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**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: **American History, Survey**

Grade/Course: **7**

Publisher: **Pearson Education, Inc.**

Copyright: **2016**

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

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

<b>STRONG</b>	<b>WEAK</b>
1. Scope and Quality of Content (Non-Negotiable)	2. Range and Volume of Sources (Non-Negotiable)
	3. Questions and Tasks (Non-Negotiable)

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

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

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

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

Click below for complete grade-level reviews:

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



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1. Scope and Quality of Content (Non-Negotiable)	2. Range and Volume of Sources (Non-Negotiable)
	3. Questions and Tasks (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 5 may not apply.)

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<b>I. Content</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>1. SCOPE AND QUALITY OF CONTENT:</b>            Materials adequately address the <a href="#">Louisiana’s Grade-Level Expectations (GLEs)</a> at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>1a)</b> Materials address the content of 90% of the GLEs.</p> <p><b>1b)</b> Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p><b>Yes</b></p> <p><b>Yes</b></p>	<p>The supporting materials provided by the publisher as well as their Grade-Level Expectations correlation sheet shows that the text supports more than 90% of the Grade-Level Expectations for 7th grade.</p> <p>The textbook system provides opportunities to explore and build knowledge on the key concepts of US history. Every lesson has a variety of methods of allowing students to explore the topic discussed, and teachers can assign a variety of methods of enriching student understanding of the same topic. In their online system, teachers can search for specific topics and activities by Grade-Level Expectation.</p>
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>2. RANGE AND VOLUME OF SOURCES:</b>            Materials include varied types of primary and secondary sources.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>2a)</b> The main focus of the materials is on primary and secondary sources<sup>1</sup> to develop content knowledge and express claims.</p>	<p><b>No</b></p>	<p>The main focus of the materials is on a standard textbook narrative of US history, with accompanying sources used as support for the text. For instance, in Chapter 3 Lesson 1 on the French and Indian War, there are sidebars with contemporary paintings and woodcuttings of events in the French and Indian War, as well as several</p>

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			one-line quotes from important figures in the conflict, but the text itself is a standard narrative. The textbook does provide an additional set of primary sources that spans the time period (and beyond) discussed in the text, but these sources are not fully integrated into the lessons, and exist to support the narrative provided by the textbook.
	<b>REQUIRED</b> <b>2b)</b> Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.	<b>Yes</b>	The textbook provides a variety of sources for students to work with, including image galleries, editorial cartoons, interactive maps, flipped classroom-style videos, editable PowerPoint presentations, and primary and secondary source texts for students to work with. The vast majority of text sources are short (less than a single paragraph) but there are longer texts in select lessons, such as in Chapter 1 where students evaluate the reliability of Pigafetta's account of Ferdinand Magellan's circumnavigation of the globe.
	<b>2c)</b> Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing <sup>2</sup> and corroboration. <sup>3</sup>	<b>No</b>	The majority of primary and secondary source assignments provided only focus on a single source and have students answer questions based on that source. There are no

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

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

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			<p>activities in the textbook that require students to corroborate sources, though there are frequent instances where students are asked to perform sourcing. An average primary source activity would be for instance, the "Turtle Bayou Resolutions" activity. In it, students are asked to analyze the source and ask to assess the argument presented by the Resolutions, as well as standard comprehension and historical knowledge questions. The textbook does have some large assignments where students do get to compare and contrast sources, such as in Chapter 7's assignment "Comparing Points of View on Slavery and Abolition" but they are the exception.</p>
	<p><b>2d)</b> Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization.<sup>4</sup></p>	<p><b>No</b></p>	<p>The vast majority of assignments only involve a single primary source where students analyze it, and the primary source activities pertain only to the topic presented in the chapter. The textbook provides activities where students make connections between events in a particular era (Reconstruction, for instance), but does not provide activities or questions for the teacher to use to link concepts between eras of history. Like the opportunities for corroboration above, this is the standard</p>

