Louisiana GLEs at sufficient depth, accuracy, and quality to build Social Studies content and knowledge.
	2. Range and Volume of Sources **(Non-Negotiable)**	**No**	The main focus of Civics texts is not on primary and secondary sources in a way that help develop content knowledge or express claims.
II: Claims	3. Questions and Tasks **(Non-Negotiable)**	**No**	Most questions associated with the primary source and secondary source documents do achieve higher level learning such as evaluation, analyze, prediction, and conclusion, but these sources are not always needed to accomplish the task.
	4. Response to Sources	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
III: Scaffolding and Support	5. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

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: **United States History and Geography Modern Times** Grade/Course: **U. S. History**

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			
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. ☒ Yes ☐ No	**REQUIRED** **1a)** Materials address the content of 90% of the GLEs.	**Yes**	90% of materials address the content of the 2011 Louisiana U.S. History Grade-Level-Expectations. Correlation charts can be found in the Resource Library of the Online Teacher Center. A number of examples address Standard 4: US.4.1 which states "Use examples to show how population shifts, artistic movements, Prohibition, and the women's movement of the Roaring Twenties were a reflection of and a reaction to changes in American society." In Chapter 8, Lesson 4, discussion of White American artistic culture during the 1920s and Lesson 5, goes over the Harlem Renaissance. It should be noted that information on Prohibition and the women's movement were not found or cannot be easily identified in the text. US.4.2 states "Examine the economic policies, attacks on civil liberties, and the presidential administrations of the 1920s and explain how each reflected a return to isolationism." The presidencies of Harding and Coolidge and American politics after World War I can be found in Chapter 8, Lesson 1. Chapter 7, Lesson 4 discusses the Palmer Raids and the strikes that occurred in the U.S. post World War I.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			US.4.3 states “Describe the impact of major technological innovations and scientific theories of the 1920s on American society.” Information on the Model T and the Assembly line, radio, and the airplane can be found in Chapter 8, Lesson 2. US.4.4 states “Examine the causes of the Great Depression and its effects on the American people, and evaluate how the Hoover administration responded to this crisis.” Chapter 9, Lesson 1 is dedicated to discussing the major causes of the Great Depression including consumer spending, bank loans, and the Stock Market Crash. Chapter 9, Lesson 2 discusses the Dust Bowl. Chapter 8, Lesson 3 is about President Hoover's response to the Great Depression. US.4.5 states “Classify the key New Deal programs according to Relief, Recovery, and Reform programs and describe their impact on the social, economic, and political structure of the United States.” Chapter 9 is about the Presidency of Franklin D. Roosevelt and his response to the Great Depression. Lesson 1 is about the first New Deal. Inside Lesson 1, the Federal Deposit Insurance Corporation and the Securities and Exchange Commission, Farm Credit

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			Administration, Agricultural Adjustment Administration and numerous other programs of the First New Deal are taught. Lesson 2 of Chapter 9 includes critics of the Great Depression and President Roosevelt's Second New Deal. US.4.6 states "Examine the causes of World War II and explain the reasons for U.S. entry into the war." Chapter 11, Lesson 1 discusses the Origins of World War II, including the rise of dictators, Stalin and the USSR, Hitler and Nazi Germany, Japan, the Munich Crisis, British and French appeasement, Nazi-Soviet Pact, and the Invasion of Poland. Lesson 2 discusses how America tried to remain neutral, but still participated in the war indirectly (e.g., the Lend Lease Act and Atlantic Charter) and the Attack on Pearl Harbor is discussed briefly. US.4.7 states "Explain how the U.S. government financed World War II, managed the economy, and encouraged public support for the war effort." Chapter 12 is dedicated to America and the War. In Lesson 1 the building the military is discussed, women and the war, industry and production, minorities and encouraging Americans to support the war effort at home.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	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.	**Yes**	In the Teacher's Edition, the GLEs are aligned to chapters. Key concepts are identified examples of ways to teach, assess, and engage students are provided. In the ConnectEd Teacher Edition, lesson planners provide essential questions and key concepts that align to the GLEs. Essential questions are addressed at the beginning of each chapter to build knowledge and skills with social studies content. Guided questions at the beginning of each lesson direct student reading and lesson focus to encourage comprehension. Student instruction is reinforced in the Student Learning Center where a reading progress check, note taking activity and critical thinking questions using graphs, charts, primary and secondary documents, maps, images, and skills are provided. In Chapter 9, "The Great Depression Begins, 1929-1932" (see GLEs 4.4 and 4.5), Lesson 1, The Causes of the Great Depression, the Essential Questions ask, "What causes changes in the economy over time? How do depressions affect societies?" Other examples include: Reviewing Vocabulary, Contrasting-What is the difference between buying on margin and a margin call; Describing-What occurs during a bank run;

