



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: **myWorld Social Studies** Grade/Course: **K-5**

Publisher: **Pearson Education, Inc.** Copyright: **2016**

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

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

STRONG	WEAK
1. Scope and Quality of Content (Non-Negotiable)*	2. Range and Volume of Sources (Non-Negotiable) **
	3. Questions and Tasks (Non-Negotiable)
* Weak in Grades 3 and 4	** Strong in Grades K, 1, and 2

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

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

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

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

Click below for complete grade-level reviews:

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

[Grade 1 \(Tier 3\)](#)

[Grade 2 \(Tier 3\)](#)

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

[Grade 4 \(Tier 3\)](#)

[Grade 5 \(Tier 3\)](#)



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.

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

Title: myWorld Social Studies Grade/Course: K

Publisher: Pearson Education, Inc. Copyright: 2016

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
I. Content			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. SCOPE AND QUALITY OF CONTENT:</p> <p>Materials adequately address the Louisiana’s Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) Materials address the content of 90% of the GLEs.</p> <p>1b) Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p>Yes</p> <p>No</p>	<p>The materials address 90% of Louisiana GLEs. Included in the teacher's edition, there is a tab named 'standards.' This tab links to five different topics where the kindergarten GLE's can be located.</p> <p>The materials focus students on answering questions about ideas related to the GLEs. In each chapter there is a skill-building lesson and the activities presented in the 21st century tab focus on building skills.</p> <p>There are several places where the questions focus on student interests rather than building knowledge and skills with social studies. For example, in Chapter 1, students are asked to draw a picture of them working with a friend, which doesn't specifically align to a kindergarten GLE. In Chapter 2, students are asked to draw a picture of a job they do at home. In Chapter 4, students are asked to draw a picture of their favorite food. While all of these tasks are meant to make connections to students’ lives, they are not asking students to grapple with the content.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>Tier 1 and 2 Non-Negotiable 2. RANGE AND VOLUME OF SOURCES: Materials include varied types of primary and secondary sources.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 2a) The main focus of the materials is on primary and secondary sources¹ to develop content knowledge and express claims.</p>	<p>Yes</p>	<p>These materials give students in kindergarten information and instruction on how to use primary and secondary resources. The focus of the student edition is primarily on photographs and images for students to answer questions about. Under the 21st century skills tab, there is a link to a video that provides information to students on how to use primary and secondary sources. Primary sources are also found in Chapter 4, Lesson 5 where students are shown photographs from the past that represent national holidays. In addition, on page 14 students look at pictures to explain how the people are being good citizens; and on page 81 students look at photographs of resources to discuss why they're important and how to protect them.</p> <p>However, students engage with very little printed text. There is a leveled reader for each chapter, but it is limited in information and complexity. Students do not gain much content information that would be found in texts that could be read aloud to students in kindergarten. The last chapter, which focuses</p>

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			<p>on life then and now, includes pictures of George Washington, Martin Luther King, Jr., and an American Indian (it is not clear who the picture is of and there is no mention of the name). Students view their photographs, but beyond the leveled reader at the beginning of the year on George Washington, students do not learn about these people through texts, such as picture books, which would support their understanding of the concept of then and now.</p>
	<p>REQUIRED 2b) Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.</p>	<p>Yes</p>	<p>Primary and secondary sources of different types are included. For example, under the table of contents within the teacher edition, there are different types of maps for students to use as a reference and for analysis. Video and audio resources are also found under the 21st century tab. Students engage with images in the student edition and the leveled readers provide some printed text for students to read to enhance their content knowledge.</p>
	<p>2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing² and corroboration.³</p>	<p>Yes</p>	<p>Opportunities for comparing and contrasting can found throughout. For example, in Chapter 4, Lesson 4 students compare and contrast different cultures. In Lesson 2 they</p>

² Sourcing asks students to consider a document’s author, occasion, and purpose to determine how those factors influence the content.

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			<p>compare families. In Chapter 5 students compare and contrast the past and present. The leveled readers also offer different perspectives.</p> <p>In Chapter 3, Lesson 4, students are presented with an opportunity for sourcing. Students are given 4 real photographs of landforms and are asked to show how they are represented as symbols on a map. Chapter 5 presents opportunity for corroboration where students discuss the past and present using a variety of drawings and real photographs.</p>
	<p>2d) Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization.⁴</p>	<p>Yes</p>	<p>The materials include sources from different time periods in Chapter 5, which discusses the past and present. Students look at pictures then discuss how things have changed over time. In Lesson 6 students discuss heroes from the past and talk about how they relate to each other.</p>
<p>II. Claims</p>			
<p>Tier 1 and 2 Non-Negotiable 3. QUESTIONS AND TASKS: Materials offer opportunities to elicit direct, observable evidence</p>	<p>REQUIRED 3a) Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions,</p>	<p>Yes</p>	<p>Students complete different tasks that include creating a skit with a classmate and answering multiple-choice questions on assessment tasks. All chapters contain</p>

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>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>engaging in speaking/listening).</p>		<p>multiple activities where students can draw, act out, or engage in speaking/listening activities with a partner. For example, on page 109, students look at 3 pictures from different periods to compare how school children’s hair/dress have changed over time. Students also engage in performance tasks. For example, every chapter has a MyWorld activity that requires students to produce open-ended responses.</p>
	<p>REQUIRED 3b) Coherent sequences of source-dependent questions⁵ and tasks focus students on building knowledge and skill with content through various texts (primary and secondary sources), classroom research, conversations, etc. and then synthesizing and applying those understandings to recognize recurring themes and evaluate the causes and consequences of events and developments.</p>	<p>No</p>	<p>The 21st Century Skills and My World tabs provide teachers and students with access to multiple tasks and activities to build and assess skills. While there is some building of content knowledge in Chapters 1 and 2, the order of tasks within later chapters often lack coherence. For example, in Chapter 3, students learn about maps and globes and then switch to talking about weather and seasons and then where they get their water and natural resources. The coherence here is not as evident as in earlier chapters. In Chapter 4, students are asked to identify how they share their culture before they define what culture is. Then they talk about culture after they talk about heroes. That is then followed by a lesson on fact versus</p>

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p>REQUIRED 3c) Source-dependent written and oral tasks require students to demonstrate understanding of social studies content and make connections between ideas, people, and events across time and place, recognize recurring themes, and evaluate the causes and consequences of events and developments.</p>	<p>No</p>	<p>fiction, which again, doesn't relate to the concept of culture.</p> <p>While there are questions in each chapter about the images in the text, the lack of printed text for students to build content knowledge can lead to gaps in social studies knowledge for students. The images lack enough information for students to build understanding. For example, in Chapter 4, students engage in several lessons learning the skill of comparing and contrasting using prompts and pictures about things familiar to them (friends, family, etc.). Then, students are prompted to look at four pictures and point out the cultural elements of each picture as a way to define "what is culture?" There is no building of knowledge about culture, different cultures, or what culture even is before engaging students in this task. While they could identify what is similar or different in the pictures, students aren't demonstrating understanding of the content, which is describing how people live differently in other places using various sources (kindergarten GLE). In Chapter 5, the directions tell the teacher to "tell the story" for each hero pictured. Students' understanding of these people will be based entirely on an oral sharing by the teacher. There is no support provided to the teacher</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			<p>for what information to share. The teacher guide asks students how Martin Luther King showed courage, but there is no text support for students to be able to answer this question to demonstrate the knowledge they gained from sources.</p> <p>The leveled readers could provide a source of information for students, but their connections to each chapter's content is not always clear. For example, the questions in the leveled reader for Chapter 4 (Jackie Robinson) focus on comparing and contrasting Jackie as a boy to a Jackie as a man. The content of the text focuses on how Jackie fought for equal rights through baseball. While comparing and contrasting is part of the skills of Chapter 4, the content of Chapter 4 focuses on families, culture, holidays, and American folk heroes. That content is not addressed in the leveled reader, so students are not able to make connections.</p>
	<p>3d) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.</p>	<p>Yes</p>	<p>The materials include formative and summative assessments. It should be noted that no pre- and self-assessments are found.</p>
	<p>3e) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p>No</p>	<p>There were no rubrics found. There are assessment and worksheet answer keys</p>

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			along with guidelines for the My World kindergarten tasks. While there are answers to the teacher questions to be asked orally along with each lesson in the teacher guide, there are no exemplars to support teachers in what to share orally with students about the various pictures when prompted to do so. For example, on pages 91 and 93 of Chapter 4 of the student book, there is no exemplar for what to share with students. This is true throughout the chapters.
<p>4. RESPONSE TO SOURCES: Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 4a) Materials provide regular opportunities for students through discussions to develop claims about social studies content identified in the GLEs.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 4b) Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED for grades 3-12 only 4c) A vast majority of written tasks require students to present well-defended claims and clear information, providing evidence to support valid inferences from sources to explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

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

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FINAL EVALUATION <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.			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I: Content	1. Scope and Quality of Content (Non-Negotiable)	Yes	The materials adequately address the Louisiana GLEs at sufficient depth, accuracy, and quality to build social studies content knowledge.
	2. Range and Volume of Sources (Non-Negotiable)	Yes	The range and volume of sources meet the outlined criteria. Materials present include a wide variety of primary and secondary sources.
II: Claims	3. Questions and Tasks (Non-Negotiable)	No	While materials include multiple types of questions and tasks, they lack coherence and opportunities for students to demonstrate understanding and make connections.
	4. Response to Sources	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
III: Scaffolding and Support	5. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			



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To accomplish this, they:

- Use key questions to build understanding of content through multiple sources
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- Evaluate the causes and consequences of events and developments

Title: **myWorld Social Studies** Grade/Course: **1**

Publisher: **Pearson Education, Inc.** Copyright: **2016**

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

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

STRONG	WEAK
1. Scope and Quality of Content (Non-Negotiable)	3. Questions and Tasks (Non-Negotiable)
2. Range and Volume of Sources (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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I. Content			
<p>Tier 1 and 2 Non-Negotiable 1. SCOPE AND QUALITY OF CONTENT: Materials adequately address the Louisiana’s Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) Materials address the content of 90% of the GLEs.</p> <p>1b) Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p>Yes</p> <p>No</p>	<p>Materials address 90% of Louisiana GLEs. In the teacher edition there is a standards tab. Located within this tab, there are five sections where first grade standards can be found. GLEs are also found at the beginning of every chapter.</p> <p>There is inconsistency in the quality of questions asked. They sometimes prompt students to explore the content indicated by the GLEs (e.g., in Chapter 1, students are asked, “How does our country choose a new president?”), but other times, they focus on students personal opinions only loosely related to social studies content (e.g., in Chapter 4, students are asked how their family celebrates holidays). Still other times, the questions asked don’t connect to the content of the GLE. For example, in Chapter 4, students read about the environment and the weather. A statement in the reading says, “The weather helps us choose what kind of home to build.” This is the gist of a grade 1 GLE. The question that follows that passage, though, asks students to identify that rain is a type of weather. This question is basic recall and is not a key question to build knowledge indicated by the GLEs.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>Tier 1 and 2 Non-Negotiable</p> <p>2. RANGE AND VOLUME OF SOURCES:</p> <p>Materials include varied types of primary and secondary sources.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>2a) The main focus of the materials is on primary and secondary sources⁶ to develop content knowledge and express claims.</p>	<p>Yes</p>	<p>These materials give students in first grade information on how to use both primary and secondary resources, but it doesn't come until really late in the textbook (e.g., Students are introduced to the terms primary and secondary source in Chapter 5, Lesson 3). Throughout the text, students are prompted to engage with images and printed text to develop social studies knowledge.</p>
	<p>REQUIRED</p> <p>2b) Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.</p>	<p>Yes</p>	<p>Student material contains primary and secondary resources for first grade. There is a heavy reliance on images as sources at first (e.g., the first non-image source comes on page 73 in student edition with a chart), and, in some cases, the images would be better if they were photographs rather than illustrations. For example, the illustrations on pages 50 and 68 could be photographs. The leveled readers provide information about historical figures. There are also maps included and videos under the 21st century skills tab for students to understand how to use certain resources.</p>

⁶ Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format. (http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) For additional definitions and examples, see also: <http://www.princeton.edu/~refdesk/primary2.html> and <http://www.archives.gov/education/research/history-in-the-raw.html>.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p>2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing⁷ and corroboration.⁸</p>	<p>No</p>	<p>While the materials provide opportunities for students to compare and contrast (e.g., in Chapter 2 students are asked to compare goods and services. In Chapter 3 students are asked to compare and contrast maps and globes), the provided sources generally only present one perspective. There are few exceptions: in Chapter 4, Lesson 6, students read about kids in other countries; the leveled readers often offer a different perspective. No tasks involving sourcing or corroboration were found.</p>
	<p>2d) Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization.⁹</p>	<p>Yes</p>	<p>Chapters 4 and 5 allow students to make connections within and across time periods through photo analysis activities and group presentations. In Chapter 5, which discusses the past and present, students complete several comparison activities. At the end of the chapter students must use the skills they have learned to answer the question, How does life change throughout history?</p>

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

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

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

II. Claims			
<p>Tier 1 and 2 Non-Negotiable</p> <p>3. QUESTIONS AND TASKS:</p> <p>Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well students are able to make and support claims about social studies content.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>3a) Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).</p>	<p>Yes</p>	<p>Students in first grade are asked to examine different sources such as biographies and histories under the 21st century tab titled, Conduct Research. Students also engage in performance tasks. For example, every chapter has a MyWorld activity that requires students to produce open-ended responses.</p> <p>Students complete different tasks that include creating a class book with a classmate in Chapter 1, creating a model of an imaginary place in Chapter 2, creating a timeline and answering multiple-choice questions on assessment tasks in Chapter 5.</p>
	<p>REQUIRED</p> <p>3b) Coherent sequences of source-dependent questions¹⁰ and tasks focus students on building knowledge and skill with content through various texts (primary and secondary sources), classroom research, conversations, etc. and then synthesizing and applying those understandings to recognize recurring themes and evaluate the causes and consequences of events and developments.</p>	<p>No</p>	<p>There are several instances where sequencing is off, which does not serve to build knowledge and skill for students. For example, in Chapter 3, the text explains directions on a map and then explains later in the chapter what a map is. In Chapter 4, Lesson 4 students are asked to circle a hero they read about and then they learn what heroes are in Chapter 5, Lesson 4. This sequence is out of order. In Chapter 1, Lessons 1 and 4, Chapter 2, Lesson 4, and several others, students are asked to identify the main idea and details, but they are not</p>

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			<p>taught how to identify the main idea until Chapter 3, Lesson 5.</p> <p>There are a few instances when students learn different skills and then are asked to apply those skills as they engage with the content. For example, in Chapter 1, students learn how to identify something as a fact or opinion, and then they apply that knowledge to the content throughout the remaining chapters.</p> <p>The leveled readers lack a coherent sequence of questions to build students' knowledge of the content within the readers.</p>
	<p>REQUIRED 3c) Source-dependent written and oral tasks require students to demonstrate understanding of social studies content and make connections between ideas, people, and events across time and place, recognize recurring themes, and evaluate the causes and consequences of events and developments.</p>	<p>No</p>	<p>The questions in the chapters do not consistently require students to demonstrate their understanding and make connections. For example, in Chapter 1, students are learning a lot of the same vocabulary they studied in kindergarten. Chapter 3 contains information about globes and maps, which students received in kindergarten. Students are even given the picture of a brown house and are asked to follow the directions given to draw additional things around the brown house. They do this same task in kindergarten, except in that in kindergarten, it is the picture of a library. The GLEs in grade 1</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			<p>move beyond the learning in kindergarten to apply their understanding of location/space by locating things on a map and using mental mapping. The tasks provided are not building on students' content knowledge. Similarly, in Chapter 4, students learn basic information about George Washington and Martin Luther King, Jr. and circle one of the heroes they learned about, which is almost a repeat of what was done in kindergarten.</p> <p>The questions in the leveled readers focus on a skill and do not give students the opportunity to demonstrate their understanding of the content contained in the leveled readers. Also, the leveled readers are not always clearly connected to the content of the unit. For example, the leveled reader on Abraham Lincoln is in the chapter about traditions, celebrations, and holidays. There is no mention of any of that in the leveled reader content or questions, so students are not able to make connections.</p> <p>While the assessment questions are sometimes about sources (e.g., images, a timeline, map, chart), students are not asked to engage with printed, prose sources. Also, students don't engage in writing about those sources until later chapter assessments; the main type of question about sources is multiple choice. Even when asked to write</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			<p>about the sources, the questions to which they are responding don't require students to demonstrate depth of understanding about content. For example, in the Chapter 4 assessment, students are asked: "Imagine you go to a land far away. What would you tell people about American culture?" The GLE in grade 1 asks students to compare and contrast local traditions/celebrations, customs, languages, and foods as an introduction to culture. The response students would provide to the question above would not elicit a response that demonstrates the expectations of the GLE. Another example is students are supposed to create a timeline, but students don't make a timeline in the chapter assessment, rather they answer multiple-choice questions about a timeline.</p> <p>There are some tasks at the end of chapters, which require students to demonstrate their understanding. For example, in Chapter 2 students complete several activities about cause and effect. In Chapter 5 students discuss communication and then explain how it has changed. At the end of Chapter 5, students are asked to draw how life has changed throughout history.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	3d) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.	Yes	Materials used several forms of formative and summative assessments that were unbiased and accessible to all students. All lessons contain self-assessments through the stop and go portion of the lesson.
	3e) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Yes	There were no rubrics found, but there are assessment and worksheet answer keys along with guidelines for first grade tasks.
4. RESPONSE TO SOURCES: Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 4a) Materials provide regular opportunities for students through discussions to develop claims about social studies content identified in the GLEs.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 4b) Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED for grades 3-12 only 4c) A vast majority of written tasks require students to present well-defended claims and clear information, providing evidence to support valid inferences from sources to explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 4d) Materials provide frequent opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	4e) Materials build students' active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
III. Scaffolding and Support			
5. SCAFFOLDING AND SUPPORT: Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 5a) Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 5b) The materials are easy to use and well organized for students and teachers.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	5c) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	5d) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
FINAL EVALUATION <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.			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I: Content	1. Scope and Quality of Content (Non-Negotiable)	Yes	The scope and quality of content of the materials meet the outlined criteria. Materials adequately address the Louisiana

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			GLEs at sufficient depth, accuracy, and quality to build social studies content knowledge.
	2. Range and Volume of Sources (Non-Negotiable)	Yes	The range and volume of sources in the materials meet the outlined criteria. The materials include a wide variety of both primary and secondary sources.
II: Claims	3. Questions and Tasks (Non-Negotiable)	No	While materials include multiple types of questions and tasks, they lack coherence and opportunities for students to demonstrate understanding and make connections.
	4. Response to Sources	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
III: Scaffolding and Support	5. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			



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

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

To accomplish this, they:

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

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

To accomplish this, they:

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

Title: **myWorld Social Studies** Grade/Course: **2**

Publisher: **Pearson Education, Inc.** Copyright: **2016**

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
I. Content			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. SCOPE AND QUALITY OF CONTENT:</p> <p>Materials adequately address the Louisiana’s Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) Materials address the content of 90% of the GLEs.</p> <hr/> <p>1b) Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p>Yes</p> <hr/> <p>No</p>	<p>Materials address 90% of Louisiana GLEs. GLEs are listed at the beginning of each chapter in the table of contents.</p> <hr/> <p>There is inconsistency in the quality of questions asked. They sometimes prompt students to explore the content indicated by the GLEs (e.g., in Chapter 1, students are given a scenario in images and asked to write how the students solved their problem, which aligns with a grade 2 GLE ("Describe ways in which responsible citizens can work together to help leaders resolve conflicts within the community"), but other times, they focus on students personal opinions only loosely related to social studies content (e.g., in Chapter 1, students are asked to write something they and their classmates can do to be a responsible citizen and in Chapter 4, students are asked how their family celebrates holidays). Still other times, the questions asked don’t connect to the content of the GLE. For example, in Chapter 3, students read about weather and climate and are asked, "How does weather affect you?" The provided answer is "When it rains, I carry an umbrella." The GLE at grade 2 asks students to describe how location, weather, and physical features affect where people</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			live and work. The question posed and the provided answer do not get at the content of the GLE, thus, there are many times when the questions do not provide opportunities for students to explore the content of the GLEs.
<p>Tier 1 and 2 Non-Negotiable</p> <p>2. RANGE AND VOLUME OF SOURCES:</p> <p>Materials include varied types of primary and secondary sources.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>2a) The main focus of the materials is on primary and secondary sources¹¹ to develop content knowledge and express claims.</p>	<p>Yes</p>	<p>Both primary and secondary sources are present for 2nd grade. Like first grade, students are introduced to the terms primary and secondary source really late in the textbook (e.g., Chapter 5, Lesson 2). This is a repeat of what they learn in first grade. While the text might be a bit more complex, the content being taught, isn't. Students are frequently using primary sources to analyze information in Chapters 1-4 prior to this formal introduction.</p> <p>Students have access to e-text, leveled readers, and students also have access to myworldsocialstudies.com, which provide more resources in which students can build knowledge and skills.</p>

¹¹ Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format. (http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) For additional definitions and examples, see also: <http://www.princeton.edu/~refdesk/primary2.html> and <http://www.archives.gov/education/research/history-in-the-raw.html>.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	REQUIRED 2b) Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.	Yes	Materials do include sources of different types. Each chapter has video clips explaining the lesson focus content by children within the 21 st century tab. Print and non-print materials are located within each chapter. Materials are also present containing maps and charts located in the table of contents labeled graphic organizers and maps.
	2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing ¹² and corroboration. ¹³	No	While the materials provide a few opportunities for students to compare and contrast (e.g., in Chapter 3, students compare and contrast the differences in absolute and relative location and in Chapter 4, students compare and contrast Memorial Day and President's Day), the provided sources generally only present one perspective. There are a few exceptions: in Chapter 4, Lessons 1 and 2 include photographs from other cultures; the leveled readers often include different perspectives. No tasks involving sourcing or corroboration were found.
	2d) Materials focus on both primary and secondary sources from different time periods to enable students to make	Yes	Materials do focus on primary and secondary sources that allow students to make

¹² Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	connections within and across time periods, including contextualization. ¹⁴		connections across time periods. Chapter 5 uses primary and secondary sources to discuss families then and now. In lesson four students learn about early settlers. After they read and observe different pictures and photographs, they must write and discuss how life living in colonies different from living in the United States.
II. Claims			
<p>Tier 1 and 2 Non-Negotiable</p> <p>3. QUESTIONS AND TASKS: Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well students are able to make and support claims about social studies content.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>3a) Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).</p>	Yes	There are varied contexts for the questions and tasks. All chapters have at least one activity where students can draw, engage in speaking/listening with a partner or whole class group presentations. Chapter 4, lesson 1 features a jigsaw activity where students research specific aspects of different cultures then come together and present information found.
	<p>REQUIRED</p> <p>3b) Coherent sequences of source-dependent questions¹⁵ and tasks focus students on building knowledge and skill with content through various texts (primary and secondary sources), classroom research, conversations, etc. and then synthesizing and applying those understandings to recognize recurring themes and evaluate the causes and consequences of events and developments.</p>	No	While there is some building through a coherent structure within the textbook (e.g., the myStory book tasks allows students to write and reflect on information from their prior knowledge and the got it tab allows the students to reinforce the information gained from the current lesson), there are more

¹⁴ Contextualization asks students to determine the time and place a document was created and examine how those factors influence the content.