<sup>4</sup> 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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			assignment template with some exceptions, as seen in Chapter 4's "Civics Discussion" where students utilize Articles I and V of the US Constitution as well as modern-day commentary on the validity of equal representation of the states in the US Senate.
<b>II. Claims</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>3. QUESTIONS AND TASKS:</b></p> <p>Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well students are able to make and support claims about social studies content.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>3a)</b> Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).</p>	<b>Yes</b>	The textbook provides the teacher with a wide variety of questions and tasks to assess the student--mostly in the form of multiple-choice questions to aid in test preparation. Students have opportunities to explore topics through a wide variety of methods at the discretion of the teacher, including in-class discussions, e-portfolios, and even creating blog posts of historical topics.
<p><b>REQUIRED</b></p> <p><b>3b)</b> Coherent sequences of source-dependent questions<sup>5</sup> and tasks focus students on building knowledge and skill with content through various texts (primary and secondary sources), classroom research, conversations, etc. and then synthesizing and applying those understandings to recognize recurring themes and evaluate the causes and consequences of events and developments.</p>	<b>No</b>	Due to a lack of focus on primary and secondary sources in the textbook, there are few coherent sequences of source-dependent questions and tasks for students to build knowledge. While it is acknowledged that the textbook has independent activities for students to complete in a chapter as well as their primary source activities, the vast majority of activities and questions students	

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

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			interact with require only background knowledge or notes acquired during the lesson. For instance, students are asked to complete research assignments to complete a product (Chapters 2, 3, 8), but instead of providing resources or places to start research, the instructions merely tell the student to "...research the topic on your own."
	<p><b>REQUIRED</b></p> <p><b>3c)</b> Source-dependent written and oral tasks require students to demonstrate understanding of social studies content and make connections between ideas, people, and events across time and place, recognize recurring themes, and evaluate the causes and consequences of events and developments.</p>	<b>No</b>	While students are asked to demonstrate knowledge of social studies concepts repeatedly in the activities, the textbook's pattern for students dealing with sources relies on simple questions about the single source and rarely asks for students to connect the activity to learning in other times. When it does, as in primary source activity on Federalist Papers No. 51, where students are asked to read James Madison's comments in light of the advancement of civil rights for women and racial minorities, the activity gives no source material on the advancement of civil rights for students to compare to, and there is the unstated assumption that students are to use their background knowledge or teacher's content knowledge to answer the question.
	<b>3d)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment	<b>Yes</b>	The textbook provides the student pre/post-assessment options for individual chapters, as well as various assessment methods for

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	measures that are unbiased and accessible to all students.		individual lessons with questions of different types, as well as interactive mini-games and self-assessment checks. The textbook also provides benchmark tests that cover several chapters, and two forms of end-of-course tests. In addition, teachers also have access to a test bank for creation of customized tests.
	<b>3e)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	<b>Yes</b>	All assessment methods have supplied answer keys, as well as all primary source activities. In addition, all alternate assessment types include rubrics for teachers to use to assess student work, though there are no student work exemplars for students to use or generic rubrics for teachers to use for their own projects.
<p><b>4. RESPONSE TO SOURCES:</b> Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>4a)</b> Materials provide regular opportunities for students through discussions to develop claims about social studies content identified in the GLEs.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>REQUIRED</b> <b>4b)</b> Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>REQUIRED for grades 3-12 only</b> <b>4c)</b> A vast majority of written tasks require students to present well-defended claims and clear information, providing evidence to support valid inferences from sources to explain how society, the environment, the political and</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

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	economic landscape, and historical events influence perspectives, values, traditions, and ideas.		
	<b>REQUIRED 4d)</b> Materials provide frequent opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>4e)</b> Materials build students’ active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>III. Scaffolding and Support</b>			
<b>5. SCAFFOLDING AND SUPPORT:</b> Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED 5a)</b> Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED 5b)</b> The materials are easy to use and well organized for students and teachers.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>5c)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>5d)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

