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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: **Macgruder's American Government; United States History, Reconstruction to Present; World History, Modern**

Grade/Course: **Civics, U. S. History, World History**

Copyright: **2016**

Publisher: **Pearson Education, Inc.**

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) **
* Weak in Civics	** Strong in U. S. History

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:

[Civics \(Tier 3\)](#)

[U. S. History \(Tier 3\)](#)

[World History \(Tier 3\)](#)



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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></p> <p><b>1. SCOPE AND QUALITY OF CONTENT:</b></p> <p>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 type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>1a)</b> Materials address the content of 90% of the GLEs.</p>	<p><b>No</b></p>	<p>Civics GLEs (i.e., standards 1-5) are met by only 88% of the content; GLE's that address Free Enterprise (i.e., standards 6-8) are not met at all. Examination of all of the 8 standards (i.e., 48 GLE's for Civics, which includes Free Enterprise) only 68% of the GLEs are met.</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>Materials provide adequate key questions or content to build knowledge and skills related to GLEs in Civics. The material provide at least two opportunities per unit for students to explore key questions in the subject. For each chapter and lesson, key questions are addressed at the beginning of each lesson to help students to focus on the content and begin to build knowledge and skills about the content being addressed in the lesson. For example, in Chapter 12, Lesson 1, Government and the Economy, students are directed to the following key questions at the beginning of the lesson: Who should decide what goods will be produced? How should goods and services be distributed and exchanged? What types of income or property ought to be taxed? What social services should a government provide? These types of critical thinking questions generate student motivation and student</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			comprehension.
<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 not on primary and secondary sources to develop content knowledge and express claims. Sources are treated as more of an ancillary type item in the material. There are several pictures throughout each lesson; however, most of the time the pictures do not lead students to develop content and claims. Instead, the teacher must do that. While there are readings, maps, and video's used to help drive the materials, they are not the main focus of the material. For example, see Topic 4: The Legislative Branch; Lesson 3: The Expressed Powers; Topic 4: Other Domestic Powers where there are a number of primary and secondary resources. It should be noted that there is an excerpt from Article 1 of the Constitution on patents and a photograph of Thomas Edison's patent. Students will be able to use these resources to develop a claim using the constitution and then use the patent of Thomas Edison to support the claim. There is a photograph of a postal</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
			worker and the mentioning of western expansion, which would allow the reader to develop a claim to the growing use of the Postal Service and how it facilitated the expansion of the U.S. However, this example while demonstrating good use of sources, is not at the core of, or the main focus of the materials as a whole.
	<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 primary and secondary sources offered do come in a variety of formats and lengths. There are readings, maps, interactive charts, and videos. In Topic 2 Lesson 1: Origins of American Political Ideals there is a Document Based Question (DBQ), video, interactive timeline, interactive map, and 3 primary sources: Mayflower Compact, The Magna Carta, & the English Bill of Rights. While this Topic presents the best example of variety, the majority of the other topics offer a nice variety of options as well.
	<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>	Students are not asked nor are they given opportunities to corroborate sources against one another. One example was found in the primary source, Glory and Hope: Nelson Mandela. Though this reading offers many thought provoking questions addressing the

<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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<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>	<b>No</b>	<p>sourcing, there are no other documents or ideas to consider, nor is there any evidence of corroboration.</p> <p>Biographies and secondary sources are made available and questions assess the content of the source. However, the questions do not enable students to make connections within and across time periods. For example, in Chapter 3, Washington's Farewell address, questions pertaining to the content are included to assess student knowledge, but not to form comparisons across multiple time periods. It seems as if this would be a great opportunity to compare this speech with one he made when he first became president, or students could be asked to compare it to another presidents speech.</p>
<b>II. Claims</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b>  <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</p>	<p><b>REQUIRED</b>  <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>	<p>Questions and tasks focus on engaging students with content in varied contexts. A successful example of this indicator can be found in Topic 11's Election lesson where there are a variety of questions and tasks. Some of these include video, text topics with multiple-choice follow-up questions, interactive timeline and maps, a short answer prompt, and a quiz. In Topic 14,</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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support claims about social studies content.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			Lesson 4: China, there is an activity on primary and secondary sources from China. Students need to answer multiple-choice questions and answer three constructed response prompts.
	<b>REQUIRED</b> <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.	<b>No</b>	Lesson 1, Topic 8, demonstrates how students have too few source-dependent question to answer (e.g., the Supreme Court Case <i>Korematsu v. U.S.</i> ) at the end of the text readings there is one question. This does not provide students or teachers with thorough academic feedback. There are also no prompts for classroom research or conversations.
	<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.	<b>Yes</b>	Source-dependent written and oral tasks do require students to demonstrate understanding of Social Studies content, but it does not consistently make connections between ideas, people, and events across time and place, recognizing recurring themes, and evaluate the causes and consequences of events and developments.  A successful example can be found in In Topic 3 Lesson 2: Amending the Constitution where there is a primary source reading of Washington’s Farewell Address that offers

<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>excellent questions to demonstrate the success of this criteria. In the primary source reading, Turtle Bayou Resolutions, student can either read the selection or answer questions at the end, or they can answer prompts as they go within the body of the source. The prompts have students 1) respond to a multiple choice question about the settlers seriousness and commitment, 2) make inferences about what the settlers are actually asking for; requiring them to use details from the source, 3) assess an argument and 4) analyze the interactions found in the reading. In the Abigail Adams reading the one question does represents a successful connection to the primary source assignment; however, not every topic/lesson has one and often meet only some criteria.</p> <p>Topic 9: Citizenship and Civil Rights' Lesson 3: Equality before the law has no primary sources tied to any questioning. There are 3 text assignments that do have images, but they are concluded with multiple-choice questions that are more of a summary than any true depth. There is one assignment that is a Synthesize assignment. There are two quotes/opinions that are accompanied by questions comparing and contrasting the quotes but there is no connection between ideas, people, and events across time and</p>

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			place, recognize recurring themes, and evaluate the causes and consequences of events and developments.
	<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>	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. All lessons viewed offer many types of formative and summative options for teacher to use/assign. Topic 10, Lesson 4 offers a DBQ, the voting process offers interactive that offer content with follow up questions. There are also questions that check for understanding in each of the text items.
	<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>	Aligned assessment guidelines are included and provide sufficient guidance for interpreting student performance. All of the interactive assignments give students immediate feedback. The assessments offered and the primary sources give a key. There are 187 rubrics listed under the topics or lessons and can also be located under a general search using the eyeglass feature.
<b>4. RESPONSE TO SOURCES:</b> Materials provide frequent opportunities for students to engage in discussions (both	<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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

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formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<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.).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<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.	<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.	<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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<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.

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<input type="checkbox"/> Yes <input type="checkbox"/> No	<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.