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			and Evaluating-Why was buying stocks based on speculation of a risk. In "Using Your Notes," see Identifying Cause and Effect, "use the notes that you completed during the lesson to write a few sentences identifying the causes of the Great Depression." In the "Answering the Guiding Questions" section, see Evaluating-What economic choices caused the economy to become unstable in the late 1920s; Describing-How did the stock market crash trigger a chain of events that led to the Depression; and Analyzing-What were the underlying conditions that led to the collapse of the U.S. economy? See also the Writing Activity: Informative/Explanatory, "Write an essay for a financial magazine telling the chain of events leading to the Great Depression. Be sure to sequence the events correctly to make them easier for readers to understand." In Lesson 2, "Life During the Great Depression" see the Essential Questions: What causes changes in the economy over time? How do depressions affect societies? In addition, see Reviewing Vocabulary: Summarizing-Why were the lives of hoboes difficult during the Depression? In the Using Your Notes section, Identifying Cause and Effect students are asked, "How

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			did some radio shows come to be nicknamed soap operas?" In the "Answering the Guiding Questions section, see Evaluating-How did economic changes affect everyday life during the 1930s; Describing In what ways was culture influenced by the Depression? See also the Writing Activity: Informative/Explanatory, "Write two to three paragraphs describing the Dust Bowl, its causes, its effect on people, and how it made the Great Depression worse for those living on the Great Plains."
Tier 1 and 2 Non-Negotiable **2. RANGE AND VOLUME OF SOURCES:** Materials include varied types of primary and secondary sources. ☐ Yes ☒ No	**REQUIRED** **2a)** The main focus of the materials is on primary and secondary sources[11] to develop content knowledge and express claims.	**No**	Although the materials contain primary and secondary sources, they are supplemental to the main content of the materials.
	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.	**Yes**	The materials in the textbook provide a plethora of primary and secondary sources of different formats such as print, non-print, video, pictures, images, drawings, interviews, maps, charts, graphs, and these sources vary in length. The following example is found in "Analyzing Primary Sources, The Birth of the Telephone," "He

[11] 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
			then sketched for me an instrument that he thought would [transmit speech], and we discussed the possibility of constructing one. I did not make it; it was altogether too costly and the chances of its working too uncertain, to impress his financial backers…who were insisting that the wisest thing for Bell to do was to perfect the harmonic telegraph; then he would have money and leisure enough to build air castles like the telephone." In addition see, Thomas A. Watson, from "Recollections of the Birth and Babyhood of the Telephone," 1913. The following example is found in Chapter 15, "The New Frontier and the Great Society" Analyzing Primary Sources Section: "The Challenge of Poverty." “The walls of the ghettos are not going to topple overnight, nor is it possible to wipe out the heritage of generations of social, economic and educational deprivation by the stroke of a Presidential pen. The war against poverty is a long-range undertaking. It requires staying power as well as a sense of urgency.” In addition, the New York Times editorial, January 1, 1967 is provided. The following example is found in Chapter 18: a 38-second voice recording of Betty Friedan, who wrote the 1963 book "The Feminine Mystique,"

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			which helped describe the dissatisfaction many women felt about their social roles. It also inspired many women to fight for equal rights. In addition, photographs of protest, Cesar Chavez speaking to people, migrant workers, video of protest and opinions, charts and graphs for analysis of the workforce, income, populations, and biographies of influential people between 1960-1980 on the issue of Politics and Protesting the U.S. government are also provided.
	2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing[12] and corroboration.[13]	**No**	Although primary and secondary sources are present in the materials, there are few instances where the sources present different perspectives or provide opportunities to compare and contrast, consider the influence of the document's author, occasion, and purpose for creating the content, or determine whether sources corroborate or conflict on important issues. For example, in Chapter 4, "Urban America," students are to look at several sources (photograph about Ellis Island, questions from the Immigration service, etc.);

[12] Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.
[13] 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
			however, each question is directed at a single source and never asks students to synthesize information to gain a broader understanding of the immigration process.
	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.[14]	**No**	Materials focus on both primary and secondary sources from different time periods, but they do not enable students to make connections within and across time periods including contextualization. In each chapter, there are sources for that time period, but examples of purposeful connections (to previously studied events, to modern times, etc.) are not present. Chapter 18, Lesson 1 has photo of the Franklin D. Roosevelt, Churchill, and Stalin with instructions to: View this interactive image describing the roles of Winston Churchill, Franklin D. Roosevelt and Joseph Stalin at the Yalta Conference to answer the question: "Critical Thinking, Predicting Consequences," "How might allowing Stalin to influence the political landscape of Eastern Europe affect that region's later foreign policy?" Instead, this photo could force students to recall the Treaty of Versailles and/or the Fourteen Points after World War I and have students then compare the foreign policies created after