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<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 5. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.			
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
I: Content	1. Scope and Quality of Content <b>(Non-Negotiable)</b>	<b>Yes</b>	The textbook provides the student with opportunities to explore the big ideas of social studies as well as the specific concepts as outlined by the Grade-Level Expectations as well as varied methods to assess learning.
	2. Range and Volume of Sources <b>(Non-Negotiable)</b>	<b>No</b>	Though the textbook does have some opportunities to explore topics through several primary and secondary sources, the textbook primarily relies on a standard textbook-style narrative in order for students to learn concepts presented in the textbook. The textbook does provide additional primary sources in a library for use, but they are only connected to single lessons and are not used for corroboration or contextualization across eras.
II: Claims	3. Questions and Tasks <b>(Non-Negotiable)</b>	<b>No</b>	While the textbook provides more than ample opportunities for students to demonstrate learning in a wide variety of formats, the number of extended document-based activities is limited and the questioning used is focused on the document(s) themselves. There are few opportunities for making connections and when it does, the textbook assumes that the student already knows the content in

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			question.
	4. Response to Sources	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
III: Scaffolding and Support	5. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier III, Not representing quality</u></b>			

Appendix I.

Publisher Response



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1. Scope and Quality of Content (Non-Negotiable)	2. Range and Volume of Sources (Non-Negotiable)
	3. Questions and Tasks (Non-Negotiable)

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.

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	3. Questions and Tasks (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 5 may not apply.)

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

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

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

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<b>I. Content</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>1. SCOPE AND QUALITY OF CONTENT:</b>            Materials adequately address the <a href="#">Louisiana’s Grade-Level Expectations (GLEs)</a> at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>1a)</b> Materials address the content of 90% of the GLEs.</p> <p><b>1b)</b> Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p><b>Yes</b></p> <p><b>Yes</b></p>	<p>The supporting materials provided by the publisher as well as their Grade-Level Expectations correlation sheet shows that the text supports more than 90% of the Grade-Level Expectations for 7th grade.</p> <p>The textbook system provides opportunities to explore and build knowledge on the key concepts of US history. Every lesson has a variety of methods of allowing students to explore the topic discussed, and teachers can assign a variety of methods of enriching student understanding of the same topic. In their online system, teachers can search for specific topics and activities by Grade-Level Expectation.</p>	
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>2. RANGE AND VOLUME OF SOURCES:</b>            Materials include varied types of primary and secondary sources.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>2a)</b> The main focus of the materials is on primary and secondary sources<sup>1</sup> to develop content knowledge and express claims.</p>	<p><b>No</b></p>	<p>The main focus of the materials is on a standard textbook narrative of US history, with accompanying sources used as support for the text. For instance, in Chapter 3 Lesson 1 on the French and Indian War, there are sidebars with contemporary paintings and woodcuttings of events in the French and Indian War, as well as several one-line quotes from important figures in</p>	<p>Pearson's American History course at middle grades has an Inquiry for each Topic that can be used as an alternative way of teaching the content, one which is based on inquiry, analysis of sources, and more student-directed learning. Each Inquiry uses the traditional basal narrative as a reference to hit expected content, while delving more deeply into a compelling issue through</p>