**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 <b>(Non-Negotiable)</b>	<b>No</b>	Materials do not adequately address the Louisiana GLE's at sufficient depth, accuracy, and quality to build social studies content knowledge.
	2. Range and Volume of Sources <b>(Non-Negotiable)</b>	<b>No</b>	Materials do not include varied types of primary and secondary sources as the main focus of the lessons.
II: Claims	3. Questions and Tasks <b>(Non-Negotiable)</b>	<b>No</b>	Materials do not offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the GLE with source(s) described in Criteria 2 and genuinely measure how well students are able to make and support claims about social studies content.

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	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>			



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Grade/Course: **U. S. History**

Publisher: **Pearson Education, Inc.**

Copyright: **2016**

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**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)	

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.

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



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			<p>lesson. For example, the key question is addressed as an essential question, like in Topic 3 "What are the challenges in Diversity?" This unit then allows at the beginning of each lesson to further students knowledge by asking students to hypothesize, determine a point of view, and interpreting a political goal from a primary or secondary document. These types of critical thinking questions generate student motivation and student comprehension.</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>6</sup> to develop content knowledge and express claims.</p>	<p><b>No</b></p>	<p>While there is a good selection of primary and secondary sources they are not the main focus and, if removed, the material is still fully useable for the classroom. On the homepage of the Teachers Resource page there is a button for primary sources, (note that the sources found are the same for the Civics and World History text).</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>Materials include primary and secondary sources of different types and varied lengths. There is a large variety of options of sources both in the teachers resources and in the e-text. Topic 9: Civil Rights and Reform in the</p>

<sup>6</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>1960's offers a good example of the options available. In the e-text there is a video with a civil rights activist, photographs, and maps. In the teacher resource part of the material there are photo's and readings from Martin Luther King, Jr. with accompanying writing prompts.</p>
	<p><b>2c)</b> Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing<sup>7</sup> and corroboration.<sup>8</sup></p>	<p><b>Yes</b></p>	<p>Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing and corroboration. Successful examples of this can be found in the following areas.</p> <p>Topic 3: Challenges in the late 1800's Lesson 1: American Indians Under Pressure. There is a Synthesize Assignment that post quotes from opposing points of view on the Effects of Reservation Policies with leading questions and then a written response prompt asking the students opinion on the success or failure of assimilation.</p> <p>Topic 4 has numerous Primary and Secondary Resources throughout. There is a Document Based Questions on the Spanish American War, the “my story” is about Jane Addams. Lesson 1 start up has a quote from</p>

<sup>7</sup> Sourcing asks students to consider a document’s author, occasion, and purpose to determine how those factors influence the content.

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

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			<p>John Spargo with four questions. There is an interactive timeline from 1980-1920 that can be used for comparison and analysis of growth in America. All of the reading text lessons have pictures both primary and secondary throughout. The Triangle Shirtwaist Factory interactive activity has primary photos of the fire for students to analyze. The Interactive Illustrations: Goals of the Progressive Era provides pictures and explanations of the problems of the Progressive Era and the effort to fix them. The Primary Source from Jacob Riis' "How the Other half Lives," gives students an opportunity to read first hand accounts of what Jacob Riis witnessed in the tenements of New York City.</p> <p>Topic 6: The Great Depression and New Deal's opening page My Story Video, "Dorothea Lange's Photography." This video covers her coverage of the Great Depression and of the internment camps of the Japanese during WWII.</p> <p>Topic 7: The "My Story," is an account from a World War II Veteran. Lesson 2: America Debate Involvement- each Text Reading have pictures graphs embedded in the lesson as a supplemental resource. The Interactive Map of Europe gives students an opportunity to view Europe prior to the end of World War II</p>

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			<p>and students can view different topics on the map, for example, the Allies and Axis Powers of WWII. There is a Primary Source on the Battle of Britain and provides pictures that were taken by a first hand account and there is Interactive Primary Sources for the Four Freedoms Speech by Franklin D. Roosevelt. Lesson 7: Holocaust -There is a Primary Source Activity on the Anne Frank and there is an interactive graph on the Jewish Population in Europe. Lesson 7 also has an Interactive Gallery on the Nazi Concentration Camps of World War II.</p> <p>Topic 9, Lesson 1, (The Civil Rights Movement Strengthens), the court cases: Sweatt vs. Painter, Plessy vs. Ferguson, Fisher vs. University of Texas and the Brown vs. Board of Education are evaluated from different perspectives. Students are asked this question, for example: "How are the issues in Fisher v. University of Texas related to those in Sweatt v. Painter?" Another example of this criteria being met is in the resources that are called Opposing Views. One of these is "Opposing Views on Affirmative Action" this activity pairs opposing views from Justice Ginsburg and author Shelby Steele on the topic of Affirmative Action. There are prompts about the views of both views and then one that</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			<p>asks, "About what do both commentators appear to agree?" This is a great way to push students to consider different perspectives.</p> <p>In Topic 12, America in the 1980s and 1990s, Lesson 1, Supreme Court Case Engel vs. Vitale, questions prompting a class discussion from different perspectives is included.</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>9</sup></p>	<p><b>Yes</b></p>	<p>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 Interactive primary sources activities and the constructed response questions give students an opportunity to analyze the documents and examine the purpose and influence the documents had on people and events. In Topic 2, Lesson 4: the New Immigrants there is an Interactive Gallery about the Contributions of Immigrants to American Culture. In this activity there are several examples of immigrants and their accomplishment. There are then 2 writing prompts that ask the student to compare accomplishments of the individuals and then a second prompt that ask the student to</p>

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			<p>consider the impact as a whole of the immigrants on America as a “land of opportunity” Each Topic's Lessons also have an e-text item. Most lessons begin with a short video that does offer some contextualization, either from the commentator or from those interviewed in the video. One example is found in Topic 6: The Great Depression and New Deal's opening page My Story Video, "Dorothea Lange's Photography." This video covers her coverage of the Great Depression and of the internment camps of the Japanese during WWII.</p> <p>Also, the women’s rights Movement, Landmark Case Roe vs. Wade, two different perspectives are noted from two different time periods- 1973 and 2011 giving students the opportunity to make connections across time periods.</p>
<b>II. Claims</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b>  <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</p>	<p><b>REQUIRED</b>  <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>Questions and tasks focus on engaging students with content in varied contexts. there are many interactive, pop-out readings, charts, maps, etc. that end with different questions/tasks. Some have multiple choice questions, writing prompts, or are interactive charts that require the students to categorize items. In Topic 2:</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>students are able to make and support claims about social studies content.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>			<p>Industry and Immigration's Lesson 3 "the Organized Labor Movement" there are three text assignments that offer content followed by a multiple-choice question. There is also a Political Cartoon interactive that has writing prompts that ask students to first cite evidence and then to analyze the cartoonist opinion of how labor unions function. Another example found in the interactive charts is about Franklin Roosevelt's Leadership during the Great Depression. There is a list of Leadership qualities and a list of actions that FDR took and the students must match them. While this isn't the most complex activity it does require background knowledge of FDR's presidency for students to complete the task and would probably make a good bell ringer activity. A more complex item is found in the DBQ's. In the "Letter from Birmingham Jail" DBQ students are asked the following questions: Analyze Style and Rhetoric with "How does King use rhetorical devices in his letter to support his argument against racial segregation?" Cite specific examples from the text. Identify supporting details, assess an argument, and to draw conclusions.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p><b>REQUIRED</b>  <b>3b)</b> Coherent sequences of source-dependent questions<sup>10</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>Yes</b></p>	<p>Coherent sequences of source-dependent questions and tasks focus students on building knowledge and skill with content through various texts, 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. This indicator is best found in each lesson's Interactive Reading Notepad. This item works in tandem with the e-text. It offers a variety of higher-level thinking. In Topic 2's Lesson 1: Industry and Immigration the notepad list terms, vocabulary, and objectives. Then it walks the student through the material prompts that ask them to identify cause and effect, analyze interaction among events, summarize the impact of immigration, has a thinking map that compares the Old South and New South, and then there are several writing prompts that offer various levels of Blooms for students.</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</p>	<p><b>Yes</b></p>	<p>Tasks such as Civic Discussions, Document Based Questions, interactive primary sources, interactive portraits and maps, evaluate consequences of events and developments. While the majority of the</p>