¹⁵ Source-dependent questions or tasks are those that require students to pull information from a given source(s) to answer the question. Students still pull from prior learning, but the evidentiary support required in the students' responses are dependent upon the source(s).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			<p>instances where there is a lack of coherent sequencing to build students' knowledge and skill. The 21st century skills tab includes the same skills addressed in grade 1. There is no building from one grade to the next or support for teachers or students to show how the skills learned through the quick skills reference and videos are used to learn the specific content in that grade level. There are questions at the end of lessons, which include the skills, but there isn't a building of knowledge across the text in a coherent way. Most of the end-of-lesson questions start with recall and then ask a question connecting the content to students' personal experiences. The questions typically don't connect or build between lessons or chapters so that students can demonstrate understanding of larger concepts or ideas other than making personal connections.</p> <p>The leveled readers lack a coherent sequence of questions to build students' knowledge of the content within the readers.</p>
	<p>REQUIRED 3c) Source-dependent written and oral tasks require students to demonstrate understanding of social studies content and make connections between ideas, people, and events across time and place, recognize recurring themes, and evaluate the causes and consequences of events and</p>	<p>No</p>	<p>While some tasks ask students to evaluate the causes and consequences of events and developments (e.g., in Chapter 3 students have to explain how weather effects them and discuss the changes of their environment over time), the questions and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	developments.		<p>tasks in the chapters do not consistently require students to examine sources and make connections to demonstrate understanding. The questions at the end of each lesson are typically basic recall of the information provided in the chapter. The performance-based tasks in MyWorld, such as the culture trail board game in Chapter 4, are fun, but students are simply identifying rather than demonstrating they understand the reasons for and significance of the cultural elements they are identifying.</p> <p>Like grade 1, the questions in the leveled readers focus on a skill and do not give students the opportunity to demonstrate their understanding of the content contained in the leveled readers. There are missed opportunities for students to make connections between the content presented in the chapter and the leveled reader to discuss different perspectives and evaluate the causes and consequences of events and developments. For example, the leveled reader on Elizabeth Blackwell presents the perspective of how an American contributed to changing society so that both men and women could be educated and work in the medical field. There are no questions about this to prompt students to build an understanding of this concept.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			<p>There are some assessment questions about sources (e.g., images, charts, maps), but the questions are mostly multiple-choice and do not ask students to make connections among sources to demonstrate their understanding of content. The assessments do have open-ended questions, but the questions are typically recall questions from the chapter text and are not source-dependent. For example, in Chapter 2, students are asked how communities pay government workers. The focus of the content is not aligned to the grade 2 GLEs and there is no source for students to respond to make connections and apply the knowledge and skills they gained in the chapter to a new source to demonstrate their understanding. This is true across the chapter assessments. For example, in Chapter 5, students are asked to select an inventor studied in the chapter and explain how the invention helped people. The GLE at grade 2 asks students to "Describe how the achievements of famous Americans, of the past and present, changed society." The question on the assessment is limited to recall. A better demonstration of student knowledge and skill would be to give them a few new sources on an inventor they didn't read about in the chapter and ask them to explain how that person's contributions</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			changed American society.
	3d) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.	Yes	Materials include formative and summative assessments. All lessons contain self-assessments through the stop and go portion of the lesson. There are no pre-assessments found.
	3e) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Yes	There are rubrics on the MyWorld activities. There are assessment and worksheet answer keys.
<p>4. RESPONSE TO SOURCES: Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 4a) Materials provide regular opportunities for students through discussions to develop claims about social studies content identified in the GLEs.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 4b) Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED for grades 3-12 only 4c) A vast majority of written tasks require students to present well-defended claims and clear information, providing evidence to support valid inferences from sources to explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
FINAL EVALUATION <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.			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I: Content	1. Scope and Quality of Content (Non-Negotiable)	Yes	Scope and quality of content meets outlined criteria. Materials do adequately address the Louisiana GLEs at sufficient depth, accuracy, and quality to build social studies content knowledge.
	2. Range and Volume of Sources (Non-Negotiable)	Yes	Range and volume of sources meet outlined criteria. Materials present include a wider variety of primary and secondary sources.
II: Claims	3. Questions and Tasks (Non-Negotiable)	No	While materials include multiple types of questions and tasks, they lack coherence and opportunities for students to demonstrate understanding and make connections.
	4. Response to Sources	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
III: Scaffolding and Support	5. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			



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

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

To accomplish this, they:

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

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

To accomplish this, they:

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

Title: **myWorld Social Studies** Grade/Course: **3**

Publisher: **Pearson Education, Inc.** Copyright: **2016**

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
I. Content			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. SCOPE AND QUALITY OF CONTENT:</p> <p>Materials adequately address the Louisiana’s Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) Materials address the content of 90% of the GLEs.</p>	<p>No</p>	<p>According to the Teachers' Guide of listed Grade Level Expectations, thirty-eight of forty-six total standards are addressed. This would mean that approximately 83% of standards are addressed.</p> <p>Although the SE lesson openers indicate alignment with the GLEs, this is not accurate because Louisiana-specific content is often absent or severely lacking. For example, when covering explorers, students are given information on Columbus, not Bienville. Or when learning about Native Americans, students are provided information about the Iroquois and Cherokee tribes not the Tunica.</p>
	<p>1b) Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p>No</p>	<p>Based on the information from the Grade-Level Expectations Sheet, students explore key questions and build knowledge with skills, but it does not meet the requirements set by the Louisiana Grade 3 Standards.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>Tier 1 and 2 Non-Negotiable</p> <p>2. RANGE AND VOLUME OF SOURCES:</p> <p>Materials include varied types of primary and secondary sources.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>2a) The main focus of the materials is on primary and secondary sources¹⁶ to develop content knowledge and express claims.</p>	<p>No</p>	<p>The main focus of materials are on secondary sources, and not primary sources. Students do not interact with the primary sources as part of the lesson structure. The focus of Chapter 5 is on the rights of citizens. Although a photo the Bill of Rights is included, the text is not dependent on this inclusion and it provides no enrichment to the lesson. Also, in Chapter 3, Lesson 6, it provides students with a brief look at the Declaration of Independence and summary of its “three parts.” The document is not the main focus of this lesson. It is integrated in a section that provides a look at the nation’s history chronologically during that time, but offers no interaction with the source for its' authenticity.</p>
	<p>REQUIRED</p> <p>2b) Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.</p>	<p>Yes</p>	<p>Materials in this text include primary and secondary sources of varying types. On page 98, students are given two photos from the past, and present-day San Diego, California. On page 125G, there are maps titled "Spanish Louisiana, 1776" and "Louisiana Purchase, 1803." They are used to compare and contrast the landownership and</p>

¹⁶ Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format. (http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) For additional definitions and examples, see also: <http://www.princeton.edu/~refdesk/primary2.html> and <http://www.archives.gov/education/research/history-in-the-raw.html>.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			landscape of the budding United States. At the beginning of each chapter, it starts with a section titled "My Story". It offers a modern-day experience of a student living in each region. Each "My Story" is available in print and online in video form. The account includes maps of the region, audio, video, and information about the region in various contexts.
	2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing ¹⁷ and corroboration. ¹⁸	No	The materials focus mainly on secondary sources, and those sources do not offer different perspectives.
	2d) Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization. ¹⁹	No	The materials focus on primarily secondary sources from the time period in question, but does not provide a plethora of information from different time periods.
II. Claims			
Tier 1 and 2 Non-Negotiable 3. QUESTIONS AND TASKS: Materials offer opportunities to elicit direct, observable evidence of the degree to which students	REQUIRED 3a) Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).	Yes	Throughout each chapter students respond to various questions in different contexts. This leads to a chapter review where the students answer multiple choice selections, matching, and short answer responses. An

¹⁷ Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.

¹⁸ Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

¹⁹ Contextualization asks students to determine the time and place a document was created and examine how those factors influence the content.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>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>over-arching "big question" anchors each chapter and content and questioning lead to the students being able to answer the critical thinking question. For example, "Think About It" on page 129 asks the students to, "Think about what Washington's life shows you about supporting the government." As they read the chapter. This end of chapter assessment takes place at the conclusion of each chapter in the text.</p>
	<p>REQUIRED 3b) Coherent sequences of source-dependent questions²⁰ 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>No</p>	<p>Questions are source dependent on secondary sources, but not varying texts. Questions are not formulated within coherent sequences that contribute to the building of understanding around the content. Throughout each chapter, ten questions spread throughout the lessons, check for understanding by asking the students to: write, fill in the blank, and explain. Each chapter follows this format and includes a chapter review section. Lessons do not include group components that allows students to reach higher order synthesizing skills. Another example is seen on pg. 91, where students are asked to sequence countries in order. As well as pg. 95, there students are asked to sequence</p>

²⁰ Source-dependent questions or tasks are those that require students to pull information from a given source(s) to answer the question. Students still pull from prior learning, but the evidentiary support required in the students' responses are dependent upon the source(s).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			events in a chart. Though these questions are text-dependent, there are infrequent opportunities for discussion.
	REQUIRED 3c) Source-dependent written and oral tasks require students to demonstrate understanding of social studies content and make connections between ideas, people, and events across time and place, recognize recurring themes, and evaluate the causes and consequences of events and developments.	No	While students are asked to complete written tasks, there is no evidence where they are required to complete oral tasks. On page 185F, it asks students to explain how Mahalia Jackson contributed to American life in a way other than her music, through writing. On page 185A, students are asked to fill in a timeline of missing events in Louisiana history. Neither of these exemplars require oral discussion or orally synthesis completed by a small group or whole-class.
	3d) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.	Yes	Throughout the text, students are asked "story spark" questions, text-based formative questions, as well as a Unit summative assessment at the end. In each chapter, students are also asked to "stop, wait, or go" to signify their understanding of lesson topics.
	3e) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Yes	Each chapter has an associated answer key for the summative chapter assessments with multiple choice answers and possible answers for written responses.
4. RESPONSE TO SOURCES: Materials provide frequent opportunities for students to	REQUIRED 4a) Materials provide regular opportunities for students through discussions to develop claims about social studies	Not Evaluated	This section was not evaluated because the non-negotiable criteria were met.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	5c) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were met.
	5d) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were met.
FINAL EVALUATION <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.			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I: Content	1. Scope and Quality of Content (Non-Negotiable)	No	The content does not address the required 90% of the LA state GLES.
	2. Range and Volume of Sources (Non-Negotiable)	No	The sources in this text rely heavily on secondary sources, but does not provide a sufficient amount of materials on primary sources. This source also relies heavily on sources in print, and does not exemplify enough range of sources of non-print.
II: Claims	3. Questions and Tasks (Non-Negotiable)	No	While materials include multiple types of questions and tasks, they lack coherence and opportunities for students to demonstrate understanding and make connections.

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



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

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

To accomplish this, they:

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

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

To accomplish this, they:

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

Title: **myWorld Social Studies** Grade/Course: **4**

Publisher: **Pearson Education, Inc.** Copyright: **2016**

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
I. Content			
<p>Tier 1 and 2 Non-Negotiable 1. SCOPE AND QUALITY OF CONTENT: Materials adequately address the Louisiana’s Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 1a) Materials address the content of 90% of the GLEs.</p> <hr/> <p>1b) Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p>No</p> <hr/> <p>Yes</p>	<p>The materials do not address 90% of the GLEs. Approximately 75% of the GLEs are adequately addressed (i.e., 20 of 27 standards) in the lessons. This percentage was derived using information made available in the Teacher’s guide.</p> <hr/> <p>Materials are of quality that allow students to address GLEs that are presented.</p>
<p>Tier 1 and 2 Non-Negotiable 2. RANGE AND VOLUME OF SOURCES: Materials include varied types of primary and secondary sources.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 2a) The main focus of the materials is on primary and secondary sources²¹ to develop content knowledge and express claims.</p>	<p>No</p>	<p>The text is written in an informative format and lacks primary and secondary sources for the purpose of increasing academic content. For example, Chapter 2 covers the time period from Columbus’ voyage in 1492 through the Cold War in the 20th century. Four and half centuries of material are covered with in 35 text book pages with nearly every page having a photograph of primary source featured. However, sources</p>

²¹ Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format. (http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) For additional definitions and examples, see also: <http://www.princeton.edu/~refdesk/primary2.html> and <http://www.archives.gov/education/research/history-in-the-raw.html>.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			and insets do little to increase the understanding of a huge time period.
	<p>REQUIRED</p> <p>2b) Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.</p>	Yes	Audio is available for each lesson. Maps and charts are included. Videos are also available to be used as in introduction prior to reading text. Each chapter starts with a "My Story" section that can be seen in text and also on video. On pg. 38, there is an image of Native American stones to help students visualize the text. Also, on pg. 40, there is a map of the exploration routes of early America to help support information in the text.
	<p>2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing²² and corroboration.²³</p>	No	Although primary and secondary sources are presented they do not show case different perspectives. In Chapter 3 Lessons 1-3, the text on the Declaration of Independence, Bill of Rights, and The Constitution are discussed. Only the perspectives of the leaders are given, rather than the colonists or British parliament that would have also been affected at that time.
	<p>2d) Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization.²⁴</p>	No	There is little to no opportunities of this indicator within the materials. On page 84, students do have to examine a primary source, however the text does not require

²² Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.

²³ Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

²⁴ 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
			students to make connections across time periods.
II. Claims			
<p>Tier 1 and 2 Non-Negotiable</p> <p>3. QUESTIONS AND TASKS: Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well students are able to make and support claims about social studies content.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>3a) Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).</p>	<p>Yes</p>	<p>Although students are not provided with ample opportunities for speaking and listening, materials do provide students with a variety of tasks and questions. At the close of each chapter, there is a Review and Assessment section. Students have a range of tasks that may include multiple choice, written responses, or illustration prompts.</p>
<p>REQUIRED</p> <p>3b) Coherent sequences of source-dependent questions²⁵ 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>No</p>	<p>Chapter 4, page 130, asks students "How does specialization lead to better-quality products?" Students must have an understanding of specialization and its effect on products. Students are occasionally asked to respond to tasks using sources, such as maps, that require students to analyze the provided source; however, students are not asked coherent sequences of questions to strategically engage with sources on a regular basis. Many concepts are repeated throughout material to build.</p>	

²⁵ Source-dependent questions or tasks are those that require students to pull information from a given source(s) to answer the question. Students still pull from prior learning, but the evidentiary support required in the students' responses are dependent upon the source(s).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	REQUIRED 3c) Source-dependent written and oral tasks require students to demonstrate understanding of social studies content and make connections between ideas, people, and events across time and place, recognize recurring themes, and evaluate the causes and consequences of events and developments.	Yes	Through extension opportunities students can present writing and presentations. For example, Chapter 7 includes a checklist and framework for a lesson on giving an effective presentation. Using their previous research experience, students could complete the assignment.
	3d) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.	Yes	Materials used several forms of formative and summative assessments that were unbiased and accessible to all students. All lessons contain self-assessments through the stop and go portion of the lesson.
	3e) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Yes	Answer keys for summative and formative assessments are available. Rubrics for evaluating student performance are present in all chapters.
4. RESPONSE TO SOURCES: Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 4a) Materials provide regular opportunities for students through discussions to develop claims about social studies content identified in the GLEs.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 4b) Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED for grades 3-12 only 4c) A vast majority of written tasks require students to present well-defended claims and clear information,	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p>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>REQUIRED 4d) Materials provide frequent opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>4e) Materials build students' active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
III. Scaffolding and Support			
<p>5. SCAFFOLDING AND SUPPORT: Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) 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.
	<p>REQUIRED 5b) The materials are easy to use and well organized for students and teachers.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>5c) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	5d) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
FINAL EVALUATION <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.			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I: Content	1. Scope and Quality of Content (Non-Negotiable)	No	Materials did not address GLEs adequately or sufficiently.
	2. Range and Volume of Sources (Non-Negotiable)	No	Primary or secondary sources are not the main focus of content.
II: Claims	3. Questions and Tasks (Non-Negotiable)	No	While materials include multiple types of questions and tasks that provide students with opportunities to demonstrate understanding and make connections, they lack coherence.
	4. Response to Sources	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
III: Scaffolding and Support	5. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			



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

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

To accomplish this, they:

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

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

To accomplish this, they:

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

Title: **myWorld Social Studies** Grade/Course: **5**

Publisher: **Pearson Education, Inc.** Copyright: **2016**

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
I. Content			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. SCOPE AND QUALITY OF CONTENT:</p> <p>Materials adequately address the Louisiana’s Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) Materials address the content of 90% of the GLEs.</p>	<p>Yes</p>	<p>Approximately 93% of the GLEs are addressed in the lessons (i.e., 25 of 27 standards), with many standards being addressed multiple times. For example, GLE 5.3.4, which requires the comparing and contrasting of various groups, is spread across four lessons and two different chapters. This demonstrates that skills are not addressed in isolation, but are a continued part of the skill set required for understanding the content. This percentage was derived using information made available in the Teacher’s’ guide.</p>
	<p>1b) Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p>Yes</p>	<p>Throughout the text, there is a logical outline to building a cohesive understanding of American history. For example, On pgs. 4-5, students are asked to describe the Bering Strait as well as people coming to the Americas. On pgs. 6-7, students are introduced to the Mayan and Aztecs. These transitions provide regular opportunities for students to build knowledge of multiple early American cultures and understand the indigenous populations that existed before colonization.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>Tier 1 and 2 Non-Negotiable</p> <p>2. RANGE AND VOLUME OF SOURCES:</p> <p>Materials include varied types of primary and secondary sources.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>2a) The main focus of the materials is on primary and secondary sources²⁶ to develop content knowledge and express claims.</p>	<p>No</p>	<p>Primary and secondary sources are not the central focus of the text. Each chapter does infuse primary sources, but they are not often used to assist students in expressing claims. For example, in Chapter 6, Lesson 3 “The Bill of Rights”, students are provided with information focused on the history and creation of the document, but students are not offered the opportunity to analyze the document closely.</p>
	<p>REQUIRED</p> <p>2b) Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.</p>	<p>Yes</p>	<p>“My Story,” “My World” and “My Video” series kick off each chapter in print and online in video form. The account includes maps of the region, audio, video, and information about the region in various contexts. For example, chapter one gives an account of a modern day student, December, as she explores Anasazi ruins. In her video, a connection is made between Pueblo housing and modern day apartment buildings. This is continued throughout the entire text, with a different student sharing a story on that specific topic for the chapter.</p>

²⁶ Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format. (http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) For additional definitions and examples, see also: <http://www.princeton.edu/~refdesk/primary2.html> and <http://www.archives.gov/education/research/history-in-the-raw.html>.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p>2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing²⁷ and corroboration.²⁸</p>	<p>Yes</p>	<p>The primary sources that are offered provide evidence for multiple perspectives and consider author's purpose. For example, Chapter 5 discusses the American Revolution from the perspective of the elite British Colonists and considers the contribution of women, Native American, and African Americans. The majority of focus is on opinions and work of colonists who represent the experience of an educated, enfranchised group (i.e., Samuel Adams, Patrick Henry, John and Mercy Otis Warren, The Sons of Liberty and Daughters of Liberty). Pearson also included perspectives of Native Americans (P173) and provides opportunities to students to consider why different tribes would take a patriot or loyalist stance. The experience of African Americans during the revolution is addressed on page 177, and even provides a primary source, a letter written by General Lafayette, asking for the freedom of a slave who had assisted the general in the Battle of Yorktown. These perspectives allow students to consider the complexity of the many different groups who were involved in the American Revolution.</p>

²⁷ Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.