[14] 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
			World War and compare them to the foreign policies created after World War II in that region of Europe. Another option would be to compare and contrast Wilson's foreign policy to that of Franklin D Roosevelt/Truman after World War II and how the region of the Stern, Europe, was impacted after both wars.
II. Claims			
Tier 1 and 2 Non-Negotiable **3. QUESTIONS AND TASKS:** Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well students are able to make and support claims about social studies content. ☐ Yes ☒ No	**REQUIRED** **3a)** Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).	**Yes**	Questions, assignments, and tasks in the textbook focus effectively on engaging students with content in varied contexts, including writing responses, standardized test-based question type, critical thinking questions to a persuasive speech,and a reading progress check. In each chapter and/or lesson, students actively engage with the text through guided questions, reading check questions and random Bloom's Taxonomy of questions placed throughout every lesson in the text, as well as a review section at the end of each lesson in which students review vocabulary through assessment, label a map, answer a summary questions written to align with Bloom's Taxonomy, form a position and support their position in an argumentative question and answer a critical thinking question. Teachers can assign specific resources from the resource library which includes an abundance of different questions including

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			different types of sources, tasks, multiple choice questions, as well as speaking and listening assignments. Teachers can use the teacher edition to assign questions and tasks and students can use the student edition to go through the student resources and complete assignments for extra practice. In the final review of each chapter, students evaluate, conduct research and create a project- based assessment, and analyze political cartoons.
	REQUIRED **3b)** Coherent sequences of source-dependent questions[15] 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.	**No**	There are not enough coherent sequences of source-dependent questions and tasks that focus students on building knowledge and skill with content through various texts (e.g., 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). Examples found are: Questions on sources that are not grouped in meaningful sequences; a vast majority of questions in each chapter are not source-dependent; Chapter 4 assessment: 5 of 40 questions are based on a source; Chapter 12 assessment: 5

[15] 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
			of 38 questions are based on a source; Chapter 20 assessment: 4 of 36 questions are based on a source. In addition, the questions being asked are lower level, basic recall and identify. The text does not ask students to "dig deep" to make connections or meaning. Their questions do not facilitate an experience for students to evaluate the causes and consequences of different events over time, and the sources given do not facilitate this connection on most occasions.
	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.	**No**	Source-dependent written and oral tasks do not 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. For example, the writing prompts in Chapters 4, 12, and 20 are not source-dependent.
	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.	**Yes**	Materials in the textbook use effective modes of assessment, including pre-, formative, summative and self-assessments through Reading Progress Checks, Guided Reading Activities, Lesson Reviews, Self-Check Quizzes, Chapter Assessments,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			Reading Essentials and Study Guides, Games and the use of Assessing Background Knowledge worksheets, etc. Teachers are able to assign these assessment tools online making them available to all students. The US History eAssessment tool includes document based questions and traditional Chapter tests and Lesson quizzes, which can be assigned directly to the student. These tests and quizzes are graded automatically, providing immediate feedback to teachers to guide instruction and to students as a progress-monitoring tool that are unbiased and accessible to all students. An ESL version is provided and students may listen to chapters and lesson assessments by clicking on the earphones at the top left of the screens in each chapter.
	3e) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**Yes**	Aligned rubrics and/or assessment guidelines in the textbook are included, and provide some guidance for interpreting student performance. In the Teacher Edition under "Test Prep," after selection the rubrics link, there are 23 rubrics available to use for a number of activities (e.g., poems, skits, maps, oral presentations, etc…). In the Student Edition, students have access to a number of resources on how to complete something, along with rubrics that can be accessed without having to be assigned. Another example can be found in the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			resource section. There are several project type items in the lessons (e.g., either a rubric or guidance on creating a rubric). One example found in the resource catalog is an assignment to make a Voicethread on memorable speeches. While this particular assignment doesn't have a rubric or key like others, it does provide guidance on responses, and it has a link to a site that will help the teacher make a rubric for technology products. The site offers guidance for those teachers that are new to technology products and it leads them along in the process of making their own rubric.
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. ☐ Yes ☐ No	**REQUIRED** **4a)** Materials provide regular opportunities for students through discussions to develop claims about social studies content identified in the GLEs.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**
I: Content	1. Scope and Quality of Content **(Non-Negotiable)**	**Yes**	90% of GLEs are addressed.
	2. Range and Volume of Sources **(Non-Negotiable)**	**No**	The main focus of the text is not on primary and secondary sources in a way that help develop content knowledge or express claims.
II: Claims	3. Questions and Tasks **(Non-Negotiable)**	**No**	Materials offer very few opportunities to gain direct and observable evidence of the degree to which students can independently demonstrate the grade-level expectations.
	4. Response to Sources	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
III: Scaffolding and Support	5. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