<sup>10</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).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	developments.		<p>items that meet these criteria are strong, there were a few that could be improved by going into deeper discussions.</p> <p>Successful examples of these criteria are as follows.</p> <p>Topic 4, the Document Based Question is on the different viewpoints of the Spanish American War. This Document Based Questions requires students to analyze and evaluate different points of view of the Spanish American War and how they have changed over time, this is a good example of the types of 3C criteria.</p> <p>Topic 5's Civic Discussion is about whether or not the U.S. should have joined the League of Nations after World War I. This activity is very similar to the Document Based Question. There are several documents for students to analyze and then evaluate into an essay after looking at different points of views and opinions whether or not the U.S. should have joined, this activity also facilitates a debate/ discussion. Lesson 5 under Topic 5 has an interactive political cartoon activity that asks students to analyze the cartoon and answer basic questions about the main idea and support details within the political cartoon. Lesson 7 has a Primary Source Activity on the poetry of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			<p>Langston Hughes. This activity asks students to analyze the style and the rhetoric of the poetry, point of view, and the cause of effects.</p> <p>Topic 6 has a Document Based Question on the Opposition of the New Deal. This document-based question requires students to read and analyze different points of view related to the New Deal and the Great Depression.</p> <p>It should be noted that there are lessons where the criteria are not met. One example is found in the primary source, <i>Silent Spring</i>, by Rachel Carson, which has the students draw inferences, analyze style and rhetoric, and assess the argument she made. Where these materials fall short is in making a connection to other writings, similar or contrary to <i>Silent Spring</i>. It should be noted that there are no references to other time periods either (e.g., the Sierra Club or Green Peace). In addition, in Topic 3 Lesson 3: <i>Corruption Plagues the Nation</i>, there is an Interactive Chart: <i>Gridlock in congress in the Late 1800's</i> with good facts, charts, and questions. But it falls short to connect this to any other time period. <i>Congress in a deadlock</i> is not a lone incident, there are several times throughout the 1900's &amp; 2000's that would work as an example, the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			government shut down of 2013 would also serve as an excellent connection that was not made.
	<p><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.</p>	<b>Yes</b>	There is a variety of modes of assessment, including a range of pre, formative, summative, and self-assessment measures that are unbiased and accessible to all students. One example in Topic 11: An Era of Change is in the DBQ, in the e-text assignments, the Interactive gallery: Generation Gap Issues, and then in the quiz for the lesson.
	<p><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.</p>	<b>Yes</b>	Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance. There are 187 rubrics available. They were listed under the topics or lessons and can also be located under a general search using the eyeglass.
<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><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</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
<input type="checkbox"/> Yes <input type="checkbox"/> No	writing/formal essays, on-demand and process writing, etc.).		
	<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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<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.	<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</b> <b>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</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.

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

#### 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 <b>(Non-Negotiable)</b>	<b>Yes</b>	Materials adequately address the Louisiana’s Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge.
	2. Range and Volume of Sources <b>(Non-Negotiable)</b>	<b>No</b>	Materials do not include varied types of primary and secondary sources.
II: Claims	3. Questions and Tasks <b>(Non-Negotiable)</b>	<b>Yes</b>	Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with sources described in Criteria 2 and genuinely measure how well students are able to make and support claims about U.S. History content.

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



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, Modern**

Grade/Course: **World History**

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)

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 materials address 100% of the GLE's. The language of the standards are written in a student-friendly manner in the text under the Standards section of the online version of the text.</p> <p>The materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLE's. For example, GLE 7.5 (i.e., explain the causes and consequences of the break-up of the soviet union on the world) is addressed in Topic 10, Lesson 5, text 3 introduction and synthesize: New Nations Emerge. The reading adequately addresses the GLE with information and prompts that encourage learning.</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><b>REQUIRED</b>  <b>2a)</b> The main focus of the materials is on primary and secondary sources<sup>11</sup> to develop content knowledge and express claims.</p>	<p><b>No</b></p>	<p>The main focus of the World History materials is not on the primary and secondary sources to develop content knowledge and express claims. A teacher can search in the lessons' items labeled "Biographies" to find a source or within the</p>

<sup>11</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
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			<p>lesson itself for the secondary source, but the selection is limited. The sources are primarily for USH, sparse for WH so a teacher would have to search elsewhere for WH specific sources. Topics 4,5,6, and 7 have different types of activities that do incorporate Primary and Secondary Sources, however, the lessons in which students having to read do not primarily focus on the Primary and Secondary sources to help students develop content knowledge and express claims. Topics 4 and 6 do have a document-based question, but they are not required by students to complete. Students can move through Topics 4,5,6 and 7 without using any primary and secondary sources.</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>While the majority of sources found are not for use in a World History course the ones that are found are varied and include sources of different types and varied lengths. Each topic includes photographs, maps, videos, interactive charts, and images. For example in Topic 2 there is a Flipped Video, painting of Afonso de Albuquerque, a map of Malacca, among other various sources. Topic 4 has a Document Based Question, maps, and an interactive gallery that has charts, graphs, and photos. Topic 5 has a Civics Discussion with documents related to the Irish Potato Famine, the start up includes a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			photo of the German flag, and an interactive activity working with political cartoons. Topic 7 has a “my story” component with offers students a first hand account, Project Based Learning, maps, and an interactive chart with drag and drop capabilities.
	<b>2c)</b> Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing <sup>12</sup> and corroboration. <sup>13</sup>	<b>No</b>	Materials in the textbook do not focus on both primary and secondary sources from different perspectives and allow few opportunities to compare and contrast, or to consider the influence of the document’s author, occasion, and purpose for creating the content. Materials give few opportunities for students to determine whether sources corroborate or conflict on important issues. For example, students are not questioned about the sources in the text. The teacher would have to create questions to accompany the documents. In Topic 12, Lesson 6 there is a text reading about various international organizations (e.g., the World Trade Organization), in all of the materials offered there is no coverage of any opposing groups. The materials could have been improved by including the Direct Action Network and the Protest of the WTO

<sup>12</sup> Sourcing asks students to consider a document’s author, occasion, and purpose to determine how those factors influence the content.