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

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			<p>the conflict, but the text itself is a standard narrative. The textbook does provide an additional set of primary sources that spans the time period (and beyond) discussed in the text, but these sources are not fully integrated into the lessons, and exist to support the narrative provided by the textbook.</p>	<p>sources or directed research. Inquiries can be found right below the Introduction section of each Topic in the Realize course. There are three types of Inquiries: Document-Based Questions, Civic Discussions, and Project-Based Learning. The Document-Based Question Inquiries have approximately five sources each, often a mix of primary and secondary sources showing several different points of view. After analyzing the sources and reading the narrative text for background, students write a DBQ essay expressing claims and supporting them with evidence from the sources. The Civic Discussion Inquiries have three to five sources each, helping to provide students with a rationale for both sides of a discussion on a compelling subject. In the Project-Based Learning Inquiries, students are given thorough instructions for conducting further research on Topic content to create a product, which varies in format.</p>
	<p><b>REQUIRED</b>  <b>2b)</b> Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.</p>	<p><b>Yes</b></p>	<p>The textbook provides a variety of sources for students to work with, including image galleries, editorial cartoons, interactive maps, flipped classroom-style videos, editable PowerPoint presentations, and primary and secondary source texts for students to work with. The vast majority of</p>	

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			text sources are short (less than a single paragraph) but there are longer texts in select lessons, such as in Chapter 1 where students evaluate the reliability of Pigafetta's account of Ferdinand Magellan's circumnavigation of the globe.	
	<b>2c)</b> Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing <sup>2</sup> and corroboration. <sup>3</sup>	<b>No</b>	The majority of primary and secondary source assignments provided only focus on a single source and have students answer questions based on that source. There are no activities in the textbook that require students to corroborate sources, though there are frequent instances where students are asked to perform sourcing. An average primary source activity would be for instance, the "Turtle Bayou Resolutions" activity. In it, students are asked to analyze the source and ask to assess the argument presented by the Resolutions, as well as standard comprehension and historical knowledge questions. The textbook does have some large assignments where students do get to compare and contrast sources, such as in Chapter 7's assignment "Comparing Points of View on Slavery and Abolition" but they are the exception.	The Document-Based Question Inquiries for seven Topics and the Civic Discussion Inquiries for five Topics give students multiple sources on the same topic from different perspectives. Each source has questions that ask students to analyze the validity of the source and many ask students to compare sources within the Inquiry to one another (for example, see Topic 11, Document E). Some sources also call for corroboration with other sources in the Inquiry (for example, Topic 1's Document-Based Question Inquiry centers on the question of the validity of a source, defines corroboration in the Student Instructions, and returns to the concept throughout). In addition, Topic 15's Project-Based Learning Inquiry asks students to find five articles on an event in the past and analyze the point of view of each and compare them to one another to see if they corroborate one

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

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

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				<p>another or reveal any bias.</p> <p>The end tasks of both the Document-Based Question and Civic Discussion Inquiries explicitly have student comparing the sources and expressing a point of view on the issue at hand.</p> <p>Additional Examples:</p> <p>Document-Based Question Inquiries: Topics 1 (compare sources and call for both sourcing and corroborating (by name), 7 (compares, noted in Justification column), 11 (viewpoints on immigration, documents directly compared in interactivity questions), 13 (viewpoints on government involvement in economy during Depression), 14 (dropping atomic bomb), 16 (Reaganomics), and 17 (how young people see their future).</p> <p>Discussion Inquiries: Topics 4 (compares three sources), 6 (five sources related to Mexican War), 9 (five sources related to Reconstruction), 10 (five sources related to high-speed rail), 12 (five sources on annexation of Hawaii).</p>
	<p><b>2d)</b> Materials focus on both primary and secondary sources from different time periods to enable students to make</p>	<p><b>No</b></p>	<p>The vast majority of assignments only involve a single primary source where</p>	<p>In Pearson’s American History, the introductory Essential Question activity asks</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	connections within and across time periods, including contextualization. <sup>4</sup>		students analyze it, and the primary source activities pertain only to the topic presented in the chapter. The textbook provides activities where students make connections between events in a particular era (Reconstruction, for instance), but does not provide activities or questions for the teacher to use to link concepts between eras of history. Like the opportunities for corroboration above, this is the standard assignment template with some exceptions, as seen in Chapter 4's "Civics Discussion" where students utilize Articles I and V of the US Constitution as well as modern-day commentary on the validity of equal representation of the states in the US Senate.	<p>students to think about compelling thematic questions across time periods. In the Topic-level Synthesize, students revisit the same question after their study of the period, which includes the basal and the primary sources within it, the primary sources that are integral to the Inquiry, and selected pieces from the Interactive Primary Sources Collection. The same questions recur several times throughout the program to help create context for enduring themes in United States history.</p> <p>In addition, some of the Topic Inquiries ask students to reflect on the issue at hand over time or brought into the present-day. For example, the Topic 8 Project-Based Learning Inquiry asks students to use what they have just researched about the impact of the American Civil War to reflect on civil war in other countries, in the past and now (Step 4B), and Topic 15's Project-Based Learning Inquiry asks students to consider how several events from the civil rights movement were reported on in the media, and the influence of those reports.</p>