²⁸ 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>2d) Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization.²⁹</p>	<p>Yes</p>	<p>Each chapter begins with a "MyStoryVideo" which shows a modern day student interacting with a historical place pertaining to that chapter. The story can be read in print or viewed on video. The perspective allows students to attend a virtual fieldtrip and provides a connection across time. Examples can be found in each chapter, including Chapter 6, which has D.C. local, Zana, visiting the U.S. Capitol and getting an up close look at how the government operates day to day. Although it was constructed in 1793, it still stands as an essential component to our government. As students read the chapter, they can think back to Zana's field trip and consider the role government plays in our society.</p> <p>Because the text is organized in a logical, chronological order, students can contextualize and make connections between the events and time (i.e., The colonists had to settle the Atlantic Coast (Ch. 3 and 4) before there could revolt against the British (Ch. 5).</p>

²⁹ Contextualization asks students to determine the time and place a document was created and examine how those factors influence the content.

II. Claims			
<p>Tier 1 and 2 Non-Negotiable</p> <p>3. QUESTIONS AND TASKS: Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well students are able to make and support claims about social studies content.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>3a) Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).</p>	<p>Yes</p>	<p>Throughout each chapter students are asked to respond to questions of increasing depth level. They complete fill in blanks, graphic organizers, and build towards critical thinking skills. Each chapter provides a chapter review with multiple choice and short answer response question. This format is followed throughout the entire text and is recreated in other grade levels so that the student becomes familiar with the format. This questioning technique allows for students to self-assess their content mastery. Examples include written tasks (P.149) and the Review and Assessment section of Chapter 6 students must answer multiple choice, write short answer responses, draw an illustration, and complete a chart. On page 12 students are asked to complete a task using a map of the Native American Cultures.</p> <p>With the increasing rigor level of the questions, students work toward critical thinking questions, which can allow for more in-depth discussion and understanding.</p>
	<p>REQUIRED</p> <p>3b) Coherent sequences of source-dependent questions³⁰ and tasks focus students on building knowledge and skill with content through various texts (primary and secondary</p>	<p>No</p>	<p>Assessment questions are occasionally about sources, but students are not asked coherent sequences of questions to engage with sources on a regular basis. Also, students</p>

³⁰ Source-dependent questions or tasks are those that require students to pull information from a given source(s) to answer the question. Students still pull from prior learning, but the evidentiary support required in the students' responses are dependent upon the source(s).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	sources), classroom research, conversations, etc. and then synthesizing and applying those understandings to recognize recurring themes and evaluate the causes and consequences of events and developments.		don't engage in writing about those sources until later chapter assessments; the main type of question about sources is multiple choice. Even when asked to write about the sources, the questions to which they are responding don't require students to demonstrate depth of understanding about content. For example, on pages 150-151, students are presented with tasks that require analysis of a primary source. Students must read a 1720 newspaper article from the Boston Gazette and analyze the document to apply what they learned about reading this primary source to a current event. This lesson is then applied in the next lesson when students are asked to write a newspaper headline about the Boston Massacre. The scaffolding of reading, completing analysis, and finally constructing their own newspaper headline requires synthesizing skills and applying their understandings.
	REQUIRED 3c) Source-dependent written and oral tasks require students to demonstrate understanding of social studies content and make connections between ideas, people, and events across time and place, recognize recurring themes, and evaluate the causes and consequences of events and developments.	Yes	Students are asked to answer source-dependent written tasks. Included with each review and assessment is a "My Story Book" section that allows students to complete a writing task. These tasks often ask students to connect the central idea or "Big Question" of the chapter with their present-day lives, how events impact history and influence

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			<p>developments. Examples can be found on page 182. The task focuses on the Declaration of Independence and students are asked to list ways people choose to fight for the same ideas of the Declaration of Independence.</p> <p>Another way the text helps students to make connection between events and time periods is in The "My Story Spark," which kicks off each chapter also shows modern day student interacting with structures of the past. Through think aloud, tours of ancient ruins, historical sites, and relating "The Big Question," students are able to consider the intersection of these past cultures and modern day world and how one event has lead to another. In Chapter 1, modern day student, Kaylee, visits Plymouth Plantation and learns of the first colonies. Although Kaylee is having the experience, the video version and photographs allow the students to get a better experience than just reading about it in the text. Seeing a modern-day student in this context also allows them a visual of how important this colony was to our nation's history and leads to organic conversation and discussion.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p>3d) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.</p>	<p>Yes</p>	<p>Students activate prior knowledge in chapter "My Story Spark," Students check their progress throughout each lesson by responding to questions in the text. Each chapter provides a chapter review and Chapter Test. Writing in "My Story Book" at the end of the chapter allows students to write about concepts learn and apply them to modern day examples. Page 61 asks the students to apply the Big Question, "Why Do People Explore" to an experience they had had in their life.</p>
	<p>3e) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p>No</p>	<p>Editable student quizzes and lesson guides are provided with each lesson but do not provide exemplars or rubrics.</p>
<p>4. RESPONSE TO SOURCES: Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 4a) Materials provide regular opportunities for students through discussions to develop claims about social studies content identified in the GLEs.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 4b) Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED for grades 3-12 only 4c) A vast majority of written tasks require students to present well-defended claims and clear information, providing evidence to support valid inferences from sources to explain how society, the environment, the political and economic landscape, and historical events influence</p>	<p>Not Evaluated</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
	perspectives, values, traditions, and ideas.		
	REQUIRED 4d) Materials provide frequent opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	4e) Materials build students' active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
III. Scaffolding and Support			
5. SCAFFOLDING AND SUPPORT: Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 5a) Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 5b) The materials are easy to use and well organized for students and teachers.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	5c) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	5d) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
FINAL EVALUATION <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.			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I: Content	1. Scope and Quality of Content (Non-Negotiable)	Yes	GLEs are adequately represented with sufficient depth and coverage.
	2. Range and Volume of Sources (Non-Negotiable)	No	Sources are present but do not often increase student understanding of GLEs and content knowledge.
II: Claims	3. Questions and Tasks (Non-Negotiable)	Yes	While materials include multiple types of questions and tasks that provide students with opportunities to demonstrate understanding and make connections, they lack coherence.
	4. Response to Sources	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
III: Scaffolding and Support	5. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

Appendix I.

Publisher Response



The 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: **myWorld Social Studies**

Grade/Course: **K-5**

Publisher: **Pearson Education, Inc.** Copyright: **2016**

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

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

STRONG	WEAK
1. Scope and Quality of Content (Non-Negotiable)*	2. Range and Volume of Sources (Non-Negotiable) **
	3. Questions and Tasks (Non-Negotiable)
* Weak in Grades 3 and 4	** Strong in Grades K, 1, and 2

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

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

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

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

Click below for complete grade-level reviews:

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

[Grade 1 \(Tier 3\)](#)

[Grade 2 \(Tier 3\)](#)

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

[Grade 4 \(Tier 3\)](#)

[Grade 5 \(Tier 3\)](#)



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.

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

To accomplish this, they:

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

Title: **myWorld Social Studies**

Grade/Course: **K**

Publisher: **Pearson Education, Inc.** Copyright: **2016**

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

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

STRONG	WEAK
1. Scope and Quality of Content (Non-Negotiable)	3. Questions and Tasks (Non-Negotiable)
2. Range and Volume of Sources (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
I. Content				
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. SCOPE AND QUALITY OF CONTENT:</p> <p>Materials adequately address the Louisiana’s Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) Materials address the content of 90% of the GLEs.</p>	<p>Yes</p>	<p>The materials address 90% of Louisiana GLEs. Included in the teacher's edition, there is a tab named 'standards.' This tab links to five different topics where the kindergarten GLE's can be located.</p>	<p>LA myWorld K-5 includes:</p> <ul style="list-style-type: none"> • LA GLE standards correlation in Teacher’s Guide for every grade showing 100% LA GLE standards coverage. • LA GLEs printed on each SE Lesson Opener. • Focus on Louisiana sections in each grade to address LA-specific standards. For Grade K, see SE pages LA 9-LA 12. <p>In the Grade K Teacher’s Guide, the Louisiana Grade-Level Expectations correlation on pages T46-T48 shows 100% alignment between the GLEs and the chapter and lessons of myWorld Social Studies: Here We Are.</p>
	<p>1b) Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p>No</p>	<p>The materials focus students on answering questions about ideas related to the GLEs. In each chapter there is a skill-building lesson and the activities presented in the 21st century tab focus on building skills.</p> <p>There are several places where the questions focus on student interests rather than building knowledge and skills with social studies. For example, in Chapter 1, students are asked to draw a</p>	<p>During the first phase of instruction (Chapter Opener), students are introduced to a Big Question and a myStory Video, both of which help them establish personal meaning and connect to the content in the chapter. A writing prompt asks students to record their initial ideas about the Big Question. Throughout the chapter, students actively engage with the text by responding to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>picture of them working with a friend, which doesn't specifically align to a kindergarten GLE. In Chapter 2, students are asked to draw a picture of a job they do at home. In Chapter 4, students are asked to draw a picture of their favorite food. While all of these tasks are meant to make connections to students' lives, they are not asking students to grapple with the content.</p>	<p>questions and completing interactivities focused on the lesson content and corresponding LA GLEs. This process helps them gain new knowledge and skills. This new standards-based knowledge helps students develop a deeper understanding of the Big Question, which they revisit at the end of the lesson.</p> <p>At the end of each lesson, students respond to a writing prompt labeled Big Question. Here, students show their understanding of lesson content and key standards topics, while connecting to the larger Big Question concept.</p> <p>At the end of the chapter, students have another opportunity to write about the Big Question while incorporating lesson and standards content into their responses.</p> <p>Please see <i>Planning With the End in Mind</i> on page T12 and <i>The Journey Begins With Essential Questions</i> on page LA 12 of the Teacher's Guide for additional information regarding the instructional design of myWorld Social Studies.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>Tier 1 and 2 Non-Negotiable</p> <p>2. RANGE AND VOLUME OF SOURCES:</p> <p>Materials include varied types of primary and secondary sources.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>2a) The main focus of the materials is on primary and secondary sources¹ to develop content knowledge and express claims.</p>	<p>Yes</p>	<p>These materials give students in kindergarten information and instruction on how to use primary and secondary resources. The focus of the student edition is primarily on photographs and images for students to answer questions about. Under the 21st century skills tab, there is a link to a video that provides information to students on how to use primary and secondary sources. Primary sources are also found in Chapter 4, Lesson 5 where students are shown photographs from the past that represent national holidays. In addition, on page 14 students look at pictures to explain how the people are being good citizens; and on page 81 students look at photographs of resources to discuss why they're important and how to protect them. However, students engage with very little printed text. There is a leveled reader for each chapter, but it is limited in information and complexity. Students do not gain much content information that would be found in texts that could be read aloud to students in kindergarten. The last chapter, which focuses on life then and now, includes pictures of</p>	

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			George Washington, Martin Luther King, Jr., and an American Indian (it is not clear who the picture is of and there is no mention of the name). Students view their photographs, but beyond the leveled reader at the beginning of the year on George Washington, students do not learn about these people through texts, such as picture books, which would support their understanding of the concept of then and now.	
	REQUIRED 2b) Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.	Yes	Primary and secondary sources of different types are included. For example, under the table of contents within the teacher edition, there are different types of maps for students to use as a reference and for analysis. Video and audio resources are also found under the 21 st century tab. Students engage with images in the student edition and the leveled readers provide some printed text for students to read to enhance their content knowledge.	
	2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing ² and corroboration. ³	Yes	Opportunities for comparing and contrasting can found throughout. For example, in Chapter 4, Lesson 4 students compare and contrast different cultures.	

² Sourcing asks students to consider a document’s author, occasion, and purpose to determine how those factors influence the content.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>In Lesson 2 they compare families. In Chapter 5 students compare and contrast the past and present. The leveled readers also offer different perspectives.</p> <p>In Chapter 3, Lesson 4, students are presented with an opportunity for sourcing. Students are given 4 real photographs of landforms and are asked to show how they are represented as symbols on a map. Chapter 5 presents opportunity for corroboration where students discuss the past and present using a variety of drawings and real photographs.</p>	
	<p>2d) Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization.⁴</p>	<p>Yes</p>	<p>The materials include sources from different time periods in Chapter 5, which discusses the past and present. Students look at pictures then discuss how things have changed over time. In Lesson 6 students discuss heroes from the past and talk about how they relate to each other.</p>	
II. Claims				
<p>Tier 1 and 2 Non-Negotiable 3. QUESTIONS AND TASKS: Materials offer opportunities to elicit direct, observable evidence of the degree to which students</p>	<p>REQUIRED 3a) Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions,</p>	<p>Yes</p>	<p>Students complete different tasks that include creating a skit with a classmate and answering multiple-choice questions on assessment tasks. All chapters contain multiple activities where students can</p>	

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>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>engaging in speaking/listening).</p>		<p>draw, act out, or engage in speaking/listening activities with a partner. For example, on page 109, students look at 3 pictures from different periods to compare how school children’s hair/dress have changed over time. Students also engage in performance tasks. For example, every chapter has a MyWorld activity that requires students to produce open-ended responses.</p>	
	<p>REQUIRED 3b) Coherent sequences of source-dependent questions⁵ and tasks focus students on building knowledge and skill with content through various texts (primary and secondary sources), classroom research, conversations, etc. and then synthesizing and applying those understandings to recognize recurring themes and evaluate the causes and consequences of events and developments.</p>	<p>No</p>	<p>The 21st Century Skills and My World tabs provide teachers and students with access to multiple tasks and activities to build and assess skills. While there is some building of content knowledge in Chapters 1 and 2, the order of tasks within later chapters often lack coherence. For example, in Chapter 3, students learn about maps and globes and then switch to talking about weather and seasons and then where they get their water and natural resources. The coherence here is not as evident as in earlier chapters. In Chapter 4, students are asked to identify how they share their culture before they define what culture is. Then they talk about culture after they talk about heroes. That is then</p>	<p>The myWorld Social Studies program is developed around Big Questions, or social studies concepts, and organized by social studies strands of geography, history, government/civics, and culture. Instruction focuses initially on the student’s personal meaning and progressively builds new content to deepen understanding beyond their immediate experiences. In Chapter 3, for example, instruction first focuses on location with the student at the center “Where do we live?” It builds to where places are located and how a map shows location and then transitions to landforms/bodies of water on a map. The chapter then focuses on globes to help the transition to weather,</p>

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>followed by a lesson on fact versus fiction, which again, doesn't relate to the concept of culture.</p>	<p>seasons, and resources—all leading to a better understanding of the chapter Big Question.</p> <p>For each strand, the lesson content focuses on LA GLEs as noted and helps make connections back to the Big Question concept. This approach helps students gain in-depth knowledge of standards content while making connections to larger social studies concepts across time and place.</p> <p>Throughout the text, students actively engage with the lesson content. Prompts and interactivities throughout require source-dependent responses from students. Students show understanding with evidence from the source content by circling, drawing, telling, labeling, matching, and writing. (For selected examples, see Student Edition pages 54, 66, 74, 98, 108, 128.) The 21st Century Skills and Reading Skills pages provide additional opportunities to focus on particular reading and social studies skills and then apply these skills to the Big Question and interactivity responses throughout. The Teacher's Guide provides additional questions and prompts that direct students to use target reading skills to analyze text, analyze visuals and maps, ask questions, draw conclusions, and make connections.</p>

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				<p>In response to the Chapter 4 comments, please see student edition pages 77 (teaching note at bottom of page) and 87 in where “culture” is defined. The chapter discusses culture, celebrations, and holidays, then expands to American folk heroes and fact-and-fiction, as it relates to understanding cultural stories.</p>
	<p>REQUIRED 3c) Source-dependent written and oral tasks require students to demonstrate understanding of social studies content and make connections between ideas, people, and events across time and place, recognize recurring themes, and evaluate the causes and consequences of events and developments.</p>	<p>No</p>	<p>While there are questions in each chapter about the images in the text, the lack of printed text for students to build content knowledge can lead to gaps in social studies knowledge for students. The images lack enough information for students to build understanding. For example, in Chapter 4, students engage in several lessons learning the skill of comparing and contrasting using prompts and pictures about things familiar to them (friends, family, etc.). Then, students are prompted to look at four pictures and point out the cultural elements of each picture as a way to define “what is culture?” There is no building of knowledge about culture, different cultures, or what culture even is before engaging students in this task. While they could identify what is similar or different in the pictures, students aren’t demonstrating understanding of the content, which is describing how people live differently in other places using various sources (kindergarten GLE).</p>	<p>The Teacher’s Guide is the core component for Kindergarten instruction. It provides comprehensive lesson plans including scripted guided instruction. The student work text supports instruction by providing an engaging interactive workbook for students to provide source-dependent responses, while developing reading and writing skills. (For selected examples, see Teacher’s Guide pages 4, 22, 36, 92.) The focus for kindergarten is to introduce social studies concepts (e.g. the qualities of a leader), which will be built upon with specific content as the student progresses through the myWorld program. The myWorld Videos and leveled readers provide additional source content. The Leveled Readers are focused on biographies. They also provide practice in the chapter’s Target Reading Skill.</p>

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			<p>In Chapter 5, the directions tell the teacher to “tell the story” for each hero pictured. Students’ understanding of these people will be based entirely on an oral sharing by the teacher. There is no support provided to the teacher for what information to share. The teacher guide asks students how Martin Luther King showed courage, but there is no text support for students to be able to answer this question to demonstrate the knowledge they gained from sources. The leveled readers could provide a source of information for students, but their connections to each chapter’s content is not always clear. For example, the questions in the leveled reader for Chapter 4 (Jackie Robinson) focus on comparing and contrasting Jackie as a boy to a Jackie as a man. The content of the text focuses on how Jackie fought for equal rights through baseball. While comparing and contrasting is part of the skills of Chapter 4, the content of Chapter 4 focuses on families, culture, holidays, and American folk heroes. That content is not addressed in the leveled reader, so students are not able to make connections.</p>	
	<p>3d) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.</p>	<p>Yes</p>	<p>The materials include formative and summative assessments. It should be noted that no pre- and self-assessments are found.</p>	

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	<p>3e) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	No	<p>There were no rubrics found. There are assessment and worksheet answer keys along with guidelines for the My World kindergarten tasks. While there are answers to the teacher questions to be asked orally along with each lesson in the teacher guide, there are no exemplars to support teachers in what to share orally with students about the various pictures when prompted to do so. For example, on pages 91 and 93 of Chapter 4 of the student book, there is no exemplar for what to share with students. This is true throughout the chapters.</p>	<p>A sample Chapter Activity rubric is provided in the Professional Development section of the Teacher’s Guide (p. T41). The Teacher’s Notes in the student edition and the scripted guided instruction with annotated student answers throughout the Teacher’s Guide provide additional support for the teacher. Online resources including comprehensive lesson plans, lesson quizzes and chapter tests with answer keys, and myWorld Chapter Activities with lesson plans and answer keys/rubrics provide additional support.</p>
<p>4. RESPONSE TO SOURCES: Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 4a) Materials provide regular opportunities for students through discussions to develop claims about social studies content identified in the GLEs.</p>	Not Evaluated	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>The Big Questions for each chapter and supporting lesson prompts provide a structured and scaffolded approach to discussing social studies content. The myWorld Chapter Activities online also provide small-group activities for students to demonstrate and transfer their understanding of the chapter content to new situations. Activities range from mapping, graphing, role-playing, to read-alouds and analyzing primary sources. The Teacher’s Guide also provides scripted instruction for facilitating classroom discussions. (For selected examples, see Teacher’s Guide pages 46, 82, 105, 123.)</p>
	REQUIRED	Not Evaluated	This section was not evaluated because	The myStory writing strand provides

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	<p>4b) Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>		<p>the non-negotiable criteria were not met.</p>	<p>writing opportunities throughout the interactive text. Students respond to writing prompts regarding the Big Question in each Chapter introduction, the lesson assessments, and chapter assessments. MyStory Book writing strand culminates with an opportunity for students to write and illustrate their own digital book. Go to www.Tikatok.com/myWorldSocialStudies to learn more about this authentic assessment activity.</p>
	<p>REQUIRED for grades 3-12 only 4c) A vast majority of written tasks require students to present well-defended claims and clear information, providing evidence to support valid inferences from sources to explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>Required for grades 3-12 only.</p>
	<p>REQUIRED 4d) Materials provide frequent opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>The myWorld Chapter Activities online also provide small group activities for students to demonstrate and transfer their understanding of the chapter content to new situations. Activities range from mapping, graphing, role-playing, to read-alouds and analyzing primary sources. These activities provide a foundation for research by introducing students to evaluating sources and gathering information about important social studies content.</p>

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	<p>4e) Materials build students’ active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>The myWorld videos and songs at the beginning of each chapter provide opportunities for students to listen, learn, and evaluate information about key topics. (For selected examples, see Student Edition pages 29, 51, 79.) The interactive work text and online eText provide opportunities for students to identify and record main ideas and supporting details, underline/highlight notes about key content. The work text serves for note-taking and recording key ideas that students may revisit for review. The Teacher’s Guide provides scripted instruction for classroom discussions. (For selected examples, see Teacher’s Guide pages 37-38.) myWorld Chapter Activities online provide small group activities that that encourage students to collaborate using additional source content. Activities range from mapping, graphing, and role-playing, to read-alouds and analyzing sources.</p>
<p>III. Scaffolding and Support</p>				
<p>5. SCAFFOLDING AND SUPPORT: Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.</p>	<p>REQUIRED 5a) Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>The Teacher’s Guide provides lesson plans, scripted guided instruction, and support for Differentiated Instruction and English Language Learners. The online digital course also provides comprehensive lesson plans and an online Teacher’s Edition. Leveled Readers for each chapter also provide</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<input type="checkbox"/> Yes <input type="checkbox"/> No				above level, on level, and below level reading opportunities.
	REQUIRED 5b) The materials are easy to use and well organized for students and teachers.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The program is organized by chapters focusing on social studies strands. The student edition provides an interactive work text for students' responses. The Teacher's Guide provides point-of-use support for chapters and lessons, as well as a student pages annotated with answers and sample responses.
	5c) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The Teacher's Guide provides chapter and lesson-level planning guides, scripted guided instruction, and support for Differentiated Instruction and English Language Learners. (For selected examples, see Teacher's Guide pages 38, 72, 90, 120.) The online digital course also provides comprehensive lesson plans, online Teacher's Edition, ancillary support including Leveled Readers for Above, On-level, and Below reading support for each chapter.
	5d) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The Pacing Guide on Teacher's Guide pages T44 and T45 provides pacing models for traditional, blended learning, and digital instructional approaches. The Louisiana correlation chart in the front of the Teacher's Guide also helps teachers pace standards-based instruction.