<sup>13</sup> 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
	<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>14</sup></p>	<p><b>No</b></p>	<p>in Seattle in 1999.</p> <p>The materials are not always accompanied by other sources from other time periods allowing for contextualization. Biographies and secondary sources are available and questions are addressed to assess the content of the source. But these questions do not enable students to make connections within and across time periods. In Topic 2: Lesson Three: European Conquests in the Americas there is a map but no opportunity to compare or draw a connection from one time/place to another. One reference on the map activity mentioned the mixing of cultures, but it was a statement only. One of the few successful examples is found in the primary source activity Code of Hammurabi. The last question that goes with the reading ask how it might have effected later laws and/or government constitutions Topic 9, Lesson 3 The Holocaust, The Primary Document of Anne Frank is located here, inference questions are asked, central ideas and analyzing style and rhetoric, no questions across time periods are asked or inferred.</p>

<sup>14</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>During the lessons, charts or maps can be found to help students understand the current lesson, followed by a question(s) at the end of each lesson that addresses the content of that lesson as a whole. Topic 2 Lesson 4 has an Interactive map with 5 information pop-outs and one question for written response. Topic 4 has 8 Textual Lessons and each lesson has one multiple-choice question. What would make these textual lessons better would be to add some additional higher level questions, as it is a lot of reading and content for students to learn and have only one question to check for understanding. The Interactive Map in Topic 5 contains one multiple-choice question and a constructed response on Manifest Destiny. This is a good activity that could be great if students were asked to cite evidence or reference examples.</p>
	<p><b>REQUIRED</b></p> <p><b>3b)</b> Coherent sequences of source-dependent questions<sup>15</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>Coherent sequences of source-dependent questions and tasks are found in the DBQs; unfortunately the DBQ's are not found in every topic and provide no consistency.</p>

<sup>15</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).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<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>	<p><b>Yes</b></p>	<p>Overall this indicator is successfully met because of the source-dependent written and oral tasks that require students to demonstrate understanding of social studies content. Where improvements would like to be seen are in the part of the indicator that stresses the need to 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>A successful example of this is found in Topic 1: Renaissance and Reformation Lesson 5: The Scientific revolution has an interactive gallery assignment. There is a matching task for medicine. After completing the task there is a question that ask students to draw conclusions on the Renaissance and the Scientific revolution.</p> <p>It should be noted that an example of a deficiency can be found in the Interactive gallery and the lesson activities where students are not prompted to make connections to other activities or content learned. Some of the interactive activities do not have any questions aligned to the activity. In Topic 9, Lesson 1, text 3 Winston Churchill’s speech, there is only a multiple-choice question at the end of the lesson. No</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			recurring theme is found.
	<p><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.</p>	<p><b>Yes</b></p>	<p>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. One example can be found in Topic 2, Lesson 1: Europeans Explore Overseas where an interactive reading notepad can be found with several levels of questions that push higher order thinking, there are also 5 text readings that each end with a question or prompt. The Interactive Gallery assignment: Navigating the World has 2 pages of reading followed by a prompt that asks Why would a portolan map be inappropriate as a resource for navigating land routes?</p>
	<p><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.</p>	<p><b>Yes</b></p>	<p>Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance. There are many rubrics available. They can be found under the social studies reference center of the text. They are listed by category. (e.g., assessing a civic discussion, individual performance or group, or assessing a journal entry).</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<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>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<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>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<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>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<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>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<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>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
<p><b>III. Scaffolding and Support</b></p>			
<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>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

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

#### 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 ( <b>Non-Negotiable</b> )	<b>Yes</b>	Materials address 100% of the Louisiana GLE's at sufficient depth, accuracy, and quality, to build social studies content knowledge.
	2. Range and Volume of Sources ( <b>Non-Negotiable</b> )	<b>No</b>	The main focus of the materials is not on primary and secondary source documents. While varied types of primary and secondary sources are offered, these are often not accompanied by materials that promote contextualization, corroboration, or comparison.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
II: Claims	3. Questions and Tasks <b>(Non-Negotiable)</b>	<b>No</b>	Materials do not offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the GLE with source(s) described in Criteria 2 and genuinely measure how well students are able to make and support claims about social studies content.
	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

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: **Macgruder's American Government; United States History, Reconstruction to Present; World History, Modern**

Grade/Course: **Civics, U. S. History, World History**

Copyright: **2016**

Publisher: **Pearson Education, Inc.**

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) **
* Weak in Civics	** Strong in U. S. History

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:

[Civics \(Tier 3\)](#)

[U. S. History \(Tier 3\)](#)

[World History \(Tier 3\)](#)



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

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

To accomplish this, they:

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

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

To accomplish this, they:

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

Title: **Macgruder's American Government**

Grade/Course: **Civics**

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)

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	PUBLISHER RESPONSE
<b>I. Content</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. SCOPE AND QUALITY OF CONTENT:</b></p> <p>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 type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>1a)</b> Materials address the content of 90% of the GLEs.</p>	<p><b>No</b></p>	<p>Civics GLEs (i.e., standards 1-5) are met by only 88% of the content; GLE's that address Free Enterprise (i.e., standards 6-8) are not met at all. Examination of all of the 8 standards (i.e., 48 GLE's for Civics, which includes Free Enterprise) only 68% of the GLEs are met.</p>	<p>A correlation can be provided upon adoption and assets from our Civics course may also be available.</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>Materials provide adequate key questions or content to build knowledge and skills related to GLEs in Civics. The material provide at least two opportunities per unit for students to explore key questions in the subject. For each chapter and lesson, key questions are addressed at the beginning of each lesson to help students to focus on the content and begin to build knowledge and skills about the content being addressed in the lesson. For example, in Chapter 12, Lesson 1, Government and the Economy, students are directed to the following key questions at the beginning of the lesson: Who should decide what goods will be produced? How should goods and services be distributed and exchanged? What types of income or property ought to be taxed? What social services should a government provide? These types of critical thinking questions generate student motivation and student</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<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>comprehension.</p> <p>The main focus of the materials is not on primary and secondary sources to development content knowledge and express claims. Sources are treated as more of an ancillary type item in the material. There are several pictures throughout each lesson; however, most of the time the pictures do not lead students to develop content and claims. Instead, the teacher must do that. While there are readings, maps, and video's used to help drive the materials, they are not the main focus of the material. For example, see Topic 4: The Legislative Branch; Lesson 3: The Expressed Powers; Topic 4: Other Domestic Powers where there are a number of primary and secondary resources. It should be noted that there is an excerpt from Article 1 of the Constitution on patents and a photograph of Thomas Edison's patent. Students will be able to use these resources to develop a claim using the constitution and then use the patent of Thomas Edison to support the claim. There is a photograph of a postal worker and the mentioning of western</p>	<p>Instruction can be driven by primary sources and Topic Inquiries if teachers went into the Welcome to the Course folders and saw the Civic Discussion Professional Development folder as well as the DBQS, Civic Discussions, and research required for the Team Projects in the Topic Inquiry folders.</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	PUBLISHER RESPONSE
			expansion, which would allow the reader to develop a claim to the growing use of the Postal Service and how it facilitated the expansion of the U.S. However, this example while demonstrating good use of sources, is not at the core of, or the main focus of the materials as a whole.	
	<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 primary and secondary sources offered do come in a variety of formats and lengths. There are readings, maps, interactive charts, and videos. In Topic 2 Lesson 1: Origins of American Political Ideals there is a Document Based Question (DBQ), video, interactive timeline, interactive map, and 3 primary sources: Mayflower Compact, The Magna Carta, & the English Bill of Rights. While this Topic presents the best example of variety, the majority of the other topics offer a nice variety of options as well.	
	<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>	Students are not asked nor are they given opportunities to corroborate sources against one another. One example was found in the primary source, Glory and Hope: Nelson Mandela. Though this reading offers many thought provoking questions addressing the	The Topic Inquiry Projects leave room for this type of extension activity. Teachers can also pose prompts like this in our Discussion Board on Realize and upload their own test questions and short answer prompts right into the table of contents seamlessly.