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: **World History and Geography Modern Times** Grade/Course: **World History**

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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			
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. ☒ Yes ☐ No	**REQUIRED** **1a)** Materials address the content of 90% of the GLEs.	**Yes**	Materials address the content of 100% of the Grade-Level Expectations of the 2011 World History Standards. A number of examples address Standard 6: Conflict and Resolution "Students analyze the causes, events, and consequences of major global events of the early 20th century." WH.6.1 "Identify the key personalities and evaluate the origins, major events, technological advances, and peace settlements of World War I" see Chapter 14, Lesson 1; WH.6.2 "Explain how art, literature, and intellectual thought that emerged in the postwar world reflect the societal changes and disillusionment brought about by World War I" see varying parts of Chapter 15; WH.6.3 "Analyze the causes and consequences of the Russian Revolutions of 1917" see Chapter 14, Lesson 3; WH.6.4 "Explain the causes and consequences of the economic conditions of the 1920s and 1930s and how governments responded to worldwide economic depression" see Chapter 15, Lesson 1; WH.6.5 "Analyze the political conditions that led to the rise of totalitarianism in the Soviet Union, Germany, Italy, Japan, and Spain of the 1920s and early 1930s" see Chapter 15, Lesson 2; WH.6.6 "Explain the origins, key individuals, battles,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			and major events of World War II" see all five lessons of Chapter 17; and, WH.6.7 "Evaluate the political, social, and economic consequences of World War II" see Chapter 18, Lesson 1 and depending on the sub-objectives, Lessons 2 and 3.
	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.	**Yes**	Material provides regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs. In the Teacher Edition, each chapter provides essential questions that students already know and will know by the end of each of lesson and chapter. These questions can be found under "Chapter at a Glance." In the Student Edition, students are given essential questions, guiding questions, reading progress check questions, based on Bloom's Taxonomy of questions, document based questions, active listening questions, end of the lesson review questions, and end of the chapter assessment questions. For example, see Chapter 19, "World World Two," Lesson 1. One essential question: Why do political actions often lead to war; Guiding question, How does war impact society and the environment; Reading progress check question, Determining Cause and Effect How did World War I affect European leaders' attitudes toward international aggression;

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			and Summarizing: What regions did Japan consider in its search for natural resources? The following examples are provided from the Review question section, "Explaining-What is the connection between national sovereignty and demilitarization?" In the Reviewing Vocabulary section, see "Explaining-What is the connection between national sovereignty and demilitarization?" In the "Using Your Notes" section see, "Comparing" "Use your graphic organizer to compare how German and Japanese aggression affected the United States." In the "Answering the Guiding Questions," see Summarizing, "What was Hitler's motivation for German expansion? Distinguishing, "What alliances and events contributed to the outbreak of World War II?" Analyzing, "Why did Japan want to seize other countries?" In Writing Activity 6. Argument students write a paragraph that argues for or against the following statement, "The British policy of appeasement was the main cause for Germany's aggressive actions."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
Tier 1 and 2 Non-Negotiable **2. RANGE AND VOLUME OF SOURCES:** Materials include varied types of primary and secondary sources. ☐ Yes ☒ No	**REQUIRED** **2a)** The main focus of the materials is on primary and secondary sources[16] to develop content knowledge and express claims.	**No**	Although each chapter of the materials contains primary and secondary sources, those sources are not the main focus of the content. One example, in Chapter 2, is an excerpt of "The Book of the Courtier"; this source is used in a bellringer activity which could easily be overlooked and not impact the main portion of the materials.
	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.	**Yes**	The materials in the textbook provide various primary and secondary sources of different types (images, video, graphic novels, excerpts, etc.) although there is not a lot of variety in length (i.e., there are no readings for primary sources most items are short). This text and its ancillary materials are rich in maps. European voyages of discovery map is found in Chapter 4, Lesson 1. Every chapter has some type of map item. The maps are also interactive allowing the instructor to annotate and turn some features on and off.