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FINAL EVALUATION <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.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Content	1. Scope and Quality of Content (Non-Negotiable)	Yes	The materials adequately address the Louisiana GLEs at sufficient depth, accuracy, and quality to build social studies content knowledge.	
	2. Range and Volume of Sources (Non-Negotiable)	Yes	The range and volume of sources meet the outlined criteria. Materials present include a wide variety of primary and secondary sources.	
II: Claims	3. Questions and Tasks (Non-Negotiable)	No	While materials include multiple types of questions and tasks, they lack coherence and opportunities for students to demonstrate understanding and make connections.	<i>Planning With the End in Mind</i> , page T12 of the Teacher’s Guide, explains the instructional model for myWorld Social Studies. myWorld Social Studies incorporates the Planning With the End in Mind method for planning curriculum, instruction, and assessment for effective student understanding. Throughout the program, the Big Questions help students interact with the content in meaningful ways, allowing them to make connections across concepts and time, and transferring knowledge and skills to new contexts. The Journey Begins with Essential Questions (page LA 12) explains how Planning With the End in Mind is

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				reflected within features and components of the myWorld Social Studies program.
	4. Response to Sources	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The myWorld writing strand, interactivities throughout the work text, and online Chapter Activities all provide source-dependent activities for students.
III: Scaffolding and Support	5. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The myStory writing strand, interactivities throughout the work text, and guided instruction (DI and ELL) in the Teacher’s Guide provide appropriate scaffolding and support for varied learners. Additional online support include Leveled Readers, Words to Know worksheets, and Target Reading Skills for each chapter.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>				



The goal for social studies students is to 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: **myWorld Social Studies** Grade/Course: **1**

Publisher: **Pearson Education, Inc.** Copyright: **2016**

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

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

STRONG	WEAK
1. Scope and Quality of Content (Non-Negotiable)	3. Questions and Tasks (Non-Negotiable)
2. Range and Volume of Sources (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
I. Content				
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. SCOPE AND QUALITY OF CONTENT:</p> <p>Materials adequately address the Louisiana’s Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) Materials address the content of 90% of the GLEs.</p>	<p>Yes</p>	<p>Materials address 90% of Louisiana GLEs. In the teacher edition there is a standards tab. Located within this tab, there are five sections where first grade standards can be found. GLEs are also found at the beginning of every chapter.</p>	<p>LA myWorld K-5 includes:</p> <ul style="list-style-type: none"> • LA GLE standards correlation in Teacher’s Guide for every grade showing 100% LA GLE standards coverage. • LA GLEs printed on each SE Lesson Opener. • Focus on Louisiana sections in each grade to address LA-specific standards. For Grade 1, see SE pages LA 10-LA 16. <p>In the Grade 1 Teacher’s Guide, the Louisiana Grade-Level Expectations correlation on pages T46-T48 shows 100% alignment between the GLEs and the chapter and lessons of myWorld Social Studies: Making Our Way.</p>
	<p>1b) Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p>No</p>	<p>There is inconsistency in the quality of questions asked. They sometimes prompt students to explore the content indicated by the GLEs (e.g., in Chapter 1, students are asked, “How does our country choose a new president?”), but other times, they focus on students personal opinions only loosely related to social studies content (e.g., in Chapter 4, students are asked how their family celebrates holidays). Still other times, the questions asked don’t connect to the</p>	<p>Planning With the End in Mind on Teacher’s Guide page T12, explains the instructional model for myWorld Social Studies. myWorld Social Studies incorporates the Planning With the End in Mind method for planning curriculum, instruction, and assessment for effective student understanding. Throughout the program, the Big Questions help students interact with the content in meaningful ways, allowing them to make connections across concepts and time, and</p>

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			<p>content of the GLE. For example, in Chapter 4, students read about the environment and the weather. A statement in the reading says, “The weather helps us choose what kind of home to build.” This is the gist of a grade 1 GLE. The question that follows that passage, though, asks students to identify that rain is a type of weather. This question is basic recall and is not a key question to build knowledge indicated by the GLEs.</p>	<p>transferring knowledge and skills to new contexts. <i>The Journey Begins with Essential Questions</i>, page LA 12, explains how Planning With the End in Mind is reflected within features and components of the myWorld Social Studies program. The myWorld Social Studies program is developed around Big Questions, or social studies concepts, and organized by social studies strands of geography, history, government/civics, and culture. Instruction focuses initially on the student’s personal meaning and progressively builds new content to deepen understanding beyond their immediate experiences.</p> <p>The Chapter Opener Big Question focuses on students’ prior knowledge and personal experience with a concept. Throughout the lessons, students actively engage with the text by responding to questions and completing interactivities focused on the lesson content and corresponding LA GLEs. This process helps students gain new knowledge and skills. This new standards-based knowledge helps students develop a deeper understanding of the Big Question, which they revisit at the end of the lesson and chapter.</p> <p>The Big Question in the Lesson Got It? Section focuses on the lesson content as it relates to the Big Question.</p>

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				<p>The Big Question in the Chapter Assessment builds on students' new knowledge from the chapter to respond to a larger concept/new context. Chapter Tests A and B online also assess students mastery of the LA GLEs. The myWorld Chapter Activities online also provide small-group activities for students to demonstrate and transfer their understanding of the chapter content to new situations. Activities range from mapping, graphing, role-playing, to read-alouds and analyzing primary sources.</p> <p>The Teacher's Guide provides additional questions and prompts that direct students to use target reading skills to analyze text, analyze visuals and maps, ask questions, draw conclusions, and make connections.</p>
<p>Tier 1 and 2 Non-Negotiable 2. RANGE AND VOLUME OF SOURCES: Materials include varied types of primary and secondary sources.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 2a) The main focus of the materials is on primary and secondary sources⁶ to develop content knowledge and express claims.</p>	<p>Yes</p>	<p>These materials give students in first grade information on how to use both primary and secondary resources, but it doesn't come until really late in the textbook (e.g., Students are introduced to the terms primary and secondary source in Chapter 5, Lesson 3). Throughout the text, students are</p>	

⁶ Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format. (http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) For additional definitions and examples, see also: <http://www.princeton.edu/~refdesk/primary2.html> and <http://www.archives.gov/education/research/history-in-the-raw.html>.

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			prompted to engage with images and printed text to develop social studies knowledge.	
	<p>REQUIRED</p> <p>2b) Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.</p>	Yes	Student material contains primary and secondary resources for first grade. There is a heavy reliance on images as sources at first (e.g., the first non-image source comes on page 73 in student edition with a chart), and, in some cases, the images would be better if they were photographs rather than illustrations. For example, the illustrations on pages 50 and 68 could be photographs. The leveled readers provide information about historical figures. There are also maps included and videos under the 21 st century skills tab for students to understand how to use certain resources.	
	<p>2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing⁷ and corroboration.⁸</p>	No	While the materials provide opportunities for students to compare and contrast (e.g., in Chapter 2 students are asked to compare goods and services. In Chapter 3 students are asked to compare and contrast maps and globes), the provided sources generally only present one perspective. There are few exceptions: in Chapter 4, Lesson 6, students read about kids in other	<p>Reading Skills: Compare and Contrast on pages 134-135 shows a comparison of two different primary source photographs.</p> <p>21st Century Skill: Media and Technology: Using Graphic Sources on pages 148-149 explains what graphic sources are, provide examples, provides guided instruction in evaluating a photograph, and then asks students to</p>

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

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

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			countries; the leveled readers often offer a different perspective. No tasks involving sourcing or corroboration were found.	<p>evaluate a photograph.</p> <p>Chapter 5, Lesson 3 How We Learn About History (pages 170-173) defines documents, primary sources, and secondary sources. It provides examples of each and instruction on how to evaluate if a source is accurate. It asks students to compare how a letter and photograph about the past are similar and different.</p> <p>Founding documents (Declaration of Independence and Constitution) are described on pages 40-41.</p> <p>The myWorld Chapter Activities online also provide small group activities for students to demonstrate and transfer their understanding of the chapter content with new source material. Activities range from mapping, graphing, role-playing, to read-alouds and analyzing primary sources. These introduce students to evaluating and comparing sources and gathering and organizing information about important social studies content.</p>
	2d) Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization. ⁹	Yes	Chapters 4 and 5 allow students to make connections within and across time periods through photo analysis activities and group presentations. In Chapter 5, which discusses the past and present,	

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

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			students complete several comparison activities. At the end of the chapter students must use the skills they have learned to answer the question, How does life change throughout history?	
II. Claims				
<p>Tier 1 and 2 Non-Negotiable</p> <p>3. QUESTIONS AND TASKS:</p> <p>Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well students are able to make and support claims about social studies content.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>3a) Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).</p>	<p>Yes</p>	<p>Students in first grade are asked to examine different sources such as biographies and histories under the 21st century tab titled, Conduct Research. Students also engage in performance tasks. For example, every chapter has a MyWorld activity that requires students to produce open-ended responses.</p> <p>Students complete different tasks that include creating a class book with a classmate in Chapter 1, creating a model of an imaginary place in Chapter 2, creating a timeline and answering multiple-choice questions on assessment tasks in Chapter 5.</p>	
	<p>REQUIRED</p> <p>3b) Coherent sequences of source-dependent questions¹⁰ and tasks focus students on building knowledge and skill with content through various texts (primary and secondary sources), classroom research, conversations, etc. and then synthesizing and applying those understandings to recognize recurring themes and evaluate the causes and consequences</p>	<p>No</p>	<p>There are several instances where sequencing is off, which does not serve to build knowledge and skill for students. For example, in Chapter 3, the text explains directions on a map and then explains later in the chapter what a map</p>	<p>The myWorld Social Studies program is developed around Big Questions, or social studies concepts, and organized by social studies strands of geography, history, government/civics, and culture. Instruction focuses initially on the</p>

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	of events and developments.		<p>is. In Chapter 4, Lesson 4 students are asked to circle a hero they read about and then they learn what heroes are in Chapter 5, Lesson 4. This sequence is out of order. In Chapter 1, Lessons 1 and 4, Chapter 2, Lesson 4, and several others, students are asked to identify the main idea and details, but they are not taught how to identify the main idea until Chapter 3, Lesson 5.</p> <p>There are a few instances when students learn different skills and then are asked to apply those skills as they engage with the content. For example, in Chapter 1, students learn how to identify something as a fact or opinion, and then they apply that knowledge to the content throughout the remaining chapters. The leveled readers lack a coherent sequence of questions to build students' knowledge of the content within the readers.</p>	<p>student's personal meaning and progressively builds new content to deepen understanding beyond their immediate experiences.</p> <p>The Reading Skills handbook in the front of the book introduce the Target Reading Skill for each chapter and the online Target Reading Skills worksheets reinforce these skills.</p> <p>Throughout the work text, students actively engage with the lesson content. Prompts and interactivities throughout require source-dependent responses from students. Students show understanding with evidence from the source content by underlining, circling, writing, telling, analyzing, and conversing. (For selected examples, see Student Edition pages 14, 35, 61, 106, 149 and Teacher's Edition pages 20, 23, 39, 76, 123.)</p>
	<p>REQUIRED</p> <p>3c) Source-dependent written and oral tasks require students to demonstrate understanding of social studies content and make connections between ideas, people, and events across time and place, recognize recurring themes, and evaluate the causes and consequences of events and developments.</p>	No	<p>The questions in the chapters do not consistently require students to demonstrate their understanding and make connections. For example, in Chapter 1, students are learning a lot of the same vocabulary they studied in kindergarten. Chapter 3 contains information about globes and maps, which students received in kindergarten. Students are even given the picture of a brown house and are asked to follow the</p>	<p><i>Planning With the End in Mind</i> on Teacher's Guide page T12, explains the instructional model for myWorld Social Studies. myWorld Social Studies incorporates the Planning With the End in Mind method for planning curriculum, instruction, and assessment for effective student understanding. Throughout the program, the Big Questions help students interact with the content in meaningful ways, allowing them to make</p>

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			<p>directions given to draw additional things around the brown house. They do this same task in kindergarten, except in that in kindergarten, it is the picture of a library. The GLEs in grade 1 move beyond the learning in kindergarten to apply their understanding of location/space by locating things on a map and using mental mapping. The tasks provided are not building on students' content knowledge. Similarly, in Chapter 4, students learn basic information about George Washington and Martin Luther King, Jr. and circle one of the heroes they learned about, which is almost a repeat of what was done in kindergarten. The questions in the leveled readers focus on a skill and do not give students the opportunity to demonstrate their understanding of the content contained in the leveled readers. Also, the leveled readers are not always clearly connected to the content of the unit. For example, the leveled reader on Abraham Lincoln is in the chapter about traditions, celebrations, and holidays. There is no mention of any of that in the leveled reader content or questions, so students are not able to make connections. While the assessment questions are sometimes about sources (e.g., images, a timeline, map, chart), students are not asked to engage with printed, prose</p>	<p>connections across concepts and time, and transferring knowledge and skills to new contexts. <i>The Journey Begins with Essential Questions</i>, pages LA 12, explains how Planning With the End in Mind is reflected within features and components of the myWorld Social Studies program. During the first phase of instruction (Chapter Opener), students are introduced to a Big Question and a myStory Video, both of which help them establish personal meaning and connect to the content in the chapter. A writing prompt asks students to record their initial ideas about the Big Question. Throughout the chapter, students actively engage with the text by responding to questions and completing interactivities focused on the lesson content and corresponding LA GLEs. This process helps them gain new knowledge and skills. This new standards-based knowledge helps students develop a deeper understanding of the Big Question, which they revisit at the end of the lesson. At the end of each lesson, students respond to a writing prompt labeled Big Question. Here, students show their understanding of lesson content and key standards topics, while connecting to the larger Big Question concept. At the end of the chapter, students have</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>sources. Also, students don't engage in writing about those sources until later chapter assessments; the main type of question about sources is multiple choice. Even when asked to write about the sources, the questions to which they are responding don't require students to demonstrate depth of understanding about content. For example, in the Chapter 4 assessment, students are asked: "Imagine you go to a land far away. What would you tell people about American culture?" The GLE in grade 1 asks students to compare and contrast local traditions/celebrations, customs, languages, and foods as an introduction to culture. The response students would provide to the question above would not elicit a response that demonstrates the expectations of the GLE. Another example is students are supposed to create a timeline, but students don't make a timeline in the chapter assessment, rather they answer multiple-choice questions about a timeline. There are some tasks at the end of chapters, which require students to demonstrate their understanding. For example, in Chapter 2 students complete several activities about cause and effect. In Chapter 5 students discuss communication and then explain how it has changed. At the end of Chapter 5,</p>	<p>another opportunity to write about the Big Question while incorporating lesson and standards content into their responses. Chapter study guides and assessments at the end of each chapter provide additional opportunities for students to demonstrate understanding. Please see <i>Planning With the End in Mind</i> on page T12 and <i>The Journey Begins With Essential Questions</i> on page LA 12 of the Teacher's Guide for additional information regarding the instructional design of myWorld Social Studies.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			students are asked to draw how life has changed throughout history.	
	3d) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.	Yes	Materials used several forms of formative and summative assessments that were unbiased and accessible to all students. All lessons contain self-assessments through the stop and go portion of the lesson.	
	3e) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Yes	There were no rubrics found, but there are assessment and worksheet answer keys along with guidelines for first grade tasks.	
<p>4. RESPONSE TO SOURCES: Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 4a) Materials provide regular opportunities for students through discussions to develop claims about social studies content identified in the GLEs.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The Big Questions for each chapter and supporting lesson prompts provide a structured, scaffolded approach to discussing social studies content. The myWorld Chapter Activities online also provide small group activities for students to demonstrate and transfer their understanding of the chapter content to new situations. Activities range from mapping, graphing, role-playing, to read-alouds and analyzing primary sources. The Teacher’s Guide also provides scripted instruction for facilitating classroom discussions. (For selected examples, see Teacher’s Guide pages 98, 103, 131, 140.)
	<p>REQUIRED 4b) Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The myStory writing strand provides writing opportunities throughout the interactive text. Students respond to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	writing/formal essays, on-demand and process writing, etc.).			writing prompts regarding the Big Question in the Chapter introduction, the lesson assessments, and chapter assessments. MyStory Book writing strand culminates with an opportunity for students to write and illustrate their own digital book. Go to www.Tikatok.com/myWorldSocialStudies to learn more about this authentic assessment activity.
	REQUIRED for grades 3-12 only 4c) A vast majority of written tasks require students to present well-defended claims and clear information, providing evidence to support valid inferences from sources to explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	Required for grades 3-12 only.
	REQUIRED 4d) Materials provide frequent opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	Reading Skills: Fact and Opinion on page 36-37 provides foundation for evaluating sources. This skill is reinforced throughout the text. 21st Century Skill: Media and Technology: Using Graphic Sources on pages 148-149 explains what graphic sources are, provide examples, provides guided instruction in evaluating a photograph, and then asks students to evaluate a photograph. Chapter 5, Lesson 3 How We Learn About History (pages 170-173) provides foundation for using and evaluating primary and secondary sources to learn about history.

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				<p>The myWorld Chapter Activities online also provide small group activities for students to demonstrate and transfer their understanding of the chapter content to new situations. Activities range from mapping, graphing, role-playing, to read-alouds and analyzing primary sources. These activities provide a foundation for research by introducing students to evaluating sources and gathering information about important social studies content.</p>
	<p>4e) Materials build students’ active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>The myWorld videos and songs at the beginning of each chapter provide opportunities for students to listen, learn, and evaluate information about key topics. (For selected examples, see Student Edition pages 11 and 32, and Teacher’s Guide pages 130 and 144.) The interactive work text and online eText provide opportunities for students to identify and record main ideas and supporting details, underline/highlight notes about key content. The work text serves for note-taking and recording key ideas that students may revisit for review. The Teacher’s Guide provides scripted instruction for classroom discussions. myWorld Chapter Activities online provide small group activities that encourage students to collaborate using additional source content. Activities range from mapping, graphing,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				and role-playing, to read-alouds and analyzing sources.
III. Scaffolding and Support				
<p>5. SCAFFOLDING AND SUPPORT: Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) 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.	The Teacher’s Guide provides lesson plans, scripted guided instruction, and support for Differentiated Instruction and English Language Learners. The online digital course also provides comprehensive lesson plans and online Teacher’s Edition. Leveled Readers for each chapter also provide above level, on level, and below-level reading opportunities.
	<p>REQUIRED 5b) The materials are easy to use and well organized for students and teachers.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The program is organized by chapters focusing on social studies strands. The student edition provides an interactive work text for students’ responses. The Teacher’s Guide provides point-of-use support for chapters and lessons, as well as student pages annotated with answers and sample responses.
	<p>5c) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The Teacher’s Guide provides chapter and lesson-level planning guides, scripted guided instruction, and support for Differentiated Instruction and English Language Learners in every lesson. The online digital course also provides comprehensive lesson plans, online Teacher’s Edition, ancillary support including Leveled Readers for Above, On-level, and Below reading support for

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				each chapter.
	5d) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The Pacing Guide on Teacher’s Guide pages T44 and T45 provides pacing models for traditional, blended learning, and digital instructional approaches. The Louisiana correlation chart in the front of the Teacher’s Guide also helps teachers pace standards-based instruction.
FINAL EVALUATION				
<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.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Content	1. Scope and Quality of Content (Non-Negotiable)	Yes	The scope and quality of content of the materials meet the outlined criteria. Materials adequately address the Louisiana GLEs at sufficient depth, accuracy, and quality to build social studies content knowledge.	
	2. Range and Volume of Sources (Non-Negotiable)	Yes	The range and volume of sources in the materials meet the outlined criteria. The materials include a wide variety of both primary and secondary sources.	
II: Claims	3. Questions and Tasks (Non-Negotiable)	No	While materials include multiple types of questions and tasks, they lack coherence	Planning With the End in Mind , on Teacher’s Guide page T12, explains the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			and opportunities for students to demonstrate understanding and make connections.	instructional model for myWorld Social Studies. myWorld Social Studies incorporates the Planning With the End in Mind method for planning curriculum, instruction, and assessment for effective student understanding. Throughout the program, the Big Questions help students interact with the content in meaningful ways, allowing them to make connections across concepts and time, and transferring knowledge and skills to new contexts. The Journey Begins with Essential Questions, page LA 12, explains how Planning With the End in Mind is reflected within features and components of the myWorld Social Studies program.
	4. Response to Sources	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The myWorld writing strand, interactivities throughout the work text, and online Chapter Activities all provide source-dependent activities for students. (For selected examples, see Student Edition pages 90-95.)
III: Scaffolding and Support	5. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The myStory writing strand, interactivities throughout the work text, and guided instruction (DI and ELL) in the Teacher’s Guide provide appropriate scaffolding and support for varied learners. (For selected examples, see Teacher’s Guide pages 60-87, specifically noting how students’ knowledge of locations, maps, globes, and landforms builds over time with scaffolded support