<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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			sourcing, there are no other documents or ideas to consider, nor is there any evidence of corroboration.	The teacher support available under 'Teacher Resources' also gives active classroom, discussion, and extension activity ideas.
	<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>	<b>No</b>	Biographies and secondary sources are made available and questions assess the content of the source. However, the questions do not enable students to make connections within and across time periods. For example, in Chapter 3, Washington's Farewell address, questions pertaining to the content are included to assess student knowledge, but not to form comparisons across multiple time periods. It seems as if this would be a great opportunity to compare this speech with one he made when he first became president, or students could be asked to compare it to another presidents speech.	The Topic Inquiry Projects leave room for this type of extension activity. Teachers can also pose prompts like this in our Discussion Board on Realize and upload their own test questions and short answer prompts right into the table of contents seamlessly.  The teacher support available under 'Teacher Resources' also gives active classroom, discussion, and extension activity ideas.
<b>II. Claims</b>				
<b>Tier 1 and 2 Non-Negotiable</b> <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	<b>REQUIRED</b> <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).	<b>Yes</b>	Questions and tasks focus on engaging students with content in varied contexts. A successful example of this indicator can be found in Topic 11's Election lesson where there are a variety of questions and tasks. Some of these include video, text topics with multiple-choice follow-up questions, interactive timeline and maps, a short	

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
students are able to make and support claims about social studies content.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			answer prompt, and a quiz. In Topic 14, Lesson 4: China, there is an activity on primary and secondary sources from China. Students need to answer multiple-choice questions and answer three constructed response prompts.	
	<b>REQUIRED</b> <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.	<b>No</b>	Lesson 1, Topic 8, demonstrates how students have too few source-dependent question to answer (e.g., the Supreme Court Case <i>Korematsu v. U.S.</i> ) at the end of the text readings there is one question. This does not provide students or teachers with thorough academic feedback. There are also no prompts for classroom research or conversations.	The Topic Inquiry strand enables students to take the broader approach to sources, conduct classroom research and conversations, and get academic feedback after doing so.
	<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.	<b>Yes</b>	Source-dependent written and oral tasks do require students to demonstrate understanding of Social Studies content, but it does not consistently make connections between ideas, people, and events across time and place, recognizing recurring themes, and evaluate the causes and consequences of events and developments.  A successful example can be found in In Topic 3 Lesson 2: Amending the Constitution where there is a primary source reading of	

<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).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>Washington's Farewell Address that offers excellent questions to demonstrate the success of this criteria. In the primary source reading, Turtle Bayou Resolutions, student can either read the selection or answer questions at the end, or they can answer prompts as they go within the body of the source. The prompts have students 1) respond to a multiple choice question about the settlers seriousness and commitment, 2) make inferences about what the settlers are actually asking for; requiring them to use details from the source, 3) assess an argument and 4) analyze the interactions found in the reading. In the Abigail Adams reading the one question does represents a successful connection to the primary source assignment; however, not every topic/lesson has one and often meet only some criteria.</p> <p>Topic 9: Citizenship and Civil Rights' Lesson 3: Equality before the law has no primary sources tied to any questioning. There are 3 text assignments that do have images, but they are concluded with multiple-choice questions that are more of a summary than any true depth. There is one assignment that is a Synthesize assignment. There are two quotes/opinions that are accompanied by questions comparing and contrasting the quotes but there is no connection between</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			ideas, people, and events across time and place, recognize recurring themes, and evaluate the causes and consequences of events and developments.	
	<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>	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. All lessons viewed offer many types of formative and summative options for teacher to use/assign. Topic 10, Lesson 4 offers a DBQ, the voting process offers interactive that offer content with follow up questions. There are also questions that check for understanding in each of the text items.	
	<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>	Aligned assessment guidelines are included and provide sufficient guidance for interpreting student performance. All of the interactive assignments give students immediate feedback. The assessments offered and the primary sources give a key. There are 187 rubrics listed under the topics or lessons and can also be located under a general search using the eyeglass feature.	
<b>4. RESPONSE TO SOURCES:</b> Materials provide frequent opportunities for students to engage in discussions (both	<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.	<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
formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<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.).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<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.	<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.	<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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<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.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<input type="checkbox"/> Yes <input type="checkbox"/> No	<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>	<b>No</b>	Materials do not adequately address the Louisiana GLE's at sufficient depth, accuracy, and quality to build social studies content knowledge.	A correlation can be provided.
	2. Range and Volume of Sources <b>(Non-Negotiable)</b>	<b>No</b>	Materials do not include varied types of primary and secondary sources as the main focus of the lessons.	Instruction can be focused on primary and secondary sources. Please take a deeper look at the Topic Inquiry projects in each topic, the primary sources, and the Professional Development folder within the Welcome to the Course folder.
II: Claims	3. Questions and Tasks <b>(Non-Negotiable)</b>	<b>No</b>	Materials do not offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the GLE with source(s) described in Criteria 2 and genuinely measure how well students are able to make	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			and support claims about social studies content.	
	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>				



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, Reconstruction to Present**

Grade/Course: **U. S. History**

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)	