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

II. Claims				
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>3. QUESTIONS AND TASKS:</b> Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well students are able to make and support claims about social studies content.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>3a)</b> Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).</p>	<p><b>Yes</b></p>	<p>The textbook provides the teacher with a wide variety of questions and tasks to assess the student--mostly in the form of multiple-choice questions to aid in test preparation. Students have opportunities to explore topics through a wide variety of methods at the discretion of the teacher, including in-class discussions, e-portfolios, and even creating blog posts of historical topics.</p>	
	<p><b>REQUIRED</b></p> <p><b>3b)</b> Coherent sequences of source-dependent questions<sup>5</sup> and tasks focus students on building knowledge and skill with content through various texts (primary and secondary sources), classroom research, conversations, etc. and then synthesizing and applying those understandings to recognize recurring themes and evaluate the causes and consequences of events and developments.</p>	<p><b>No</b></p>	<p>Due to a lack of focus on primary and secondary sources in the textbook, there are few coherent sequences of source-dependent questions and tasks for students to build knowledge. While it is acknowledged that the textbook has independent activities for students to complete in a chapter as well as their primary source activities, the vast majority of activities and questions students interact with require only background knowledge or notes acquired during the lesson. For instance, students are asked to complete research assignments to complete a product (Chapters 2, 3, 8), but instead of providing resources or places to start research, the instructions merely tell the student to "...research the topic on your own."</p>	<p>As mentioned above, each Topic in Pearson's American History has an Inquiry that is based on the study of a group of sources on a historic or contemporary issue. In the Document-Based Questions, students write an essay to apply their understandings, taking care to cite evidence from the documents. In the Civic Discussions, students have structured conversations about the subject at hand. In the Project-Based Learning Inquiries, students conduct research to investigate compelling questions. The Student Instructions for the Project-Based Learning Inquiries do direct students to specific resources, often web pages related to specific subjects on vetted websites such as PBS or the Library of Congress. See for example the Student Instructions for Topic 3, Step 2A, pp. 2-3,</p>

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

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				<p>Student Instructions for Topic 5, Step 2A, pp. 3-6, and Student Instructions for Topic 8, Step 2A, pp. 3-4.</p> <p>There are also 21st Century Skills Tutorials that help students with a wide variety of skills, including research skills such as the tutorials Create a Research Hypothesis, Search for Information on the Internet, Evaluate Web Sites, Identify Evidence, and Avoid Plagiarism.</p> <p>21st Century Skills tutorials can be found on the main folder page by scrolling down past the list of Topics to the folder "21st Century Skills Tutorials." All of the tutorials (60+) reside in folders within that folder, including the ones mentioned above.</p>
	<p><b>REQUIRED</b>  <b>3c)</b> Source-dependent written and oral tasks require students to demonstrate understanding of social studies content and make connections between ideas, people, and events across time and place, recognize recurring themes, and evaluate the causes and consequences of events and developments.</p>	<p><b>No</b></p>	<p>While students are asked to demonstrate knowledge of social studies concepts repeatedly in the activities, the textbook’s pattern for students dealing with sources relies on simple questions about the single source and rarely asks for students to connect the activity to learning in other times. When it does, as in primary source activity on Federalist Papers No. 51, where students are asked to read James Madison’s comments in light of the advancement of</p>	<p>As mentioned above, the students conduct source-dependent written and oral tasks as part of the program’s Inquiry strand, which takes place once per Topic. The Document-Based Question Inquiries always ask students to produce an essay synthesizing the ideas in the documents, using the basal text as a reference. The Civic Discussions ask students to conduct a structured conversation, while the Project-Based Learning tasks have a variety of outputs, all</p>