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				from the teacher.) Additional online support include Leveled Readers, Words to Know worksheets, and Target Reading Skills for each chapter.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>				



The goal for social studies students is to 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: **myWorld Social Studies**

Grade/Course: **2**

Publisher: **Pearson Education, Inc.** Copyright: **2016**

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

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

STRONG	WEAK
1. Scope and Quality of Content (Non-Negotiable)	3. Questions and Tasks (Non-Negotiable)
2. Range and Volume of Sources (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
I. Content				
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. SCOPE AND QUALITY OF CONTENT:</p> <p>Materials adequately address the Louisiana’s Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) Materials address the content of 90% of the GLEs.</p>	<p>Yes</p>	<p>Materials address 90% of Louisiana GLEs. GLEs are listed at the beginning of each chapter in the table of contents.</p>	<p>LA myWorld K-5 includes:</p> <ul style="list-style-type: none"> • LA GLE standards correlation in Teacher’s Guide for every grade showing 100% LA GLE standards coverage. • LA GLEs printed on each SE Lesson Opener. • Focus on Louisiana sections in each grade to address LA-specific standards. For Grade 2, see SE pages LA 14-LA 19. <p>In the Grade 2 Teacher’s Guide, the Louisiana Grade-Level Expectations correlation on pages T46-T49 shows 100% alignment between the GLEs and the chapter and lessons of myWorld Social Studies: We Do Our Part.</p>
	<p>1b) Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p>No</p>	<p>There is inconsistency in the quality of questions asked. They sometimes prompt students to explore the content indicated by the GLEs (e.g., in Chapter 1, students are given a scenario in images and asked to write how the students solved their problem, which aligns with a grade 2 GLE ("Describe ways in which responsible citizens can work together to help leaders resolve conflicts within the community"), but other times, they focus</p>	<p>Planning With the End in Mind, on Teacher’s Guide page T12, explains the instructional model for myWorld Social Studies. myWorld Social Studies incorporates the Planning With the End in Mind method for planning curriculum, instruction, and assessment that leads to student understanding. Throughout the program, the Big Questions help students interact with the content in meaningful ways, allowing them to make connections</p>

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			<p>on students personal opinions only loosely related to social studies content (e.g., in Chapter 1, students are asked to write something they and their classmates can do to be a responsible citizen and in Chapter 4, students are asked how their family celebrates holidays). Still other times, the questions asked don't connect to the content of the GLE. For example, in Chapter 3, students read about weather and climate and are asked, "How does weather affect you?" The provided answer is "When it rains, I carry an umbrella." The GLE at grade 2 asks students to describe how location, weather, and physical features affect where people live and work. The question posed and the provided answer do not get at the content of the GLE, thus, there are many times when the questions do not provide opportunities for students to explore the content of the GLEs.</p>	<p>across concepts and time, and transferring knowledge and skills to new contexts. <i>The Journey Begins with Essential Questions</i>, page LA 12, explains how Planning With the End in Mind is reflected within features and components of the myWorld Social Studies program. The myWorld Social Studies program is developed around Big Questions, or social studies concepts, and organized by social studies strands of geography, history, government/civics, and culture. Instruction focuses initially on the student's personal meaning and progressively builds new content to deepen understanding beyond their immediate experiences. The Chapter Opener Big Question focuses on students' prior knowledge and personal experience with a concept. Throughout the lessons, students actively engage with the text by responding to questions and completing interactivities focused on the lesson content and corresponding LA GLEs. This process helps students gain new knowledge and skills. This new standards-based knowledge helps students develop a deeper understanding of the Big Question, which they revisit at the end of the lesson and chapter. The Big Question in the Lesson Got It? Section focuses on the lesson content as</p>

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				<p>it relates to the Big Question (For selected examples, see Student Edition pages 103 and 111.)</p> <p>The Big Question in the Chapter Assessment builds on students' new knowledge from the chapter to respond to a larger concept/new context. Chapter Tests A and B online also assess students mastery of the LA GLEs. The myWorld Chapter Activities online also provide small group activities for students to demonstrate and transfer their understanding of the chapter content to new situations. Activities range from mapping, graphing, role-playing, to read-alouds and analyzing primary sources.</p> <p>The Teacher's Guide provides additional questions and prompts that direct students to use target reading skills to analyze text, analyze visuals and maps, ask questions, draw conclusions, and make connections.</p>
<p>Tier 1 and 2 Non-Negotiable</p> <p>2. RANGE AND VOLUME OF SOURCES: Materials include varied types of primary and secondary sources.</p>	<p>REQUIRED</p> <p>2a) The main focus of the materials is on primary and secondary sources¹¹ to develop content knowledge and express claims.</p>	<p>Yes</p>	<p>Both primary and secondary sources are present for 2nd grade. Like first grade, students are introduced to the terms primary and secondary source really late in the textbook (e.g., Chapter 5, Lesson</p>	

¹¹ Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format. (http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) For additional definitions and examples, see also: <http://www.princeton.edu/~refdesk/primary2.html> and <http://www.archives.gov/education/research/history-in-the-raw.html>.

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<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>2). This is a repeat of what they learn in first grade. While the text might be a bit more complex, the content being taught, isn't. Students are frequently using primary sources to analyze information in Chapters 1-4 prior to this formal introduction.</p> <p>Students have access to e-text, leveled readers, and students also have access to myworldsocialstudies.com, which provide more resources in which students can build knowledge and skills.</p>	
	<p>REQUIRED 2b) Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.</p>	<p>Yes</p>	<p>Materials do include sources of different types. Each chapter has video clips explaining the lesson focus content by children within the 21st century tab. Print and non-print materials are located within each chapter. Materials are also present containing maps and charts located in the table of contents labeled graphic organizers and maps.</p>	
	<p>2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing¹² and corroboration.¹³</p>	<p>No</p>	<p>While the materials provide a few opportunities for students to compare and contrast (e.g., in Chapter 3, students compare and contrast the differences in absolute and relative location and in Chapter 4, students compare and contrast Memorial Day and President's Day), the provided sources generally only</p>	<p>Examples from Student Edition include: Page 132 defines artifacts. Chapter 5, Lesson 2 Learning About the Past (pages 168-171) explains that students can learn about the past by talking to people, reading books, and looking at objects. It defines primary and secondary sources and gives examples.</p>

¹² Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.

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

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			<p>present one perspective. There are a few exceptions: in Chapter 4, Lessons 1 and 2 include photographs from other cultures; the leveled readers often include different perspectives. No tasks involving sourcing or corroboration were found.</p>	<p>Thirteen Colonies, One Country on page 178 shows England’s viewpoint with the colonists’ viewpoint and explains the writing of the Declaration of Independence. Students are asked to explain John Adam’s opinion about England’s rule. Reading Skills: Fact and Opinion on pages 188-189 provides foundation for evaluating sources and comparing viewpoints.</p>
	<p>2d) Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization.¹⁴</p>	<p>Yes</p>	<p>Materials do focus on primary and secondary sources that allow students to make connections across time periods. Chapter 5 uses primary and secondary sources to discuss families then and now. In lesson four students learn about early settlers. After they read and observe different pictures and photographs, they must write and discuss how life living in colonies different from living in the United States.</p>	
II. Claims				
<p>Tier 1 and 2 Non-Negotiable 3. QUESTIONS AND TASKS: Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with</p>	<p>REQUIRED 3a) Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).</p>	<p>Yes</p>	<p>There are varied contexts for the questions and tasks. All chapters have at least one activity where students can draw, engage in speaking/listening with a partner or whole class group presentations. Chapter 4, lesson 1 features a jigsaw activity where students</p>	

¹⁴ Contextualization asks students to determine the time and place a document was created and examine how those factors influence the content.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>source(s) described in Criteria 2 and genuinely measure how well students are able to make and support claims about social studies content.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 3b) Coherent sequences of source-dependent questions¹⁵ 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>No</p>	<p>research specific aspects of different cultures then come together and present information found.</p> <p>While there is some building through a coherent structure within the textbook (e.g., the myStory book tasks allows students to write and reflect on information from their prior knowledge and the got it tab allows the students to reinforce the information gained from the current lesson), there are more instances where there is a lack of coherent sequencing to build students' knowledge and skill. The 21st century skills tab includes the same skills addressed in grade 1. There is no building from one grade to the next or support for teachers or students to show how the skills learned through the quick skills reference and videos are used to learn the specific content in that grade level. There are questions at the end of lessons, which include the skills, but there isn't a building of knowledge across the text in a coherent way. Most of the end-of-lesson questions start with recall and then ask a question connecting the content to students' personal experiences. The questions typically</p>	<p><i>Planning With the End in Mind</i>, on Teacher's Guide page T12, explains the instructional model for myWorld Social Studies. myWorld Social Studies incorporates the Planning With the End in Mind method for planning curriculum, instruction, and assessment that leads to student understanding. Throughout the program, the Big Questions help students interact with the content in meaningful ways, allowing them to make connections across concepts and time, and transferring knowledge and skills to new contexts. <i>The Journey Begins with Essential Questions</i>, page LA 12, explains how Planning With the End in Mind is reflected within features and components of the myWorld Social Studies program. During the first phase of instruction (Chapter Opener), students are introduced to a Big Question and a myStory Video, both of which help them establish personal meaning and connect to the content in the chapter. A writing prompt asks students to record their</p>

¹⁵ Source-dependent questions or tasks are those that require students to pull information from a given source(s) to answer the question. Students still pull from prior learning, but the evidentiary support required in the students' responses are dependent upon the source(s).

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			<p>don't connect or build between lessons or chapters so that students can demonstrate understanding of larger concepts or ideas other than making personal connections.</p> <p>The leveled readers lack a coherent sequence of questions to build students' knowledge of the content within the readers.</p>	<p>initial ideas about the Big Question. Throughout the chapter, students actively engage with the text by responding to questions and completing interactivities focused on the lesson content and corresponding LA GLEs. This process helps students gain new knowledge and skills. This new standards-based knowledge helps students develop a deeper understanding of the Big Question, which they revisit at the end of the lesson. At the end of each lesson, students respond to a writing prompt labeled Big Question. Here, students show their understanding of lesson content and key standards topics, while connecting to the larger Big Question concept. At the end of the chapter, students have another opportunity to write about the Big Question while incorporating lesson and standards content into their responses. The myWorld Chapter Activities online also provide small group activities for students to demonstrate and transfer their understanding of the chapter content to new situations. Activities range from mapping, graphing, role-playing, to read-alouds and analyzing primary sources. The Teacher's Guide provides additional questions and prompts that direct students to use target reading skills to</p>

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	<p>REQUIRED 3c) Source-dependent written and oral tasks require students to demonstrate understanding of social studies content and make connections between ideas, people, and events across time and place, recognize recurring themes, and evaluate the causes and consequences of events and developments.</p>	<p>No</p>	<p>While some tasks ask students to evaluate the causes and consequences of events and developments (e.g., in Chapter 3 students have to explain how weather effects them and discuss the changes of their environment over time), the questions and tasks in the chapters do not consistently require students to examine sources and make connections to demonstrate understanding. The questions at the end of each lesson are typically basic recall of the information provided in the chapter. The performance-based tasks in MyWorld, such as the culture trail board game in Chapter 4, are fun, but students are simply identifying rather than demonstrating they understand the reasons for and significance of the cultural elements they are identifying. Like grade 1, the questions in the leveled readers focus on a skill and do not give students the opportunity to demonstrate their understanding of the content contained in the leveled readers. There are missed opportunities for students to make connections between the content presented in the chapter and the leveled reader to discuss different perspectives and evaluate the causes and</p>	<p>analyze text, analyze visuals and maps, ask questions, draw conclusions, and make connections.</p> <p>myWorld Social Studies. myWorld Social Studies incorporates the Planning With the End in Mind method for planning curriculum, instruction, and assessment that leads to student understanding. Throughout the program the Big Questions help students interact with the content in a meaningful way, allowing them to make connections across concepts and time, and transferring knowledge and skills to new contexts. <i>The Journey Begins with Essential Questions</i>, page LA 12, explains how Planning With the End in Mind is reflected within features and components of the myWorld Social Studies program. The Teacher’s Guide, Student Interactive Work Text, and PearsonRealize.com course (myStory Videos, myWorld Activities, Lesson Quizzes and Chapter Tests) provide a comprehensive program designed to make connections across time and place. During the first phase of instruction (Chapter Opener), students are introduced to a Big Question and a myStory Video, both of which help them establish personal meaning and connect to the content in the chapter. A writing</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>consequences of events and developments. For example, the leveled reader on Elizabeth Blackwell presents the perspective of how an American contributed to changing society so that both men and women could be educated and work in the medical field. There are no questions about this to prompt students to build an understanding of this concept.</p> <p>There are some assessment questions about sources (e.g., images, charts, maps), but the questions are mostly multiple-choice and do not ask students to make connections among sources to demonstrate their understanding of content. The assessments do have open-ended questions, but the questions are typically recall questions from the chapter text and are not source-dependent. For example, in Chapter 2, students are asked how communities pay government workers. The focus of the content is not aligned to the grade 2 GLEs and there is no source for students to respond to make connections and apply the knowledge and skills they gained in the chapter to a new source to demonstrate their understanding. This is true across the chapter assessments. For example, in Chapter 5, students are asked to select an inventor studied in the chapter and explain how the invention</p>	<p>prompt asks students to record their initial ideas about the Big Question. Throughout the chapter, students actively engage with the text by responding to questions and completing interactivities focused on the lesson content and corresponding LA GLEs. This process helps them gain new knowledge and skills. This new standards-based knowledge helps students develop a deeper understanding of the Big Question, which they revisit at the end of the lesson.</p> <p>At the end of each lesson, students respond to a writing prompt labeled Big Question. Here, students show their understanding of lesson content and key standards topics, while connecting to the larger Big Question concept.</p> <p>At the end of the chapter, students have another opportunity to write about the Big Question while incorporating lesson and standards content into their responses.</p> <p>Please see <i>Planning With the End in Mind</i> on page T12 and <i>The Journey Begins With Essential Questions</i> on page LA 12 of the Teacher’s Guide for additional information regarding the instructional design of myWorld Social Studies. Chapter Tests A and B online assess students mastery of the LA GLEs. Additionally, the myWorld Chapter Activities online provide small group</p>

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			<p>helped people. The GLE at grade 2 asks students to "Describe how the achievements of famous Americans, of the past and present, changed society." The question on the assessment is limited to recall. A better demonstration of student knowledge and skill would be to give them a few new sources on an inventor they didn't read about in the chapter and ask them to explain how that person's contributions changed American society.</p>	<p>activities for students to demonstrate and transfer their understanding of the chapter content to new situations. Activities range from mapping, graphing, role-playing, to read-alouds and analyzing primary sources. The Teacher's Guide provides additional questions and prompts that direct students to use target reading skills to analyze text, analyze visuals and maps, ask questions, draw conclusions, and make connections.</p>
	<p>3d) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.</p>	<p>Yes</p>	<p>Materials include formative and summative assessments. All lessons contain self-assessments through the stop and go portion of the lesson. There are no pre-assessments found.</p>	
	<p>3e) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p>Yes</p>	<p>There are rubrics on the MyWorld activities. There are assessment and worksheet answer keys.</p>	
<p>4. RESPONSE TO SOURCES: Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing.</p>	<p>REQUIRED 4a) Materials provide regular opportunities for students through discussions to develop claims about social studies content identified in the GLEs.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>The Big Questions for each chapter and supporting lesson prompts provide a structured, scaffolded approach to discussing and making claims about social studies content. The myWorld Chapter Activities online also provide small group activities for students to demonstrate and transfer their understanding of the chapter content to new situations. Activities range from mapping, graphing, role-playing, to read-</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<input type="checkbox"/> Yes <input type="checkbox"/> No				<p>alouds and analyzing primary sources. The Teacher’s Guide also provides scripted instruction for facilitating classroom discussions and developing claims about social studies content. (For selected examples, see Teacher’s Guide pages 37 and 85.)</p>
	<p>REQUIRED 4b) Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>The myStory writing strand provides writing opportunities throughout the interactive text. Students respond to writing prompts regarding the Big Question in the Chapter introduction, the lesson assessments, and chapter assessments. MyStory Book writing strand culminates with an opportunity for students to write and illustrate their own digital book. Go to www.Tikatok.com/myWorldSocialStudies to learn more about this authentic assessment activity.</p>
	<p>REQUIRED for grades 3-12 only 4c) A vast majority of written tasks require students to present well-defended claims and clear information, providing evidence to support valid inferences from sources to explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>Required for grades 3-12 only.</p>
	<p>REQUIRED 4d) Materials provide frequent opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>The myWorld Chapter Activities online also provide small group activities for students to demonstrate and transfer their understanding of the chapter content to new situations. Activities range from mapping, graphing, role-</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>playing, to read-alouds and analyzing primary sources. These activities provide a foundation for research by introducing students to evaluating sources and gathering information about important social studies content. (For selected examples, see Teacher’s Guide pages 108 and 114.)</p>
	<p>4e) Materials build students’ active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>The myWorld videos and songs at the beginning of each chapter provide opportunities for students to listen, learn and evaluate information about key topics. The interactive work text and online eText provide opportunities for students to identify and record main ideas and supporting details, underline/highlight notes about key content. The work text serves for note taking and recording key ideas that students may revisit for review. The Teacher’s Guide provides scripted instruction for classroom discussions. myWorld Chapter Activities online provide small group activities that that encourage students to collaborate using additional source content. Activities range from mapping, graphing, and role-playing, to read-alouds and analyzing sources.</p>
<p>III. Scaffolding and Support</p>				
<p>5. SCAFFOLDING AND SUPPORT: Materials provide all students with extensive opportunities and</p>	<p>REQUIRED 5a) Activities and suggested approaches guide teachers on how to scaffold instruction for students to build</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not</p>	<p>The Teacher’s Guide provides lesson plans, scripted guided instruction, and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>support to explore key questions using multiple sources to make claims about social studies content.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>understanding of the content.</p>		<p>met.</p>	<p>support for Differentiated Instruction and English Language Learners. The online digital course also provide comprehensive lesson plans and online Teacher’s edition. Leveled Readers for each chapter also provide above level, on level, and below level reading opportunities. (For a selected example, see Teacher’s Guide pages 60—93, noting specifically how students’ knowledge of location, maps, landforms, weather, environment, and resources build from scaffolded activities and instruction.)</p>
	<p>REQUIRED 5b) The materials are easy to use and well organized for students and teachers.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>The program is organized by chapters focusing on social studies strands. The student edition provides an interactive work text for students’ responses. The Teacher’s Guide provides point-of-use support for chapters and lessons, as well as a student pages annotated with answers and sample responses.</p>
	<p>5c) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>The Teacher’s Guide provides chapter and lesson-level planning guides, scripted guided instruction, and support for Differentiated Instruction and English Language Learners. The online digital course also provide comprehensive lesson plans, online Teacher’s edition, ancillary support including Leveled Readers for Above, On-level, and Below reading support for each chapter.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	5d) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The Pacing Guide on pages T44 and T45 provides pacing models for traditional, blended learning, and digital instructional approaches. The Louisiana correlation chart in the front of the Teacher’s Guide also helps teachers pace standards-based instruction.
FINAL EVALUATION				
<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.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Content	1. Scope and Quality of Content (Non-Negotiable)	Yes	Scope and quality of content meets outlined criteria. Materials do adequately address the Louisiana GLEs at sufficient depth, accuracy, and quality to build social studies content knowledge.	
	2. Range and Volume of Sources (Non-Negotiable)	Yes	Range and volume of sources meet outlined criteria. Materials present include a wider variety of primary and secondary sources.	
II: Claims	3. Questions and Tasks (Non-Negotiable)	No	While materials include multiple types of questions and tasks, they lack coherence and opportunities for students to demonstrate understanding and make connections.	Planning With the End in Mind , on Teacher’s Guide page T12, explains the instructional model for myWorld Social Studies. myWorld Social Studies incorporates the Planning With the End in Mind method for planning curriculum, instruction, and assessment that leads to student understanding. Throughout the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>program the Big Questions help students interact with the content in meaningful ways, allowing them to make connections across concepts and time, and transferring knowledge and skills to new contexts. The Journey Begins with Essential Questions, page LA 12, explains how Planning With the End in Mind is reflected within features and components of the myWorld Social Studies program.</p>
	4. Response to Sources	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The myWorld writing strand, interactivities throughout the work text, and online Chapter Activities all provide source-dependent activities for students.
III: Scaffolding and Support	5. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The myStory writing strand, interactivities throughout the work text, and guided instruction (DI and ELL) in the Teacher’s Guide provide appropriate scaffolding and support for varied learners. Additional online support include Leveled Readers, Words to Know worksheets, and Target Reading Skills for each chapter.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>				



The goal for social studies students is to 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: **myWorld Social Studies**