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	PUBLISHER RESPONSE
<b>I. Content</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. SCOPE AND QUALITY OF CONTENT:</b></p> <p>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></p> <p><b>1a)</b> Materials address the content of 90% of the GLEs.</p>	<p><b>Yes</b></p>	<p>The Pearson US History's curriculum materials adequately address at least 90% of the Louisiana GLE's. The main focus of lessons in the material correlates to the standard that are addressed in the text and/or teacher resources. It is often accompanied by at least one example of application, text-dependent question, chart, or project that can further direct and assess the GLE. For example, in Topic 3 Chapter 4, Lesson 1-4, the following GLE is addressed appropriately and completely: US.2.3. According to the GLE, one is to describe the causes of the political, social, and economic problems encountered by farmers on the western frontier and critique the solutions developed by the Populist movement. It gives the learner four opportunities to address the same GLE and have a well-developed understanding of the concept.</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>Materials provide adequate key questions or content to build knowledge and skills related to GLEs in US History. The material provides at least one opportunity per Topic (unit) for students to explore key questions in the subject. Each Lesson (chapter) elicits the learner to build knowledge and skills with a map, video, document- based question, or primary document at the beginning of the</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>lesson. For example, the key question is addressed as an essential question, like in Topic 3 "What are the challenges in Diversity?" This unit then allows at the beginning of each lesson to further students knowledge by asking students to hypothesize, determine a point of view, and interpreting a political goal from a primary or secondary document. These types of critical thinking questions generate student motivation and student comprehension.</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>6</sup> to develop content knowledge and express claims.</p>	<p><b>No</b></p>	<p>While there is a good selection of primary and secondary sources they are not the main focus and, if removed, the material is still fully useable for the classroom. On the homepage of the Teachers Resource page there is a button for primary sources, (note that the sources found are the same for the Civics and World History text).</p>	<p>Instruction can be driven by primary sources and Topic Inquiries if teachers went into the Welcome to the Course folders and saw the Civic Discussion Professional Development folder as well as the DBQS, Civic Discussions, and research required for the Team Projects in the Topic Inquiry folders.</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>Materials include primary and secondary sources of different types and varied lengths. There is a large variety of options of sources both in the teachers resources and in the e-text. Topic 9: Civil Rights and Reform in the 1960's offers a good example of the options</p>	

<sup>6</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	PUBLISHER RESPONSE
			available. In the e-text there is a video with a civil rights activist, photographs, and maps. In the teacher resource part of the material there are photo's and readings from Martin Luther King, Jr. with accompanying writing prompts.	
	<p><b>2c)</b> Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing<sup>7</sup> and corroboration.<sup>8</sup></p>	<p><b>Yes</b></p>	<p>Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing and corroboration. Successful examples of this can be found in the following areas.</p> <p>Topic 3: Challenges in the late 1800's Lesson 1: American Indians Under Pressure. There is a Synthesize Assignment that post quotes from opposing points of view on the Effects of Reservation Policies with leading questions and then a written response prompt asking the students opinion on the success or failure of assimilation.</p> <p>Topic 4 has numerous Primary and Secondary Resources throughout. There is a Document Based Questions on the Spanish American War, the “my story” is about Jane Addams. Lesson 1 start up has a quote from John Spargo with four questions. There is an</p>	

<sup>7</sup> Sourcing asks students to consider a document’s author, occasion, and purpose to determine how those factors influence the content.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>interactive timeline from 1980-1920 that can be used for comparison and analysis of growth in America. All of the reading text lessons have pictures both primary and secondary throughout. The Triangle Shirtwaist Factory interactive activity has primary photos of the fire for students to analyze. The Interactive Illustrations: Goals of the Progressive Era provides pictures and explanations of the problems of the Progressive Era and the effort to fix them. The Primary Source from Jacob Riis' "How the Other half Lives," gives students an opportunity to read first hand accounts of what Jacob Riis witnessed in the tenements of New York City.</p> <p>Topic 6: The Great Depression and New Deal's opening page My Story Video, "Dorothea Lange's Photography." This video covers her coverage of the Great Depression and of the internment camps of the Japanese during WWII.</p> <p>Topic 7: The "My Story," is an account from a World War II Veteran. Lesson 2: America Debate Involvement- each Text Reading have pictures graphs embedded in the lesson as a supplemental resource. The Interactive Map of Europe gives students an opportunity to view Europe prior to the end of World War II and students can view different topics on the</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>map, for example, the Allies and Axis Powers of WWII. There is a Primary Source on the Battle of Britain and provides pictures that were taken by a first hand account and there is Interactive Primary Sources for the Four Freedoms Speech by Franklin D. Roosevelt. Lesson 7: Holocaust -There is a Primary Source Activity on the Anne Frank and there is an interactive graph on the Jewish Population in Europe. Lesson 7 also has an Interactive Gallery on the Nazi Concentration Camps of World War II.</p> <p>Topic 9, Lesson 1, (The Civil Rights Movement Strengthens), the court cases: Sweatt vs. Painter, Plessy vs. Ferguson, Fisher vs. University of Texas and the Brown vs. Board of Education are evaluated from different perspectives. Students are asked this question, for example: "How are the issues in Fisher v. University of Texas related to those in Sweatt v. Painter?" Another example of this criteria being met is in the resources that are called Opposing Views. One of these is "Opposing Views on Affirmative Action" this activity pairs opposing views from Justice Ginsburg and author Shelby Steele on the topic of Affirmative Action. There are prompts about the views of both views and then one that asks, "About what do both commentators</p>	

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			<p>appear to agree?" This is a great way to push students to consider different perspectives.</p> <p>In Topic 12, America in the 1980s and 1990s, Lesson 1, Supreme Court Case Engel vs. Vitale, questions prompting a class discussion from different perspectives is included.</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>9</sup></p>	<p><b>Yes</b></p>	<p>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 Interactive primary sources activities and the constructed response questions give students an opportunity to analyze the documents and examine the purpose and influence the documents had on people and events. In Topic 2, Lesson 4: the New Immigrants there is an Interactive Gallery about the Contributions of Immigrants to American Culture. In this activity there are several examples of immigrants and their accomplishment. There are then 2 writing prompts that ask the student to compare accomplishments of the individuals and then a second prompt that ask the student to consider the impact as a whole of the</p>	