[16] 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
	2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing[17] and corroboration.[18]	**No**	While the materials focus on both primary and secondary sources, there are few occurrences of those sources being from different perspectives. There are instances of comparison and contrast arguments but they rarely cause the student to consider sourcing or corroboration. In Chapter 10, Lesson 5, there is a nice resource with a poem excerpt from W. Wordsworth and E. Poe, and the Teacher Edition points out the views of each towards industrialism. However there is no excerpt from an industrialist or economist (e.g., Adam Smith). This would have provided a great opportunity to compare the contrasting views, and the lesson could have been taken further to discover the various authors backgrounds and how that led them to their stance.
	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.[19]	**Yes**	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. The book starts with the year 1500 A.D and covers up to the present era. The books contains primary and secondary sources of all types from all era of World History. Students can make

[17] Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.
[18] Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.
[19] 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
			connections with each chapter's "Time and Place" section using the primary and secondary resources. As students read through the lessons, the primary and secondary sources that are used can also be used in making connections. For example, the teacher could pull primary and secondary sources from World War I, World War II, and the Cold War and compare the starts of all three wars using primary and secondary sources and determine if there are any commonalities. In addition many of the primary and secondary worksheets offer prompts to connect the time period studied to the student's own perspective.
II. Claims			
Tier 1 and 2 Non-Negotiable **3. QUESTIONS AND TASKS:** Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well students are able to make and support claims about social studies content. ☐ Yes ☒ No	**REQUIRED** **3a)** Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).	**Yes**	Questions, assignments, and tasks in the textbook focus effectively on engaging students with content in varied contexts, including writing responses, standardized test-based question types, critical thinking questions to a persuasive speech, and reading progress check. In each chapter and/or lesson, students actively engage with the text through guided questions, reading check questions and random Bloom's Taxonomy of questions placed throughout every lesson in the text. At the end of each lesson there is a review section in which students review vocabulary through assessment, label a map, analyze a political

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			cartoon or an image, answer summary questions written to align with Bloom's Taxonomy, form a position and support their position in an argumentative question, and answer a critical thinking question. Every primary and secondary source in every lesson has individual questions that students answer with the photo, and there is a self check quiz students can take. Teachers can assign specific resources from the resource library which include a plethora of different questions including different types of sources, tasks, multiple choice questions, as well as speaking and listening assignments. Teachers can use the teacher edition to assign questions and tasks, and students can use the student edition to go through the student resources and complete assignments for extra practice. In the final review of each chapter, students evaluate, conduct research, create a project-based assessment, and analyze political cartoons.
	REQUIRED **3b)** Coherent sequences of source-dependent questions[20] and tasks focus students on building knowledge and skill with content through various texts (primary and secondary	**No**	While there are many resources, they are often not required to answer questions, do research, or conduct conversations, etc. For example, in Chapter 20, Lesson 2 there is a

[20] 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
	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.		photograph of a Siberian Labor camp, the accompanying questions do not need the image to be answered.
	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.	**No**	Written and oral tasks are often not source-dependent. For example, in Chapter 13 Lesson 1 there is a visual on the Naval Battle during the Opium War, the questions provided do not need the visual to be answered, it is provided as more of an aid than as a tool.
	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.	**Yes**	Materials in the textbook use effective modes of assessment. Students complete pre-, formative, summative and self-assessments through reading progress check questions, essential questions, guided reading questions and activities, end of the lesson reviews, self-check quizzes, chapter assessments, reading essentials and study guides, interactive games and assessing background knowledge worksheets, etc. Teachers are able to assign these assessment tools online making them available to all students and to students individually based on student need.
	3e) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**Yes**	Aligned rubrics and assessment guidelines in the textbook provide some guidance for interpreting student performance. In the Teacher Edition's planning portion of the material, there are always suggested responses as well as a large supply of rubrics

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			in the resource link for various projects and assignments.
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. ☐ Yes ☐ No	**REQUIRED** **4a)** Materials provide regular opportunities for students through discussions to develop claims about social studies content identified in the GLEs.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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	**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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
using multiple sources to make claims about social studies content. ☐ Yes ☐ No	**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
I: Content	1. Scope and Quality of Content **(Non-Negotiable)**	**Yes**	Materials more than adequately address the Louisiana GLEs at sufficient depth, accuracy, and quality to build social studies knowledge.
	2. Range and Volume of Sources **(Non-Negotiable)**	**No**	The main focus of the text is not on primary and secondary sources in a way that help develop content knowledge or express claims.
II: Claims	3. Questions and Tasks **(Non-Negotiable)**	**No**	While there are many resources, they are often not required as part of the lesson, In addition, written and oral tasks are often not

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			source-dependent.
	4. Response to Sources	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
III: Scaffolding and Support	5. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.