Grade/Course: **3**

Publisher: **Pearson Education, Inc.** Copyright: **2016`**

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
I. Content				
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. SCOPE AND QUALITY OF CONTENT:</p> <p>Materials adequately address the Louisiana’s Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) Materials address the content of 90% of the GLEs.</p>	<p>No</p>	<p>According to the Teachers' Guide of listed Grade Level Expectations, thirty-eight of forty-six total standards are addressed. This would mean that approximately 83% of standards are addressed.</p>	<p>LA myWorld K-5 includes:</p> <ul style="list-style-type: none"> • LA GLE standards correlation in Teacher’s Guide for every grade showing 100% LA GLE standards coverage. • LA GLEs printed on each SE Lesson Opener. • Focus on Louisiana sections in each grade to address LA-specific standards. <p>In Grade 3, see SE pages:</p> <p>Chapter 1: Locating Louisiana pages 41A-41F</p> <p>Chapter 2: Louisiana's Environment pages 77A-77F</p> <p>Chapter 3: Louisiana's First Communities pages 125A-125H</p> <p>Chapter 4: Louisiana's Government pages 155A-155F</p> <p>Chapter 5: Louisianans Contribute pages 185A-185H</p> <p>Chapter 6: Growth and Change in Louisiana</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>pages 221A-221H Chapter 7: Louisiana's Economy pages 263A-263F</p> <p>Chapter 8: Louisiana's Heritage pages 299A-299F</p> <p>In the Grade 3 Teacher's Guide, the Louisiana Grade-Level Expectations correlation on pages T46-T51 shows 100% alignment between the GLEs and the chapter and lessons of myWorld Social Studies: We Are Connected.</p>
	<p>1b) Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p>No</p>	<p>Based on the information from the Grade-Level Expectations Sheet, students explore key questions and build knowledge with skills, but it does not meet the requirements set by the Louisiana Grade 3 Standards.</p>	<p>The Louisiana Grade-Level Expectations correlation on pages T46-T51 of the Teacher's Guide shows 100% alignment between the GLEs and the chapter and lessons of myWorld Social Studies: We Are Connected. The GLE are also listed on each lesson throughout the text.</p>
<p>Tier 1 and 2 Non-Negotiable 2. RANGE AND VOLUME OF SOURCES: Materials include varied types of primary and secondary sources.</p>	<p>REQUIRED 2a) The main focus of the materials is on primary and secondary sources¹⁶ to develop content knowledge and express claims.</p>	<p>No</p>	<p>The main focus of materials are on secondary sources, and not primary sources. Students do not interact with the primary sources as part of the lesson structure. The focus of Chapter 5 is on the rights of citizens. Although a photo</p>	<p>Reading Skill: Generalize on pages 22-23 asks students to read a newspaper article and identify facts and generalizations. 21st C Skill: Critical Thinking: Primary and Secondary Sources on pages 196-197 defines primary and secondary</p>

¹⁶ Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format. (http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) For additional definitions and examples, see also: <http://www.princeton.edu/~refdesk/primary2.html> and <http://www.archives.gov/education/research/history-in-the-raw.html>.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			<p>the Bill of Rights is included, the text is not dependent on this inclusion and it provides no enrichment to the lesson. Also, in Chapter 3, Lesson 6, it provides students with a brief look at the Declaration of Independence and summary of its “three parts.” The document is not the main focus of this lesson. It is integrated in a section that provides a look at the nation’s history chronologically during that time, but offers no interaction with the source for its' authenticity.</p>	<p>sources and compares two sources focused on Lewis and Clark’s journey. Chapter Opener Biographies in the student work text and myStory videos online provide opportunities to evaluate secondary sources.</p> <p>Chapter 3, Lesson 6 on pages 81-82 of the Teacher’s Guide provides teacher-directed activities including asking students How the Declaration of Independence and the Constitution affected the way we live today and analyzing images on the pages.</p> <p>Page 171 asks students to analyze an image focused on the Brown v. Board of Education.</p> <p>21st C Critical Thinking: Research on pages 294-295 focuses on gathering different types of resources for a research project.</p> <p>The myWorld Chapter Activities online also provide small group activities for students to demonstrate and transfer their understanding of the chapter content with new source content. Activities range from mapping, graphing, role-playing, to analyzing primary sources, and completing short research projects. These activities provide a foundation for research by introducing students to evaluating sources and gathering information about important social studies content.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>REQUIRED 2b) Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.</p>	<p>Yes</p>	<p>Materials in this text include primary and secondary sources of varying types. On page 98, students are given two photos from the past, and present-day San Diego, California. On page 125G, there are maps titled "Spanish Louisiana, 1776" and "Louisiana Purchase, 1803." They are used to compare and contrast the landownership and landscape of the budding United States. At the beginning of each chapter, it starts with a section titled "My Story". It offers a modern-day experience of a student living in each region. Each "My Story" is available in print and online in video form. The account includes maps of the region, audio, video, and information about the region in various contexts.</p>	
	<p>2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing¹⁷ and corroboration.¹⁸</p>	<p>No</p>	<p>The materials focus mainly on secondary sources, and those sources do not offer different perspectives.</p>	<p>Reading Skill: Generalize on pages 22-23 asks students to read a newspaper article and identify facts and generalizations. 21st C Skill: Critical Thinking: Primary and Secondary Sources on pages 196-197 defines primary and secondary sources and compares two sources focused on Lewis and Clark’s journey. Chapter Opener Biographies in the</p>
	<p>2d) Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization.¹⁹</p>	<p>No</p>	<p>The materials focus on primarily secondary sources from the time period in question, but does not provide a plethora of information from different time periods.</p>	

¹⁷ Sourcing asks students to consider a document’s author, occasion, and purpose to determine how those factors influence the content.

¹⁸ Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

¹⁹ Contextualization asks students to determine the time and place a document was created and examine how those factors influence the content.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>student work text and myStory videos online provide opportunities to evaluate secondary sources.</p> <p>Chapter 3, Lesson 6 on pages 81-82 of the Teacher’s Guide provides teacher-directed activities including asking students How the Declaration of Independence and the Constitution affected the way we live today and analyzing images on the pages.</p> <p>Page 171 asks students to analyze an image focused on the Brown v. Board of Education.</p> <p>21st C Critical Thinking: Research on pages 294-295 focuses on gathering different types of resources for a research project.</p> <p>The myWorld Chapter Activities online also provide small group activities for students to demonstrate and transfer their understanding of the chapter content with new source content. Activities range from mapping, graphing, role-playing, to analyzing primary sources, and completing short research projects. These activities provide a foundation for research by introducing students to evaluating sources and gathering information about important social studies content.</p>
II. Claims				

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>Tier 1 and 2 Non-Negotiable</p> <p>3. QUESTIONS AND TASKS:</p> <p>Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well students are able to make and support claims about social studies content.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>3a) Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).</p>	<p>Yes</p>	<p>Throughout each chapter students respond to various questions in different contexts. This leads to a chapter review where the students answer multiple choice selections, matching, and short answer responses. An over-arching "big question" anchors each chapter and content and questioning lead to the students being able to answer the critical thinking question. For example, "Think About It" on page 129 asks the students to, "Think about what Washington's life shows you about supporting the government." As they read the chapter. This end of chapter assessment takes place at the conclusion of each chapter in the text.</p>	
	<p>REQUIRED</p> <p>3b) Coherent sequences of source-dependent questions²⁰ 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>No</p>	<p>Questions are source dependent on secondary sources, but not varying texts. Questions are not formulated within coherent sequences that contribute to the building of understanding around the content. Throughout each chapter, ten questions spread throughout the lessons, check for understanding by asking the students to: write, fill in the blank, and explain. Each chapter follows this format and includes a chapter review section. Lessons do not include group</p>	<p><i>Planning With the End in Mind</i>, on Teacher's Guide page T12, explains the instructional model for myWorld Social Studies. myWorld Social Studies incorporates the Planning With the End in Mind method for planning curriculum, instruction, and assessment that leads to student understanding. Throughout the program the Big Questions help students interact with the content in meaningful ways, allowing them to make connections across concepts and time,</p>

²⁰ Source-dependent questions or tasks are those that require students to pull information from a given source(s) to answer the question. Students still pull from prior learning, but the evidentiary support required in the students' responses are dependent upon the source(s).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>components that allows students to reach higher order synthesizing skills. Another example is seen on pg. 91, where students are asked to sequence countries in order. As well as pg. 95, there students are asked to sequence events in a chart. Though these questions are text-dependent, there are infrequent opportunities for discussion.</p>	<p>and transferring knowledge and skills to new contexts. <i>The Journey Begins with Essential Questions</i>, page LA 12, explains how Planning With the End in Mind is reflected within features and components of the myWorld Social Studies program.</p> <p>During the first phase of instruction (Chapter Opener), students are introduced to a Big Question and a myStory Video, both of which help them establish personal meaning and connect to the content in the chapter. A writing prompt asks students to record their initial ideas about the Big Question.</p> <p>Throughout the chapter, students actively engage with the text by responding to questions and completing interactivities focused on the lesson content and corresponding LA GLEs. This process helps them gain new knowledge and skills. This new standards-based knowledge helps students develop a deeper understanding of the Big Question, which they revisit at the end of the lesson.</p> <p>At the end of each lesson, students respond to a writing prompt labeled Big Question. Here, students show their understanding of lesson content and key standards topics, while connecting to the larger Big Question concept.</p> <p>At the end of the chapter, students have another opportunity to write about the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>Big Question while incorporating lesson and standards content into their responses.</p> <p>Please see <i>Planning With the End in Mind</i> on page T12 and <i>The Journey Begins With Essential Questions</i> on page LA 12 of the Teacher’s Guide for additional information regarding the instructional design of myWorld Social Studies. Chapter Tests A and B online also assess students’ mastery of the LA GLEs. The myWorld Chapter Activities online also provide small group activities for students to demonstrate and transfer their understanding of the chapter content to new situations. Activities range from mapping, graphing, role-playing, to analyzing primary sources, and completing short research projects. The Teacher’s Guide provides additional questions and prompts that direct students to use target reading skills to analyze text, analyze visuals and maps, ask questions, draw conclusions, and make connections.</p>
	<p>REQUIRED 3c) Source-dependent written and oral tasks require students to demonstrate understanding of social studies content and make connections between ideas, people, and events across time and place, recognize recurring themes, and evaluate the causes and consequences of events and developments.</p>	<p>No</p>	<p>While students are asked to complete written tasks, there is no evidence where they are required to complete oral tasks. On page 185F, it asks students to explain how Mahalia Jackson contributed to American life in a way other than her music, through writing. On page 185A, students are asked to fill in a timeline of</p>	<p><i>Planning With the End in Mind</i>, on Teacher’s Guide page T12, explains the instructional model for myWorld Social Studies. myWorld Social Studies incorporates the Planning With the End in Mind method for planning curriculum, instruction, and assessment that leads to student understanding. Throughout the</p>

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			<p>missing events in Louisiana history. Neither of these exemplars require oral discussion or orally synthesis completed by a small group or whole-class.</p>	<p>program the Big Questions help students interact with the content in meaningful ways, allowing them to make connections across concepts and time, and transferring knowledge and skills to new contexts. <i>The Journey Begins with Essential Questions</i>, page LA 12, explains how Planning With the End in Mind is reflected within features and components of the myWorld Social Studies program.</p> <p>The Teacher’s Guide, Student Interactive Work Text, and PearsonRealize.com course (myStory Videos, myWorld Activities, Lesson Quizzes and Chapter Tests) provide a comprehensive program designed to make connections across time and place.</p> <p>During the first phase of instruction (Chapter Opener), students are introduced to a Big Question and a myStory Video, both of which help them establish personal meaning and connect to the content in the chapter. A writing prompt asks students to record their initial ideas about the Big Question.</p> <p>Throughout the chapter, students actively engage with the text by responding to questions and completing interactivities focused on the lesson content and corresponding LA GLEs. This process helps them gain new knowledge and skills. This new standards-based knowledge helps</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>students develop a deeper understanding of the Big Question, which they revisit at the end of the lesson.</p> <p>At the end of each lesson, students respond to a writing prompt labeled Big Question. Here, students show their understanding of lesson content and key standards topics, while connecting to the larger Big Question concept.</p> <p>At the end of the chapter, students have another opportunity to write about the Big Question while incorporating lesson and standards content into their responses.</p> <p>Please see <i>Planning With the End in Mind</i> on page T12 and <i>The Journey Begins With Essential Questions</i> on page LA 12 of the Teacher’s Guide for additional information regarding the instructional design of myWorld Social Studies.</p> <p>Chapter Tests A and B online also assess students mastery of the LA GLEs.</p> <p>The myWorld Chapter Activities online also provide small group activities for students to demonstrate and transfer their understanding of the chapter content to new situations. Activities range from mapping, graphing, role playing, to read-alouds and analyzing primary sources.</p> <p>The Teacher’s Guide provides additional questions and prompts that direct students to use target reading skills to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				analyze text, analyze visuals and maps, ask questions, draw conclusions, and make connections.
	3d) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.	Yes	Throughout the text, students are asked "story spark" questions, text-based formative questions, as well as a Unit summative assessment at the end. In each chapter, students are also asked to "stop, wait, or go" to signify their understanding of lesson topics.	
	3e) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Yes	Each chapter has an associated answer key for the summative chapter assessments with multiple choice answers and possible answers for written responses.	
4. RESPONSE TO SOURCES: Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 4a) Materials provide regular opportunities for students through discussions to develop claims about social studies content identified in the GLEs.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were met.	The Big Questions for each chapter and supporting lesson prompts provide a structured, scaffolded approach to developing claims and discussing social studies content. The myWorld Chapter Activities online also provide small group activities for students to demonstrate and transfer their understanding of the chapter content to new situations. Activities range from mapping, graphing, role-playing, to read-alouds and analyzing primary sources. The Teacher's Guide also provides scripted instruction for facilitating classroom discussions. (For selected examples, see Teacher's Guide pages 48, 55, 103.)
	REQUIRED 4b) Writing opportunities for students occur on a regular	Not Evaluated	This section was not evaluated because	The myStory writing strand provides

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	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.).		the non-negotiable criteria were met.	writing opportunities throughout the interactive text. Students respond to writing prompts regarding the Big Question in the Chapter introduction, the lesson assessments, and chapter assessments. MyStory Book writing strand culminates with an opportunity for students to write and illustrate their own digital book. Go to www.Tikatok.com/myWorldSocialStudies to learn more about this authentic assessment activity.
	REQUIRED for grades 3-12 only 4c) A vast majority of written tasks require students to present well-defended claims and clear information, providing evidence to support valid inferences from sources to explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were met.	Written activities in the work text that require students to present a well-defended claim or infer from given information include: 21C Critical Thinking: Compare Viewpoints, pages 150-151 Reading Skills: Fact and Opinion, pages 174-175 21C Critical Thinking: Primary Sources, pages 196-197 Reading Skills: Draw Conclusions, pages 210-211 21C Critical Thinking: Research, pages 294-295

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>REQUIRED 4d) Materials provide frequent opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were met.</p>	<p>The myWorld Chapter Activities online provide small group activities for students to demonstrate and transfer their understanding of the chapter content to new situations. Activities range from mapping, graphing, role-playing, to read-alouds and analyzing primary sources. These activities provide a foundation for research by introducing students to evaluating sources and gathering information about important social studies content.</p>
	<p>4e) Materials build students' active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were met.</p>	<p>The myWorld videos at the beginning of each chapter provide opportunities for students to listen to, learn, and evaluate information about key topics. The interactive work text and online eText provide opportunities for students to identify and record main ideas and supporting details, underline/highlight notes about key content. The work text serves for note taking and recording key ideas that students may revisit for review. The Teacher's Guide provides scripted instruction for classroom discussions. myWorld Chapter Activities online provide small group activities that that encourage students to collaborate using additional source content. Activities range from mapping, graphing, role-playing, to analyzing primary sources, and completing short research projects.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
III. Scaffolding and Support				
<p>5. SCAFFOLDING AND SUPPORT: Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were met.</p>	<p>The Teacher’s Guide provides lesson plans, scripted guided instruction, and support for Differentiated Instruction and English Language Learners. The online digital course also provide comprehensive lesson plans and online Teacher’s edition. Leveled Readers for each chapter also provide above level, on level, and below level reading opportunities. (For selected examples, see Teacher’s Guide pages 45, 47, 62, 64.)</p>
	<p>REQUIRED 5b) The materials are easy to use and well organized for students and teachers.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were met.</p>	<p>The program is organized by chapters focusing on social studies strands. The student edition provides an interactive work text for students’ responses. The Teacher’s Guide provides point-of-use support for chapters and lessons, as well as a student pages annotated with answers and sample responses.</p>
	<p>5c) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were met.</p>	<p>The Teacher’s Guide provides chapter and lesson-level planning guides, scripted guided instruction, and support for Differentiated Instruction and English Language Learners. The online digital course also provide comprehensive lesson plans, online Teacher’s edition, ancillary support including Leveled Readers for Above, On-level, and Below reading support for each chapter.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	5d) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were met.	The Pacing Guide on pages T44 and T45 provides pacing models for traditional, blended learning, and digital instructional approaches. The Louisiana correlation chart in the front of the Teacher’s Guide also helps teachers pace standards-based instruction.
FINAL EVALUATION <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.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Content	1. Scope and Quality of Content (Non-Negotiable)	No	The content does not address the required 90% of the LA state GLEs.	The Louisiana Grade-Level Expectations correlation on pages T46-T51 of the Teacher’s Guide shows 100% alignment between the GLEs and the chapter and lessons of myWorld Social Studies: We Are Connected.
	2. Range and Volume of Sources (Non-Negotiable)	No	The sources in this text rely heavily on secondary sources, but does not provide a sufficient amount of materials on primary sources. This source also relies heavily on sources in print, and does not exemplify enough range of sources of non-print.	Reading Skill: Generalize on pages 22-23 asks students to read a newspaper article and identify facts and generalizations. 21st C Skill: Critical Thinking: Primary and Secondary Sources on pages 196-197 defines primary and secondary sources and compares two sources focused on Lewis and Clark’s journey. Chapter Opener Biographies in the student work text and myStory videos online provide opportunities to evaluate secondary sources. Chapter 3, Lesson 6 on pages 81-82 of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>the Teacher’s Guide provides teacher-directed activities including asking students how the Declaration of Independence and the Constitution affect the way we live today and analyzing images on the pages.</p> <p>Page 171 asks students to analyze an image focused on the Brown v. Board of Education case.</p> <p>21st C Critical Thinking: Research on pages 294-295 focuses on gathering different types of resources for a research project.</p> <p>The myWorld Chapter Activities online also provide small group activities for students to demonstrate and transfer their understanding of the chapter content with new source content. Activities range from mapping, graphing, role playing, to read-alouds and analyzing primary sources. These activities provide a foundation for research by introducing students to evaluating sources and gathering information about important social studies content.</p>
II: Claims	3. Questions and Tasks (Non-Negotiable)	No	While materials include multiple types of questions and tasks, they lack coherence and opportunities for students to demonstrate understanding and make connections.	Planning With the End in Mind , on Teacher’s Guide page T12, explains the instructional model for myWorld Social Studies. myWorld Social Studies incorporates the Planning With the End in Mind method for planning curriculum, instruction, and assessment that leads to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>student understanding. Throughout the program the Big Questions help students interact with the content in a meaningful way, allowing them to make connections across concepts and time, and transferring knowledge and skills to new contexts. The Journey Begins with Essential Questions, page LA 12, explains how Planning With the End in Mind is reflected within features and components of the myWorld Social Studies program.</p>
	4. Response to Sources	Not Evaluated	This section was not evaluated because the non-negotiable criteria were met.	The myWorld writing strand, interactivities throughout the work text, and online Chapter Activities all provide source-dependent activities for students.
III: Scaffolding and Support	5. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were met.	The myStory writing strand, interactivities throughout the work text, and guided instruction (DI and ELL) in the Teacher’s Guide provide appropriate scaffolding and support for varied learners. Additional online support include Leveled Readers, Words to Know worksheets, and Target Reading Skills for each chapter.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>				



The goal for social studies students is to 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: **myWorld Social Studies**

Grade/Course: **4**

Publisher: **Pearson Education, Inc.** Copyright: **2016**

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
I. Content				
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. SCOPE AND QUALITY OF CONTENT:</p> <p>Materials adequately address the Louisiana’s Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) Materials address the content of 90% of the GLEs.</p>	<p>No</p>	<p>The materials do not address 90% of the GLEs. Approximately 75% of the GLEs are adequately addressed (i.e., 20 of 27 standards) in the lessons. This percentage was derived using information made available in the Teacher's' guide.</p>	<p>LA myWorld K-5 includes:</p> <ul style="list-style-type: none"> • LA GLE standards correlation in Teacher’s Guide for every grade showing 100% LA GLE standards coverage. • LA GLEs printed on each SE Lesson Opener. • Focus on Louisiana sections in each grade to address LA-specific standards. For Grade 4, see SE pages SSH 22-SSH 29. <p>In the Grade 4 Teacher’s Guide, the Louisiana Grade-Level Expectations correlation on pages T46-T51 shows 100% alignment between the GLEs and the chapter and lessons of myWorld Social Studies: Regions of Our Country.</p>
	<p>1b) Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p>Yes</p>	<p>Materials are of quality that allow students to address GLEs that are presented.</p>	

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<p>Tier 1 and 2 Non-Negotiable 2. RANGE AND VOLUME OF SOURCES: Materials include varied types of primary and secondary sources.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 2a) The main focus of the materials is on primary and secondary sources²¹ to develop content knowledge and express claims.</p>	<p>No</p>	<p>The text is written in an informative format and lacks primary and secondary sources for the purpose of increasing academic content. For example, Chapter 2 covers the time period from Columbus' voyage in 1492 through the Cold War in the 20th century. Four and half centuries of material are covered with in 35 text book pages with nearly every page having a photograph of primary source featured. However, sources and insets do little to increase the understanding of a huge time period.</p>	<p>myWorld Social Studies incorporates biographies, student stories, images, art, historic illustrations and photos, graphic data and maps to help students develop content knowledge. Students are asked to use the Target Reading Skills and 21st Century Skills to analyze these sources to evaluate claims. Please see sample features that provide opportunities to use primary and secondary sources. myWorld Story and Videos for each chapter provide opportunities to develop content knowledge and evaluate claims. See myStory Biographies: Marjory Stoneman Douglas, pages 1—3 Abraham Lincoln, pages 35-37 Thurgood Marshall, pages 75-77 Bill Gates, pages 103-105</p> <p>myStory: New York City, pages 137-139 myStory: Mobile Bay, pages 177-179 myStory: Nebraska, pages 217-219 myStory: Arizona, pages 251-253 myStory: San Diego, pages 291-293</p> <p>Envision It! page 38 What can you learn from studying masks, clay pots, or stone tools? Envision It page 268 Native</p>

²¹ Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format. (http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) For additional definitions and examples, see also: <http://www.princeton.edu/~refdesk/primary2.html> and <http://www.archives.gov/education/research/history-in-the-raw.html>.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>American carvings Artifact define on page 38. Historical paintings and photos on pages 38, 39, 40, 42, 44, 47, 48, 49, 51, 52, 54, 55, 56, 57, 58, 60, 61, 62, 63, 64, 65, 66, 67, 80, 81, 82, 92, 126, 152, 153-4, 156-7, 160-161, 170-171, 202-3, 204, 205, 234, 236, 237, 238, 239, 240, 241, 268, 270, 271, 274, 276, 277, 284, 285, 316, 317, 318 21st Century Skills: Evaluating Primary and Secondary Sources on pages 84-85 address GLE 4.1.6 Define and distinguish between primary and secondary sources and 4.1.7 Summarize primary resources and explain their historical importance. The myWorld Chapter Activities online also provide small group activities for students to demonstrate and transfer their understanding of the chapter content with new source content. Activities range from mapping, graphing, role playing, to read-alouds and analyzing primary sources. These activities provide a foundation for research by introducing students to evaluating sources and gathering information about important social studies content.</p> <p>Leveled Readers online for each chapter provide additional source content focused on biographies.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>REQUIRED 2b) Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.</p>	<p>Yes</p>	<p>Audio is available for each lesson. Maps and charts are included. Videos are also available to be used as in introduction prior to reading text. Each chapter starts with a "My Story" section that can be seen in text and also on video. On pg. 38, there is an image of Native American stones to help students visualize the text. Also, on pg. 40, there is a map of the exploration routes of early America to help support information in the text.</p>	
	<p>2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing²² and corroboration.²³</p>	<p>No</p>	<p>Although primary and secondary sources are presented they do not show case different perspectives. In Chapter 3 Lessons 1-3, the text on the Declaration of Independence, Bill of Rights, and The Constitution are discussed. Only the perspectives of the leaders are given, rather than the colonists or British parliament that would have also been affected at that time.</p>	<p>myWorld Social Studies incorporates biographies, student stories, images, art, historic illustrations and photos, graphic data and maps to help students develop content knowledge. Students are asked to use the Target Reading Skills and 21st Century Skills to analyze these sources to evaluate claims. Please see sample features that provide opportunities to use primary and secondary sources. myWorld Story and Videos for each chapter provide opportunities to develop content knowledge and evaluate claims. See myStory Biographies: Marjory Stoneman Douglas, pages 1—3</p>
	<p>2d) Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization.²⁴</p>	<p>No</p>	<p>There is little to no opportunities of this indicator within the materials. On page 84, students do have to examine a primary source, however the text does not require students to make</p>	

²² Sourcing asks students to consider a document’s author, occasion, and purpose to determine how those factors influence the content.