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>immigrants on America as a “land of opportunity” Each Topic's Lessons also have an e-text item. Most lessons begin with a short video that does offer some contextualization, either from the commentator or from those interviewed in the video. One example is found in Topic 6: The Great Depression and New Deal's opening page My Story Video, "Dorothea Lange's Photography." This video covers her coverage of the Great Depression and of the internment camps of the Japanese during WWII.</p> <p>Also, the women’s rights Movement, Landmark Case Roe vs. Wade, two different perspectives are noted from two different time periods- 1973 and 2011 giving students the opportunity to make connections across time periods.</p>	
<b>II. Claims</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b>  <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</p>	<p><b>REQUIRED</b>  <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>Questions and tasks focus on engaging students with content in varied contexts. there are many interactive, pop-out readings, charts, maps, etc. that end with different questions/tasks. Some have multiple choice questions, writing prompts, or are interactive charts that require the students to categorize items. In Topic 2: Industry and Immigration's Lesson 3 "the</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>support claims about social studies content.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>			<p>Organized Labor Movement" there are three text assignments that offer content followed by a multiple-choice question. There is also a Political Cartoon interactive that has writing prompts that ask students to first cite evidence and then to analyze the cartoonist opinion of how labor unions function. Another example found in the interactive charts is about Franklin Roosevelt's Leadership during the Great Depression. There is a list of Leadership qualities and a list of actions that FDR took and the students must match them. While this isn't the most complex activity it does require background knowledge of FDR's presidency for students to complete the task and would probably make a good bell ringer activity. A more complex item is found in the DBQ's. In the "Letter from Birmingham Jail" DBQ students are asked the following questions: Analyze Style and Rhetoric with "How does King use rhetorical devices in his letter to support his argument against racial segregation?" Cite specific examples from the text. Identify supporting details, assess an argument, and to draw conclusions.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p><b>REQUIRED</b>  <b>3b)</b> Coherent sequences of source-dependent questions<sup>10</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>Yes</b></p>	<p>Coherent sequences of source-dependent questions and tasks focus students on building knowledge and skill with content through various texts, 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. This indicator is best found in each lesson's Interactive Reading Notepad. This item works in tandem with the e-text. It offers a variety of higher-level thinking. In Topic 2's Lesson 1: Industry and Immigration the notepad list terms, vocabulary, and objectives. Then it walks the student through the material prompts that ask them to identify cause and effect, analyze interaction among events, summarize the impact of immigration, has a thinking map that compares the Old South and New South, and then there are several writing prompts that offer various levels of Blooms for students.</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</p>	<p><b>Yes</b></p>	<p>Tasks such as Civic Discussions, Document Based Questions, interactive primary sources, interactive portraits and maps, evaluate consequences of events and developments. While the majority of the</p>	

<sup>10</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).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	developments.		<p>items that meet these criteria are strong, there were a few that could be improved by going into deeper discussions.</p> <p>Successful examples of these criteria are as follows.</p> <p>Topic 4, the Document Based Question is on the different viewpoints of the Spanish American War. This Document Based Questions requires students to analyze and evaluate different points of view of the Spanish American War and how they have changed over time, this is a good example of the types of 3C criteria.</p> <p>Topic 5's Civic Discussion is about whether or not the U.S. should have joined the League of Nations after World War I. This activity is very similar to the Document Based Question. There are several documents for students to analyze and then evaluate into an essay after looking at different points of views and opinions whether or not the U.S. should have joined, this activity also facilitates a debate/ discussion. Lesson 5 under Topic 5 has an interactive political cartoon activity that asks students to analyze the cartoon and answer basic questions about the main idea and support details within the political cartoon. Lesson 7 has a Primary Source Activity on the poetry of</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>Langston Hughes. This activity asks students to analyze the style and the rhetoric of the poetry, point of view, and the cause of effects.</p> <p>Topic 6 has a Document Based Question on the Opposition of the New Deal. This document-based question requires students to read and analyze different points of view related to the New Deal and the Great Depression.</p> <p>It should be noted that there are lessons where the criteria are not met. One example is found in the primary source, <i>Silent Spring</i>, by Rachel Carson, which has the students draw inferences, analyze style and rhetoric, and assess the argument she made. Where these materials fall short is in making a connection to other writings, similar or contrary to <i>Silent Spring</i>. It should be noted that there are no references to other time periods either (e.g., the Sierra Club or Green Peace). In addition, in Topic 3 Lesson 3: <i>Corruption Plagues the Nation</i>, there is an Interactive Chart: <i>Gridlock in congress in the Late 1800's</i> with good facts, charts, and questions. But it falls short to connect this to any other time period. Congress in a deadlock is not a lone incident, there are several times throughout the 1900's &amp; 2000's that would work as an example, the</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			government shut down of 2013 would also serve as an excellent connection that was not made.	
	<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>	There is a variety of modes of assessment, including a range of pre, formative, summative, and self-assessment measures that are unbiased and accessible to all students. One example in Topic 11: An Era of Change is in the DBQ, in the e-text assignments, the Interactive gallery: Generation Gap Issues, and then in the quiz for the lesson.	
	<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>	Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance. There are 187 rubrics available. They were listed under the topics or lessons and can also be located under a general search using the eyeglass.	
<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.	<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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<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	<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
<input type="checkbox"/> Yes <input type="checkbox"/> No	writing/formal essays, on-demand and process writing, etc.).			
	<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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<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.	<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</b> <b>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</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.	

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	<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>	<b>Yes</b>	Materials adequately address the Louisiana’s Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge.	
	2. Range and Volume of Sources <b>(Non-Negotiable)</b>	<b>No</b>	Materials do not include varied types of primary and secondary sources.	Please see the Primary Source folder at the course level as well as the interactivities (galleries, 3D models, etc) at the lesson-level as well as the photographs and visuals within the Lesson Texts.
II: Claims	3. Questions and Tasks <b>(Non-Negotiable)</b>	<b>Yes</b>	Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with sources described in Criteria 2 and genuinely measure how well students are able to make and support claims about U.S. History	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			content.	
	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>				



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, Modern**

Grade/Course: **World History**

Publisher: **Pearson Education, Inc.**

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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)

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	PUBLISHER RESPONSE
<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 materials address 100% of the GLE's. The language of the standards are written in a student-friendly manner in the text under the Standards section of the online version of the text.</p> <p>The materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLE's. For example, GLE 7.5 (i.e., explain the causes and consequences of the break-up of the soviet union on the world) is addressed in Topic 10, Lesson 5, text 3 introduction and synthesize: New Nations Emerge. The reading adequately addresses the GLE with information and prompts that encourage learning.</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>11</sup> to develop content knowledge and express claims.</p>	<p><b>No</b></p>	<p>The main focus of the World History materials is not on the primary and secondary sources to develop content knowledge and express claims. A teacher can search in the lessons' items labeled "Biographies" to find a source or within the lesson itself for the secondary source, but</p>	<p>Instruction can be driven by primary sources and Topic Inquiries if teachers went into the Welcome to the Course folders and saw the Civic Discussion Professional Development folder as well as the DBQS, Civic Discussions, and research required for the Team Projects</p>

<sup>11</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	PUBLISHER RESPONSE
			<p>the selection is limited. The sources are primarily for USH, sparse for WH so a teacher would have to search elsewhere for WH specific sources. Topics 4,5,6, and 7 have different types of activities that do incorporate Primary and Secondary Sources, however, the lessons in which students having to read do not primarily focus on the Primary and Secondary sources to help students develop content knowledge and express claims. Topics 4 and 6 do have a document-based question, but they are not required by students to complete. Students can move through Topics 4,5,6 and 7 without using any primary and secondary sources.</p>	<p>in the Topic Inquiry folders.</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>While the majority of sources found are not for use in a World History course the ones that are found are varied and include sources of different types and varied lengths. Each topic includes photographs, maps, videos, interactive charts, and images. For example in Topic 2 there is a Flipped Video, painting of Afonso de Albuquerque, a map of Malacca, among other various sources. Topic 4 has a Document Based Question, maps, and an interactive gallery that has charts, graphs, and photos. Topic 5 has a Civics Discussion with documents related to the Irish Potato Famine, the start up includes a photo of the German flag, and an interactive</p>	