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			civil rights for women and racial minorities, the activity gives no source material on the advancement of civil rights for students to compare to, and there is the unstated assumption that students are to use their background knowledge or teacher's content knowledge to answer the question.	based on research and analysis of sources and their significance.
	<b>3d)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.	<b>Yes</b>	The textbook provides the student pre/post-assessment options for individual chapters, as well as various assessment methods for individual lessons with questions of different types, as well as interactive mini-games and self-assessment checks. The textbook also provides benchmark tests that cover several chapters, and two forms of end-of-course tests. In addition, teachers also have access to a test bank for creation of customized tests.	
	<b>3e)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	<b>Yes</b>	All assessment methods have supplied answer keys, as well as all primary source activities. In addition, all alternate assessment types include rubrics for teachers to use to assess student work, though there are no student work exemplars for students to use or generic rubrics for teachers to use for their own projects.	
<b>4. RESPONSE TO SOURCES:</b> Materials provide frequent opportunities for students to	<b>REQUIRED</b> <b>4a)</b> Materials provide regular opportunities for students through discussions to develop claims about social studies	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	

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<p>engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	content identified in the GLEs.			
	<p><b>REQUIRED</b>  <b>4b)</b> Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<p><b>REQUIRED for grades 3-12 only</b>  <b>4c)</b> A vast majority of written tasks require students to present well-defended claims and clear information, providing evidence to support valid inferences from sources to explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<p><b>REQUIRED</b>  <b>4d)</b> Materials provide frequent opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<p><b>4e)</b> Materials build students’ active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>III. Scaffolding and Support</b>				
<p><b>5. SCAFFOLDING AND SUPPORT:</b>  Materials provide all students with extensive opportunities and support to explore key questions</p>	<p><b>REQUIRED</b>  <b>5a)</b> Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
using multiple sources to make claims about social studies content.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>5b)</b> The materials are easy to use and well organized for students and teachers.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>5c)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>5d)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 5. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.				
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Content	1. Scope and Quality of Content <b>(Non-Negotiable)</b>	Yes	The textbook provides the student with opportunities to explore the big ideas of social studies as well as the specific concepts as outlined by the Grade-Level Expectations as well as varied methods to assess learning.	
	2. Range and Volume of Sources <b>(Non-Negotiable)</b>	No	Though the textbook does have some opportunities to explore topics through several primary and secondary sources, the textbook primarily relies on a standard textbook-style narrative in order for students to learn concepts presented in the textbook.	Topic Inquiries provide students the opportunity to explore each topic via inquiry using primary and secondary sources.

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			The textbook does provide additional primary sources in a library for use, but they are only connected to single lessons and are not used for corroboration or contextualization across eras.	
II: Claims	3. Questions and Tasks <b>(Non-Negotiable)</b>	<b>No</b>	While the textbook provides more than ample opportunities for students to demonstrate learning in a wide variety of formats, the number of extended document-based activities is limited and the questioning used is focused on the document(s) themselves. There are few opportunities for making connections and when it does, the textbook assumes that the student already knows the content in question.	Again, the Topic Inquiries require students to make connections and draw conclusions backed by evidence.
	4. Response to Sources	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
III: Scaffolding and Support	5. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <b>Tier III, Not representing quality</b>				

Appendix II.

Public Comments

There were no public comments submitted.