²³ Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

²⁴ 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
			connections across time periods.	<p>Abraham Lincoln, pages 35-37 Thurgood Marshall, pages 75-77 Bill Gates, pages 103-105</p> <p>myStory: New York City, pages 137-139 myStory: Mobile Bay, pages 177-179 myStory: Nebraska, pages 217-219 myStory: Arizona, pages 251-253 myStory: San Diego, pages 291-293</p> <p>Envision It! page 38 What can you learn from studying masks, clay pots, or stone tools? Envision It page 268 Native American carvings Artifact define on page 38. Historical paintings and photos on pages 38, 39, 40, 42, 44, 47, 48, 49, 51, 52, 54, 55, 56, 57, 58, 60, 61, 62, 63, 64, 65, 66, 67, 80, 81, 82, 92, 126, 152, 153-4, 156-7, 160-161, 170-171, 202-3, 204, 205, 234, 236, 237, 238, 239, 240, 241, 268, 270, 271, 274, 276, 277, 284, 285, 316, 317, 318 21st Century Skills: Evaluating Primary and Secondary Sources on pages 84-85 address GLE 4.1.6 Define and distinguish between primary and secondary sources and 4.1.7 Summarize primary resources and explain their historical importance. The myWorld Chapter Activities online also provide small group activities for students to demonstrate and transfer their understanding of the chapter</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>content with new source content. Activities range from mapping, graphing, role-playing, to read-alouds and analyzing primary sources. These activities provide a foundation for research by introducing students to evaluating sources and gathering information about important social studies content.</p> <p>Leveled Readers online for each chapter provide additional source content focused on biographies.</p>
II. Claims				
<p>Tier 1 and 2 Non-Negotiable 3. QUESTIONS AND TASKS: Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well students are able to make and support claims about social studies content.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 3a) Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).</p>	<p>Yes</p>	<p>Although students are not provided with ample opportunities for speaking and listening, materials do provide students with a variety of tasks and questions. At the close of each chapter, there is a Review and Assessment section. Students have a range of tasks that may include multiple choice, written responses, or illustration prompts.</p>	
<p>REQUIRED 3b) Coherent sequences of source-dependent questions²⁵ 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</p>	<p>No</p>	<p>Chapter 4, page 130, asks students "How does specialization lead to better-quality products?" Students must have an understanding of specialization and its effect on products. Students are occasionally asked to respond to tasks using sources, such as maps, that require</p>	<p>Planning With the End in Mind, on Teacher's Guide page T12, explains the instructional model for myWorld Social Studies. myWorld Social Studies incorporates the Planning With the End in Mind method for planning curriculum, instruction, and assessment that leads to</p>	

²⁵ 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
	of events and developments.		students to analyze the provided source; however, students are not asked coherent sequences of questions to strategically engage with sources on a regular basis. Many concepts are repeated throughout material to build.	<p>student understanding. Throughout the program the Big Questions help students interact with the content in meaningful ways, allowing them to make connections across concepts and time, and transferring knowledge and skills to new contexts. <i>The Journey Begins with Essential Questions</i>, page LA 12, explains how Planning With the End in Mind is reflected within features and components of the myWorld Social Studies program.</p> <p>During the first phase of instruction (Chapter Opener), students are introduced to a Big Question and a myStory Video, both of which help them establish personal meaning and connect to the content in the chapter. A writing prompt asks students to record their initial ideas about the Big Question.</p> <p>Throughout the chapter, students actively engage with the text by responding to questions and completing interactivities focused on the lesson content and corresponding LA GLEs. This process helps them gain new knowledge and skills. This new standards-based knowledge helps students develop a deeper understanding of the Big Question, which they revisit at the end of the lesson.</p> <p>At the end of each lesson, students respond to a writing prompt labeled Big Question. Here, students show their</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>understanding of lesson content and key standards topics, while connecting to the larger Big Question concept.</p> <p>At the end of the chapter, students have another opportunity to write about the Big Question while incorporating lesson and standards content into their responses.</p> <p>Please see <i>Planning With the End in Mind</i> on page T12 and <i>The Journey Begins With Essential Questions</i> on page LA 12 of the Teacher’s Guide for additional information regarding the instructional design of myWorld Social Studies. Chapter Tests A and B online also assess students mastery of the LA GLEs. The myWorld Chapter Activities online also provide small group activities for students to demonstrate and transfer their understanding of the chapter content to new situations. Activities range from mapping, graphing, role playing, to read-alouds and analyzing primary sources.</p> <p>The Teacher’s Guide provides additional questions and prompts that direct students to use target reading skills to analyze text, analyze visuals and maps, ask questions, draw conclusions, and make connections.</p>
	<p>REQUIRED 3c) Source-dependent written and oral tasks require students to demonstrate understanding of social</p>	<p>Yes</p>	<p>Through extension opportunities students can present writing and presentations. For example, Chapter 7</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	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.		includes a checklist and framework for a lesson on giving an effective presentation. Using their previous research experience, students could complete the assignment.	
	3d) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.	Yes	Materials used several forms of formative and summative assessments that were unbiased and accessible to all students. All lessons contain self-assessments through the stop and go portion of the lesson.	
	3e) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Yes	Answer keys for summative and formative assessments are available. Rubrics for evaluating student performance are present in all chapters.	
<p>4. RESPONSE TO SOURCES: Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 4a) Materials provide regular opportunities for students through discussions to develop claims about social studies content identified in the GLEs.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The Louisiana Grade-Level Expectations correlation on pages T46-T51 of the Teacher’s Guide shows 100% alignment between the GLEs and the chapter and lessons of myWorld Social Studies: Regions of Our Country. The GLE are also listed on each lesson opener throughout the text.
	<p>REQUIRED 4b) Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The myStory writing strand provides writing opportunities throughout the interactive text. Students respond to writing prompts regarding the Big Question in the Chapter introduction, the lesson assessments, and chapter assessments. MyStory Book writing

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				strand culminates with an opportunity for students to write and illustrate their own digital book. Go to www.Tikatok.com/myWorldSocialStudies to learn more about this authentic assessment activity.
	<p>REQUIRED for grades 3-12 only 4c) A vast majority of written tasks require students to present well-defended claims and clear information, providing evidence to support valid inferences from sources to explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	<p>Written activities in the work text that require students to present a well-defended claim or infer from given information include:</p> <p>Focus on Louisiana page SSH 27 21C Critical Thinking: Identifying Primary and Secondary Sources, pages 84-85 21C Collaboration and Creativity: Give an Effective Presentation, pages 226-227 21C Media and Technology: Search for Information on the Internet, pages 260-261</p>
	<p>REQUIRED 4d) Materials provide frequent opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The myWorld Chapter Activities online also provide small group activities for students to demonstrate and transfer their understanding of the chapter content to new situations. Activities range from mapping, graphing, role-playing, analyzing primary sources, and short research projects. These activities provide a foundation for research by introducing students to evaluating sources and gathering information about important social studies content.

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	<p>4e) Materials build students’ active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The myWorld videos at the beginning of each chapter provide opportunities for students to listen to, learn, and evaluate information about key topics. The interactive work text and online eText provide opportunities for students to identify and record main ideas and supporting details, underline/highlight notes about key content. The work text serves for note taking and recording key ideas that students may revisit for review. The Teacher’s Guide provides scripted instruction for classroom discussions. myWorld Chapter Activities online provide small group activities that that encourage students to collaborate using additional source content. Activities include mapping, analyzing sources, and short research projects.
III. Scaffolding and Support				
<p>5. SCAFFOLDING AND SUPPORT: Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) 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.	The Teacher’s Guide provides lesson plans, scripted guided instruction, and support for Differentiated Instruction and English Language Learners. The online digital course also provide comprehensive lesson plans and online Teacher’s edition. Leveled Readers for each chapter also provide support for Below, On-Level, and Above readers.
	<p>REQUIRED 5b) The materials are easy to use and well organized for students and teachers.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The program is organized by chapters focusing on social studies strands. The student edition provides an interactive

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				work text for students’ responses. The Teacher’s Guide provides point-of-use support for chapters and lessons, as well as a student pages annotated with answers and sample responses. Differentiated Instruction and English Language Learner support is provided in every lesson.
	5c) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The Teacher’s Guide provides chapter and lesson-level planning guides, scripted guided instruction, and support for Differentiated Instruction and English Language Learners. The online digital course also provides comprehensive lesson plans, online Teacher’s Edition with audio, and ancillary support including Leveled Readers.
	5d) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The Pacing Guide on pages T44 and T45 provides pacing models for traditional, blended learning, and digital instructional approaches. The Louisiana correlation chart in the front of the Teacher’s Guide also helps teachers pace standards-based instruction.
FINAL EVALUATION <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.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Content	1. Scope and Quality of Content (Non-Negotiable)	No	Materials did not address GLEs adequately or sufficiently.	The Louisiana Grade-Level Expectations correlation on pages T46-T51 of the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>Teacher’s Guide shows 100% alignment between the GLEs and the chapter and lessons of myWorld Social Studies: We Are Connected.</p> <p>The GLE are also listed on each lesson throughout the text.</p>
	<p>2. Range and Volume of Sources (Non-Negotiable)</p>	<p>No</p>	<p>Primary or secondary sources are not the main focus of content.</p>	<p>myWorld Social Studies incorporates biographies, student stories, images, art, historic illustrations and photos, graphic data and maps to help students develop content knowledge. Students are asked to use the Target Reading Skills and 21st Century Skills to analyze these sources to evaluate claims. Please see sample features that provide opportunities to use primary and secondary sources.</p> <p>myWorld Story and Videos for each chapter provide opportunities to develop content knowledge and evaluate claims.</p> <p>See myStory Biographies:</p> <p>Marjory Stoneman Douglas, pages 1—3</p> <p>Abraham Lincoln, pages 35-37</p> <p>Thurgood Marshall, pages 75-77</p> <p>Bill Gates, pages 103-105</p> <p>myStory: New York City, pages 137-139</p> <p>myStory: Mobile Bay, pages 177-179</p> <p>myStory: Nebraska, pages 217-219</p> <p>myStory: Arizona, pages 251-253</p> <p>myStory: San Diego, pages 291-293</p> <p>Envision It! page 38 What can you learn from studying masks, clay pots, or stone</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>tools? Envision It page 268 Native American carvings</p> <p>Artifact define on page 38.</p> <p>Historical paintings and photos on pages 38, 39, 40, 42, 44, 47, 48, 49, 51, 52, 54, 55, 56, 57, 58, 60, 61, 62, 63, 64, 65, 66, 67, 80, 81, 82, 92, 126, 152, 153-4, 156-7, 160-161, 170-171, 202-3, 204, 205, 234, 236, 237, 238, 239, 240, 241, 268, 270, 271, 274, 276, 277, 284, 285, 316, 317, 318</p> <p>21st Century Skills: Evaluating Primary and Secondary Sources on pages 84-85 address GLE 4.1.6 Define and distinguish between primary and secondary sources and 4.1.7 Summarize primary resources and explain their historical importance. The myWorld Chapter Activities online also provide small group activities for students to demonstrate and transfer their understanding of the chapter content with new source content. Activities range from mapping, graphing, role playing, to read-alouds and analyzing primary sources. These activities provide a foundation for research by introducing students to evaluating sources and gathering information about important social studies content.</p> <p>Leveled Readers online for each chapter provide additional source content focused on biographies.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
II: Claims	3. Questions and Tasks (Non-Negotiable)	No	While materials include multiple types of questions and tasks that provide students with opportunities to demonstrate understanding and make connections, they lack coherence.	Planning With the End in Mind , page T12, explains the instructional model for myWorld Social Studies. myWorld Social Studies incorporates the Planning With the End in Mind method for planning curriculum, instruction, and assessment that leads to student understanding. Throughout the program the Big Questions help students interact with the content in a meaningful way, allowing them to make connections across concepts and time, and transferring knowledge and skills to new contexts. The Journey Begins with Essential Questions, page LA 12, explains how Planning With the End in Mind is reflected within features and components of the myWorld Social Studies program.
	4. Response to Sources	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The myWorld writing strand, interactivities throughout the work text, and online Chapter Activities and Leveled Readers all provide source-dependent activities for students.
III: Scaffolding and Support	5. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The Big Questions for each chapter and supporting lesson prompts provide a structured and scaffolded approach to discussing social studies content. The myWorld Chapter Activities online also provide small group activities for students to demonstrate and transfer their understanding of the chapter content to new situations. Activities

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>range from mapping, graphing, role-playing, to analyzing primary sources, and short research projects. The Teacher’s Guide also provides scripted instruction for facilitating learning. Support for Differentiated Instruction and English Language Learners are in each lesson.</p>
<p>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></p>				



The goal for social studies students is to 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: **myWorld Social Studies**

Grade/Course: **5**

Publisher: **Pearson Education, Inc.** Copyright: **2016**

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
I. Content				
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. SCOPE AND QUALITY OF CONTENT:</p> <p>Materials adequately address the Louisiana’s Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) Materials address the content of 90% of the GLEs.</p>	<p>Yes</p>	<p>Approximately 93% of the GLEs are addressed in the lessons (i.e., 25 of 27 standards), with many standards being addressed multiple times. For example, GLE 5.3.4, which requires the comparing and contrasting of various groups, is spread across four lessons and two different chapters. This demonstrates that skills are not addressed in isolation, but are a continued part of the skill set required for understanding the content. This percentage was derived using information made available in the Teacher's' guide.</p>	<p>LA myWorld K-5 includes:</p> <ul style="list-style-type: none"> • LA GLE standards correlation in Teacher’s Guide for every grade showing 100% LA GLE standards coverage. • LA GLEs printed on each SE Lesson Opener. • Focus on Louisiana sections in each grade to address LA-specific standards. For Grade 5, see SE pages SSH 36-SSH 41. <p>In the Grade 5 Teacher’s Guide, the Louisiana Grade-Level Expectations correlation on pages T46-T51 shows 100% alignment between the GLEs and the chapter and lessons of myWorld Social Studies: Building Our Country.</p>
	<p>1b) Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p>Yes</p>	<p>Throughout the text, there is a logical outline to building a cohesive understanding of American history. For example, On pgs. 4-5, students are asked to describe the Bering Strait as well as people coming to the Americas. On pgs. 6-7, students are introduced to the Mayan and Aztecs. These transitions provide regular opportunities for students to build knowledge of multiple early American cultures and understand</p>	

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			the indigenous populations that existed before colonization.	
<p>Tier 1 and 2 Non-Negotiable 2. RANGE AND VOLUME OF SOURCES: Materials include varied types of primary and secondary sources.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 2a) The main focus of the materials is on primary and secondary sources²⁶ to develop content knowledge and express claims.</p>	<p>No</p>	<p>Primary and secondary sources are not the central focus of the text. Each chapter does infuse primary sources, but they are not often used to assist students in expressing claims. For example, in Chapter 6, Lesson 3 “The Bill of Rights”, students are provided with information focused on the history and creation of the document, but students are not offered the opportunity to analyze the document closely.</p>	<p>myWorld Social Studies incorporates biographies, student stories, primary source excerpts, images, art, historic illustrations and photos, graphic data and maps to help students develop content knowledge. Students are asked to use the Target Reading Skills and 21st Century Skills to analyze these sources and evaluate claims. Please see sample features below that provide opportunities to use primary and secondary sources.</p> <p>myWorld Story and Videos for each chapter provide opportunities to develop content knowledge and evaluate claims.</p> <p>See myStory Biographies: myStory: Alvar Nunez Cabeza de Vaca, pages 31-33 myStory: Benjamin Franklin, pages 101-103</p>

²⁶ Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format. (http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) For additional definitions and examples, see also: <http://www.princeton.edu/~refdesk/primary2.html> and <http://www.archives.gov/education/research/history-in-the-raw.html>.

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				<p>myStory: Samuel Adams, pages 140-142 myStory: Ancient Farmers, pages 1-3 myStory: Jamestown Settlement, pages 63-65 myStory: Capitol Visitor Center, pages 185-187 myStory: Lewis and Clark Expedition, pages 222-223 myStory: Narcissa Whitman, pages 263-265 myStory: Gettysburg National Battlefield pages 303-305</p> <p>Historical paintings and photos on pages 4, 8, 12, 14, 20, 21, 23, 24, 34, 36, 37, 38, 39, 40, 44, 46, 47, 49, 50, 56, 66, 67, 70, 72, 76, 78, 82, 86, 90, 92, 94, 107, 109, 118, 122, 123, 130, 133, 134, 144, 146, 148, 149, 152, 154, 156, 157, 162, 164, 169, 174, 176, 177, 188, 190, 191, 196, 200, 206, 215, 216, 226, 228, 230, 231, 234-5, 237, 238, 239, 244, 246, 248, 250, 252, 253, 255, 256, 266, 267, 268, 272, 276, 280, 284, 288, 292, 293, 294, 295, 296, 306, 307, 308, 308, 312, 316, 320, 322, 325, 326, 327, 328, 330, 331, 334, 335, 336, 338, 340, 341, 342, Primary Sources: SH36-41, 77, 86, 94, 118, 142, 150, 151, 163, 177, 197, 200, 204, 205, 231, 239, 256, 257, 276, 306, 312, 325, 326, 327, 336, Declaration of Independence page R-0 (Reference section), United States Constitution page</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>R4 21st Century Skills: Compare Viewpoints (using primary sources) pages 128-129; Critical Thinking: Using Primary Sources pages 150-151: Media and Technology: Search for Information on the Internet (primary and secondary sources) pages 194-195: Media and Technology: Evaluate Web Sites (and sources) pages 232-233 Compare Viewpoints: 128-129, 155, 204-205, 316-7, The myWorld Chapter Activities online also provide small group activities for students to demonstrate and transfer their understanding of the chapter content with new source content. Activities range from mapping, graphing, role playing, to read-alouds and analyzing primary sources. These activities provide a foundation for research by introducing students to evaluating sources and gathering information about important social studies content. Leveled Readers online for each chapter provide additional source content focused on biographies.</p>
	<p>REQUIRED 2b) Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.</p>	<p>Yes</p>	<p>"My Story," "My World" and "My Video" series kick off each chapter in print and online in video form. The account includes maps of the region, audio, video, and information about the region</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			in various contexts. For example, chapter one gives an account of a modern day student, December, as she explores Anasazi ruins. In her video, a connection is made between Pueblo housing and modern day apartment buildings. This is continued throughout the entire text, with a different student sharing a story on that specific topic for the chapter.	
	<p>2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing²⁷ and corroboration.²⁸</p>	Yes	<p>The primary sources that are offered provide evidence for multiple perspectives and consider author's purpose. For example, Chapter 5 discusses the American Revolution from the perspective of the elite British Colonists and considers the contribution of women, Native American, and African Americans. The majority of focus is on opinions and work of colonists who represent the experience of an educated, enfranchised group (i.e., Samuel Adams, Patrick Henry, John and Mercy Otis Warren, The Sons of Liberty and Daughters of Liberty). Pearson also included perspectives of Native Americans (P173) and provides opportunities to students to consider why different tribes would take a patriot</p>	

²⁷ Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.