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			activity working with political cartoons. Topic 7 has a “my story” component with offers students a first hand account, Project Based Learning, maps, and an interactive chart with drag and drop capabilities.	
	<b>2c)</b> Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing <sup>12</sup> and corroboration. <sup>13</sup>	<b>No</b>	Materials in the textbook do not focus on both primary and secondary sources from different perspectives and allow few opportunities to compare and contrast, or to consider the influence of the document’s author, occasion, and purpose for creating the content. Materials give few opportunities for students to determine whether sources corroborate or conflict on important issues. For example, students are not questioned about the sources in the text. The teacher would have to create questions to accompany the documents. In Topic 12, Lesson 6 there is a text reading about various international organizations (e.g., the World Trade Organization), in all of the materials offered there is no coverage of any opposing groups. The materials could have been improved by including the Direct Action Network and the Protest of the WTO in Seattle in 1999.	The Topic Inquiry Projects leave room for this type of extension activity. Teachers can also pose prompts like this in our Discussion Board on Realize and upload their own test questions and short answer prompts right into the table of contents seamlessly.  The teacher support available under 'Teacher Resources' also gives active classroom, discussion, and extension activity ideas.

<sup>12</sup> Sourcing asks students to consider a document’s author, occasion, and purpose to determine how those factors influence the content.

<sup>13</sup> Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

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	<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>14</sup></p>	<p><b>No</b></p>	<p>The materials are not always accompanied by other sources from other time periods allowing for contextualization. Biographies and secondary sources are available and questions are addressed to assess the content of the source. But these questions do not enable students to make connections within and across time periods. In Topic 2: Lesson Three: European Conquests in the Americas there is a map but no opportunity to compare or draw a connection from one time/place to another. One reference on the map activity mentioned the mixing of cultures, but it was a statement only. One of the few successful examples is found in the primary source activity Code of Hammurabi. The last question that goes with the reading ask how it might have effected later laws and/or government constitutions Topic 9, Lesson 3 The Holocaust, The Primary Document of Anne Frank is located here, inference questions are asked, central ideas and analyzing style and rhetoric, no questions across time periods are asked or inferred.</p>	<p>The Topic Inquiry Projects leave room for this type of extension activity. Teachers can also pose prompts like this in our Discussion Board on Realize and upload their own test questions and short answer prompts right into the table of contents seamlessly.</p> <p>The teacher support available under 'Teacher Resources' also gives active classroom, discussion, and extension activity ideas.</p>
<b>II. Claims</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b> <b>3. QUESTIONS AND TASKS:</b></p>	<p><b>REQUIRED</b> <b>3a)</b> Questions and tasks focus on engaging students with</p>	<p><b>Yes</b></p>	<p>During the lessons, charts or maps can be found to help students understand the current</p>	

<sup>14</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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<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>content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).</p>		<p>lesson, followed by a question(s) at the end of each lesson that addresses the content of that lesson as a whole. Topic 2 Lesson 4 has an Interactive map with 5 information pop-outs and one question for written response. Topic 4 has 8 Textual Lessons and each lesson has one multiple-choice question. What would make these textual lessons better would be to add some additional higher level questions, as it is a lot of reading and content for students to learn and have only one question to check for understanding. The Interactive Map in Topic 5 contains one multiple-choice question and a constructed response on Manifest Destiny. This is a good activity that could be great if students were asked to cite evidence or reference examples.</p>	
	<p><b>REQUIRED</b>  <b>3b) Coherent sequences of source-dependent questions<sup>15</sup></b> 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>Coherent sequences of source-dependent questions and tasks are found in the DBQs; unfortunately the DBQ's are not found in every topic and provide no consistency.</p>	<p>Please take a look at the Topic Inquiry strand. These inquiry projects pose students source-dependent questions and tasks to complete. DBQs can also be found in each topic at the lesson-level with interactives. Finally, the Primary Source archives folder at the course level can be used in each topic as well.</p>

<sup>15</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><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>Yes</b></p>	<p>Overall this indicator is successfully met because of the source-dependent written and oral tasks that require students to demonstrate understanding of social studies content. Where improvements would like to be seen are in the part of the indicator that stresses the need to 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>A successful example of this is found in Topic 1: Renaissance and Reformation Lesson 5: The Scientific revolution has an interactive gallery assignment. There is a matching task for medicine. After completing the task there is a question that ask students to draw conclusions on the Renaissance and the Scientific revolution.</p> <p>It should be noted that an example of a deficiency can be found in the Interactive gallery and the lesson activities where students are not prompted to make connections to other activities or content learned. Some of the interactive activities do not have any questions aligned to the activity. In Topic 9, Lesson 1, text 3 Winston Churchill’s speech, there is only a multiple-choice question at the end of the lesson. No</p>	

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			recurring theme is found.	
	<p><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.</p>	<p><b>Yes</b></p>	<p>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. One example can be found in Topic 2, Lesson 1: Europeans Explore Overseas where an interactive reading notepad can be found with several levels of questions that push higher order thinking, there are also 5 text readings that each end with a question or prompt. The Interactive Gallery assignment: Navigating the World has 2 pages of reading followed by a prompt that asks Why would a portolan map be inappropriate as a resource for navigating land routes?</p>	
	<p><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.</p>	<p><b>Yes</b></p>	<p>Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance. There are many rubrics available. They can be found under the social studies reference center of the text. They are listed by category. (e.g., assessing a civic discussion, individual performance or group, or assessing a journal entry).</p>	

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<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>	Not Evaluated	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>	Not Evaluated	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>	Not Evaluated	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>	Not Evaluated	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>	Not Evaluated	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>	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.  <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	Materials address 100% of the Louisiana GLE's at sufficient depth, accuracy, and quality, to build social studies content knowledge.	
	2. Range and Volume of Sources <b>(Non-Negotiable)</b>	No	The main focus of the materials is not on primary and secondary source documents. While varied types of primary and secondary sources are offered, these are often not accompanied by materials that promote contextualization, corroboration, or comparison.	Please see the Primary Source folder at the course level as well as the interactivities (galleries, 3D models, etc) at the lesson-level as well as the photographs and visuals within the Lesson Texts. These all include not only a variety of primary and secondary sources, but also provide prompts for critical thinking

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				and open responses.
II: Claims	3. Questions and Tasks <b>(Non-Negotiable)</b>	<b>No</b>	Materials do not offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the GLE with source(s) described in Criteria 2 and genuinely measure how well students are able to make and support claims about social studies content.	
	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 II.

Public Comments

There were no public comments submitted.