²⁸ 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>or loyalist stance. The experience of African Americans during the revolution is addressed on page 177, and even provides a primary source, a letter written by General Lafayette, asking for the freedom of a slave who had assisted the general in the Battle of Yorktown. These perspectives allow students to consider the complexity of the many different groups who were involved in the American Revolution.</p>	
	<p>2d) Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization.²⁹</p>	<p>Yes</p>	<p>Each chapter begins with a "MyStoryVideo" which shows a modern day student interacting with a historical place pertaining to that chapter. The story can be read in print or viewed on video. The perspective allows students to attend a virtual fieldtrip and provides a connection across time. Examples can be found in each chapter, including Chapter 6, which has D.C. local, Zana, visiting the U.S. Capitol and getting an up close look at how the government operates day to day. Although it was constructed in 1793, it still stands as an essential component to our government. As students read the chapter, they can think back to Zana's field trip and consider the role government plays in our society. Because the text is organized in a logical,</p>	

²⁹ 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
			chronological order, students can contextualize and make connections between the events and time (i.e., The colonists had to settle the Atlantic Coast (Ch. 3 and 4) before there could revolt against the British (Ch. 5).	
II. Claims				
<p>Tier 1 and 2 Non-Negotiable</p> <p>3. QUESTIONS AND TASKS: Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well students are able to make and support claims about social studies content.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>3a) Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).</p>	<p>Yes</p>	<p>Throughout each chapter students are asked to respond to questions of increasing depth level. They complete fill in blanks, graphic organizers, and build towards critical thinking skills. Each chapter provides a chapter review with multiple choice and short answer response question. This format is followed throughout the entire text and is recreated in other grade levels so that the student becomes familiar with the format. This questioning technique allows for students to self-assess their content mastery. Examples include written tasks (P.149) and the Review and Assessment section of Chapter 6 students must answer multiple choice, write short answer responses, draw an illustration, and complete a chart. On page 12 students are asked to complete a task using a map of the Native American Cultures.</p> <p>With the increasing rigor level of the</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>REQUIRED 3b) Coherent sequences of source-dependent questions³⁰ 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>No</p>	<p>questions, students work toward critical thinking questions, which can allow for more in-depth discussion and understanding.</p> <p>Assessment questions are occasionally about sources, but students are not asked coherent sequences of questions to engage with sources on a regular basis. Also, students don't engage in writing about those sources until later chapter assessments; the main type of question about sources is multiple choice. Even when asked to write about the sources, the questions to which they are responding don't require students to demonstrate depth of understanding about content. For example, on pages 150-151, students are presented with tasks that require analysis of a primary source. Students must read a 1720 newspaper article from the Boston Gazette and analyze the document to apply what they learned about reading this primary source to a current event. This lesson is then applied in the next lesson when students are asked to write a newspaper headline about the Boston Massacre. The scaffolding of reading, completing analysis, and finally</p>	<p><i>Planning With the End in Mind</i>, page T12, explains the instructional model for myWorld Social Studies. myWorld Social Studies incorporates the Planning With the End in Mind method for planning curriculum, instruction, and assessment that leads to student understanding. Throughout the program, the Big Questions help students interact with the content in a meaningful way, allowing them to make connections across concepts and time, and transferring knowledge and skills to new contexts. <i>The Journey Begins with Essential Questions</i>, page LA 12, explains how Planning With the End in Mind is reflected within features and components of the myWorld Social Studies program. The Teacher's Guide, Student Interactive Work Text, and PearsonRealize.com course (myStory Videos, myWorld Activities, Lesson Quizzes and Chapter Tests) provide a comprehensive program designed to make connections across</p>

³⁰ 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>constructing their own newspaper headline requires synthesizing skills and applying their understandings.</p>	<p>time and place.</p> <p>During the first phase of instruction (Chapter Opener), students are introduced to a Big Question and a myStory Video, both of which help them establish personal meaning and connect to the content in the chapter. A writing prompt asks students to record their initial ideas about the Big Question.</p> <p>Throughout the chapter, students actively engage with the text by responding to questions and completing interactivities focused on the lesson content and corresponding LA GLEs. This process helps them gain new knowledge and skills. This new standards-based knowledge helps students develop a deeper understanding of the Big Question, which they revisit at the end of the lesson.</p> <p>At the end of each lesson, students respond to a writing prompt labeled Big Question. Here, students show their understanding of lesson content and key standards topics, while connecting to the larger Big Question concept.</p> <p>At the end of the chapter, students have another opportunity to write about the Big Question while incorporating lesson and standards content into their responses.</p> <p>Please see <i>Planning With the End in Mind</i> on page T12 and <i>The Journey Begins With Essential Questions</i> on page LA 12 of the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>Teacher’s Guide for additional information regarding the instructional design of myWorld Social Studies. Chapter Tests A and B online also assess students mastery of the LA GLEs. The myWorld Chapter Activities online also provide small group activities for students to demonstrate and transfer their understanding of the chapter content to new situations. Activities range from mapping, graphing, role playing, to read-alouds and analyzing primary sources.</p> <p>The Teacher’s Guide provides additional questions and prompts that direct students to use target reading skills to analyze text, analyze visuals and maps, ask questions, draw conclusions, and make connections.</p>
	<p>REQUIRED 3c) Source-dependent written and oral tasks require students to demonstrate understanding of social studies content and make connections between ideas, people, and events across time and place, recognize recurring themes, and evaluate the causes and consequences of events and developments.</p>	<p>Yes</p>	<p>Students are asked to answer source-dependent written tasks. Included with each review and assessment is a “My Story Book” section that allows students to complete a writing task. These tasks often ask students to connect the central idea or "Big Question" of the chapter with their present-day lives, how events impact history and influence developments. Examples can be found on page 182. The task focuses on the Declaration of Independence and students are asked to list ways people choose to fight for the same ideas of the</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>Declaration of Independence. Another way the text helps students to make connection between events and time periods is in The "My Story Spark," which kicks off each chapter also shows modern day student interacting with structures of the past. Through think aloud, tours of ancient ruins, historical sites, and relating "The Big Question," students are able to consider the intersection of these past cultures and modern day world and how one event has lead to another. In Chapter 1, modern day student, Kaylee, visits Plymouth Plantation and learns of the first colonies. Although Kaylee is having the experience, the video version and photographs allow the students to get a better experience than just reading about it in the text. Seeing a modern-day student in this context also allows them a visual of how important this colony was to our nation's history and leads to organic conversation and discussion.</p>	
	<p>3d) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.</p>	<p>Yes</p>	<p>Students activate prior knowledge in chapter "My Story Spark," Students check their progress throughout each lesson by responding to questions in the text. Each chapter provides a chapter review and Chapter Test. Writing in "My Story Book" at the end of the chapter allows students to write about concepts</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			learn and apply them to modern day examples. Page 61 asks the students to apply the Big Question, "Why Do People Explore" to an experience they had had in their life.	
	3e) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	No	Editable student quizzes and lesson guides are provided with each lesson but do not provide exemplars or rubrics.	A sample Chapter Activity rubric is provided in the Professional Development section of the Teacher's Guide (p. T41). The Teacher's Notes in the student edition and the scripted guided instruction with annotated student answers throughout the Teacher's Guide provide additional support for the teacher. Online resources including comprehensive lesson plans, lesson quizzes and chapter tests with answer keys, and myWorld Chapter Activities with lesson plans and answer keys/rubrics provide additional support.
4. RESPONSE TO SOURCES: Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 4a) Materials provide regular opportunities for students through discussions to develop claims about social studies content identified in the GLEs.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The Big Questions for each chapter and supporting lesson prompts provide a structured and scaffolded approach to discussing social studies content. The myWorld Chapter Activities online also provide small group activities for students to demonstrate and transfer their understanding of the chapter content to new situations. Activities include mapping, graphing, role-playing, analyzing primary sources, and short research projects. The Teacher's Guide also provides scripted instruction for facilitating learning. Support

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				Differentiated Instruction and English Language Learners are in each lesson.
	<p>REQUIRED 4b) Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The myStory writing strand provides writing opportunities throughout the interactive text. Students respond to writing prompts regarding the Big Question in the Chapter introduction, the lesson assessments, and chapter assessments. MyStory Book writing strand culminates with an opportunity for students to write and illustrate their own digital book. Go to www.Tikatok.com/myWorldSocialStudies to learn more about this authentic assessment activity.
	<p>REQUIRED for grades 3-12 only 4c) A vast majority of written tasks require students to present well-defended claims and clear information, providing evidence to support valid inferences from sources to explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	Written activities in the work text that require students to present a well-defended claim or infer from given information include: Focus on Louisiana, pages SSH37-SSH41 21C Critical Thinking: Compare Viewpoints, pages 128-129 21C Use Primary Sources, pages 150-151 "Opinions About the Articles of Confederation" chart, page 197
	<p>REQUIRED 4d) Materials provide frequent opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The myWorld Chapter Activities online also provide small group activities for students to demonstrate and transfer their understanding of the chapter content to new situations. Activities include mapping, graphing, role-playing,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				analyzing primary sources, and short research projects. These activities provide a foundation for research by introducing students to evaluating sources and gathering information about important social studies content.
	<p>4e) Materials build students’ active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The myWorld videos at the beginning of each chapter provide opportunities for students to listen to, learn, and evaluate information about key topics. The interactive work text and online eText provide opportunities for students to identify and record main ideas and supporting details, underline/highlight notes about key content. The work text serves for note taking and recording key ideas that students may revisit for review. The Teacher’s Guide provides scripted instruction for classroom discussions. myWorld Chapter Activities online provide small group activities that that encourage students to collaborate using additional source content. Activities include mapping, graphing, role-playing, analyzing primary sources, and short research projects.
III. Scaffolding and Support				
<p>5. SCAFFOLDING AND SUPPORT: Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make</p>	<p>REQUIRED 5a) 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.	The Teacher’s Guide provides lesson plans, scripted guided instruction, and support for Differentiated Instruction and English Language Learners. The online digital course also provide

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
claims about social studies content. <input type="checkbox"/> Yes <input type="checkbox"/> No				comprehensive lesson plans and online Teacher’s edition. Leveled Readers for each chapter also provide additional support.
	REQUIRED 5b) The materials are easy to use and well organized for students and teachers.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The program is organized by chapters focusing on social studies strands. The student edition provides an interactive work text for students’ responses. The Teacher’s Guide provides point-of-use support for chapters and lessons, as well as a student pages annotated with answers and sample responses.
	5c) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The Teacher’s Guide provides chapter and lesson-level planning guides, scripted guided instruction, and support for Differentiated Instruction and English Language Learners. The online digital course also provides comprehensive lesson plans, online Teacher’s Edition, and ancillary support including Leveled Readers.
	5d) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The Pacing Guide on pages T44 and T45 provides pacing models for traditional, blended learning, and digital instructional approaches. The Louisiana correlation chart in the front of the Teacher’s Guide also helps teachers pace standards-based instruction.
FINAL EVALUATION <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.				

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Content	1. Scope and Quality of Content (Non-Negotiable)	Yes	GLEs are adequately represented with sufficient depth and coverage.	
	2. Range and Volume of Sources (Non-Negotiable)	No	Sources are present but do not often increase student understanding of GLEs and content knowledge.	<p>myWorld Social Studies incorporates biographies, student stories, primary source excerpts, images, art, historic illustrations and photos, graphic data and maps to help students develop content knowledge. Students are asked to use the Target Reading Skills and 21st Century Skills to analyze these sources and evaluate claims. Please see sample features below that provide opportunities to use primary and secondary sources.</p> <p>The myWorld Chapter Activities online also provide small group activities for students to demonstrate and transfer their understanding of the chapter content with new source content. Activities include mapping, graphing, role-playing, analyzing primary sources, and short research projects. These activities provide a foundation for research by introducing students to evaluating sources and gathering information about important social studies content.</p> <p>Leveled Readers online for each chapter provide additional source content</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				focused on biographies.
II: Claims	3. Questions and Tasks (Non-Negotiable)	Yes	While materials include multiple types of questions and tasks that provide students with opportunities to demonstrate understanding and make connections, they lack coherence.	Planning With the End in Mind , page T12, explains the instructional model for myWorld Social Studies. myWorld Social Studies incorporates the Planning With the End in Mind method for planning curriculum, instruction, and assessment that leads to student understanding. Throughout the program, the Big Questions help students interact with the content in a meaningful way, allowing them to make connections across concepts and time, and transferring knowledge and skills to new contexts. The Journey Begins with Essential Questions, page LA 12, explains how Planning With the End in Mind is reflected within features and components of the myWorld Social Studies program.
	4. Response to Sources	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The myWorld writing strand, interactivities throughout the work text, and online Chapter Activities and Leveled Readers all provide source dependent activities for students.
III: Scaffolding and Support	5. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The myStory writing strand, interactivities throughout the work text, and guided instruction (DI and ELL) in the Teacher’s Guide provide appropriate scaffolding and support for varied learners. Additional online support

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				include Leveled Readers, Words to Know worksheets, and Target Reading Skills for each chapter.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>				

Appendix II.

Public Comments

#5

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Thursday, June 09, 2016 2:28:44 PM**Last Modified:** Thursday, June 09, 2016 2:34:22 PM**PAGE 1: Public Review - Louisiana Informal Instructional Content Review**

Q1: What is your first name?	Peter
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Q2: What is your last name?	Haas
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Q3: In what Louisiana parish do you live?	Caddo
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PAGE 2: Please respond to the following set of questions and leave comments below:

Q4: Are you affiliated with any instructional content provider?	No
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Q5: Did you personally review the title selected?	No
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Q6: Were the materials inviting and appealing?	Yes
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Q7: Were the materials user-friendly and easy to navigate?	Yes
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Q8: Were the materials age and grade appropriate?	Yes
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Q9: My comments are based upon:	Reports from others
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Q10: My comments pertain to:	An entire program
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Q11: Comments:(Disclaimer: I understand that the Department will not verify the accuracy or validity of public comments and that these comment do not reflect the opinions or policies of the State Board of Elementary and Secondary Education or the State Superintendent of Education.)

Institute for Curriculum Services Review on behalf of
the Jewish Community Relations Council of the Jewish Federation of Greater New Orleans, the Jewish Federation of
Baton Rouge,
and the North Louisiana Jewish Federation
Pearson Education, myWorld Social Studies, Grades K-5
June 2016

General Comments: This highly engaging and attractive social studies series covers history, geography, economics, and citizenship for grades K-5 and is easy to use while proving solid content for students. Its content is current and appropriate for each grade level, and ICS is generally impressed with these instructional materials. ICS has a very few suggestions for grades four, and five.

Page numbers in this review refer to the page within the student text, and not of the PDF of the online version provided. For the student text, ICS reviewed the texts accessed through the Louisiana Department of Education website. For the teacher's pages for Grade 3, ICS looked at the pages through the Pearson Realize site.

In our capacity as representatives of the Jewish communities of New Orleans, Baton Rouge and North Louisiana, we

appreciate the opportunity to provide input and commend the efforts expended by Pearson Education to ensure the highest quality education for our students. Thank you for your consideration of our suggestions detailed below.

Navigation Notes:

o Web Page for Louisiana Social Studies Online Instructional Materials Review

<http://www.louisianabelieves.com/academics/ONLINE-INSTRUCTIONAL-MATERIALS-REVIEWS>

myWorld Social Studies 4, Regions of Our Country

General Comments: This 4th grade social studies textbook is attractive, colorful, interesting, and informative. It contains four chapters about the geography, history, government, and economy of the country as a whole, and then covers the geography, resources, history, economy, and culture of five regions of the United States. The biographies of the myStory lessons by a child of the region or a significant person from that region are particularly engaging.

p.63, para. 2, "Germany was run by a fascist government. Under fascism, a leader like Hitler has complete control over a country. One of Hitler's most horrible acts was his attack on Jewish people. Jewish people were taken from their homes and killed. About 6 million people died in what is called the Holocaust."

Recommended Change: "Germany was run by a fascist government. Under fascism, a leader like Hitler has complete control over a country. One of Hitler's most horrible acts was his attack on the Jewish people, in carrying out his plan to murder all the Jews in Europe. Jews were taken from their homes and murdered. Six million Jews died in what is called the Holocaust."

ICS Comments: It was the Jewish people as a whole (i.e., not simply individual Jews, or Jewish people), that was the object of Nazi genocide, thus the definite article should be used here. If what was intended were to note that "Jewish people" (as opposed to the group) were murdered, then it would be appropriate to use "Jews." Substitution of the phrase "Jewish people" is made by some in deference to perceived propriety, based on the mistaken view that the use of the words "Jew" and "Jews" is pejorative and that these words are to be avoided on their own. However, the only offensive use in that regard is when the word "Jew" is used as a verb or as an adjective. A simple test to check a term's appropriate use would be to substitute members of another religious group in the same way. It is rare to see reference made to "(the) Christian people" or "(the) Muslim people" instead of "Christians" or "Muslims."

The Nazis engaged in murder, i.e., they killed Jews intentionally; since one can kill unintentionally, the use of "killed" is inaccurate with respect to the 6 million Jews murdered by the Nazis. Scholarly consensus and German records concur that 6 million Jews died, and the modifying adjective "about" is unnecessary and inaccurate.

p.92, Lesson 3, Our Rights and Responsibilities, graphic, Recommended Change: The picture of a woman entering a synagogue with a fire hydrant in the foreground should be changed to a more respectful and more illustrative image.

ICS Comments: This image is not as clear as the ones illustrating other rights from the Bill of Rights on the bottom on page 93. The fire hydrant in the foreground has no illustrative purpose. This drawing should be edited to delete the fire hydrant, or it should be replaced with a photo of someone entering a synagogue. Alternatively, one could include a different drawing that might have a synagogue, church, and mosque side-by-side, with worshippers entering each one.

p.160, para. 2, "Other immigrants made contributions to the study of science, to business, and to the arts. One well-known immigrant is Albert Einstein, a scientist from Germany. Irving Berlin came from Russia. He wrote songs."

Recommended Change: "Immigrants made contributions to science, business, and the arts. One well-known Jewish immigrant is Albert Einstein, a scientist from Germany. Jewish songwriter Irving Berlin left persecution in Russia. He wrote popular American songs."

ICS Comments: The contributions of various groups to American society should be recognized. References to famous Jews should include their Jewish origin, in the same way that the text notes the origins of great African Americans and members of other groups. The African American origin of Lewis Latimer is noted on page 160, paragraph 4. The 5th grade text in this series makes these Jewish identifications. For example, p.270 notes the African origin of Estevan, and Nat Love is described as African American on p.276. The brief deletions make room for details about the origins of these two Jewish Americans.

p.162, para. 2, "Many people died, most of them young immigrant women."

Recommended Change: "Many people died, most of them young Jewish and Italian immigrant women who were 13-23 years old."

ICS Comments: This lesson focuses on immigrants and on the labor movements that worked for reform. These brief additions emphasize how the callous treatment of very young Jewish and Italian immigrant women led to this tragedy and how the news coverage of the tragedy led to the passage of important U.S. workplace safety laws. These additions show how the fire was a tragedy for the immigrant Jewish and Italian communities since the victims were Jewish and Italian immigrants 13-23 years old. The 5th grade text in this series makes these Jewish identifications. Adding the age range humanizes the victims and helps students identify with this long-ago event. The ethnic origins of other victims of tragedy are identified in this text

tragedy are identified in this text.

p.R26, Index, Recommended Change, Add: "Jewish immigrants 160, 162."

ICS Comments: There are index listings for Asian immigrants, Chinese immigrants, African immigrants, etc. Jews and Jewish immigrants should also be included in the Index. The 5th grade text in this series makes these Jewish identifications.

myWorld Social Studies 5, Building Our Country

General Comments: This fifth grade text covers the history of the United States from a survey of the original peoples through the period of westward movement. Historical events are presented well and in detail. The text emphasizes the varied peoples who settled in America, life in the colonies, the American Revolution, and the establishment of the United States. ICS appreciates the reference to Jews as part of the diversity of New Netherlands on p.94 and the identification as Jewish of Haym Solomon on p.178 and Levi Strauss on p.295. ICS encourages Pearson to make similar identifications in the 4th grade text, as noted in that review.

p.94, para. 3, "The population of New Netherland grew steadily. By the mid 1600s, 9,000 people lived there. Many were not Dutch. Company officials invited settlers from Germany, Sweden, Denmark, and elsewhere. New Netherland was home to a small number of Jews, or people who practiced the Jewish religion."

Recommended Change: "The population of New Netherland grew steadily. By the mid-1600s, 9,000 people lived there. Many were not Dutch. Company officials invited settlers from Germany, Sweden, Denmark, and elsewhere. New Netherland was home to a small number of Jews, or people who practiced the Jewish religion, Judaism."

ICS Comments: The name of the Jewish religion is Judaism, and should be included here so that students learn the name. Since "mid" is a prefix meaning "middle" in the date above, it should have a hyphen.

p.R53, Index, Recommended Change, Add: "Jewish people, 94, 178, 295."

ICS Comments: The Cherokee people, Choctaw people, Iroquois people, African Americans, etc., each have index entries. Jewish people should also be listed in the Index. Currently, only the Jewish religion is listed.
