



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 build an understanding of social studies content.

- They examine authentic sources to build knowledge of social studies content.
- They explore meaningful questions about sources and content to build understanding.

Claims: Students develop and express claims that demonstrate their understanding of content.

- They make connections among ideas, people, and events across time and place.
- They express understanding of content using evidence from authentic sources and outside knowledge.

Title: **Studies Weekly Social Studies**

Grade/Course: **6**

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Curriculum Type: **Full Curriculum**

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

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

STRONG	WEAK
	1. Use Sources (Non-Negotiable)
	2. Make Connections (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 – 4 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 4.

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
Section I: NON-NEGOTIABLE CRITERIA			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. USE OF SOURCES:</p> <p>Students use sources regularly to learn content. Materials include varied types of primary and secondary sources that support students' understanding of the content of 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 (FULL CURRICULUM ONLY)</p> <p>1a) Materials address the content of 90% of the GLEs.</p>	No	<p>The materials do not fully address 90% of the GLEs. 6.1.2 is not fully covered, as in Week 7 students are only asked to make a timeline of the events in the lesson, not creating a parallel timeline of events that cover the ancient world. 6.2.3 is not well-covered as well, with Mesopotamia and China's first dynasties covered. However, the content covering ancient Egypt does not thoroughly cover the civilization, and the Indus River Valley is not covered at all. In addition, 6.3.2 is not covered at all.</p>
	<p>REQUIRED</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>	Yes	<p>The materials answer key questions about social studies concepts, such as how citizens have a role to play in a healthy democracy in Week 11's materials.</p>
	<p>REQUIRED</p> <p>1c) The main focus of the materials is on primary and secondary sources¹ to develop content knowledge and express claims; materials may also include text to support students in using the sources.</p>	Yes	<p>The main focus of the materials is on using various sources to develop content knowledge and express claims. For example, in Week 4, students are exposed to various sources about life in ancient Mesopotamia when studying about the civilizations residing there.</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>1d) Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.</p>	<p>Yes</p>	<p>The materials include a variety of audio/visual sources such as maps, paintings, photos, and videos. There are text sources included but they are not as plentiful as the other sources.</p>
	<p>FULL CURRICULUM ONLY</p> <p>1e) Materials provide regular opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.</p>	<p>No</p>	<p>The materials do not provide regular opportunities for students to do short research projects on social studies content. In the Teacher Supplement, there are weekly activities listed, but they vary greatly in terms of quality. In Week 5, students are asked to make tie-dyed shirts in reference to Phoenician dye-making, while two weeks later in Week 7, students are asked to research Egyptian inventions.</p>
<p>Tier 1 and 2 Non-Negotiable</p> <p>2. MAKE CONNECTIONS:</p> <p>Students make connections among people, events, and ideas across time and place. Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the</p>	<p>REQUIRED</p> <p>2a) Source-dependent written and oral tasks require students to make claims which demonstrate understanding of social studies content (e.g., make connections between ideas, people, and events; explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).</p>	<p>No</p>	<p>The source-dependent questions provided do not regularly require students to make claims that demonstrate understanding of social studies content. For example, in Week 8, students answer questions related to the content regarding African kingdoms, the questions do not push students to make connections or claims regarding the content they are learning about.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>grade-level expectations with source(s) described in Criteria 1 and genuinely measure how well students are able to understand social studies content.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>2b) Coherent sequences of source-dependent questions² and tasks focus students on building, applying, and synthesizing knowledge and skills through various sources, classroom research, conversations, etc. to develop an understanding of social studies content.</p>	<p>No</p>	<p>There are few examples of coherent sequences of source-dependent questions that focus on students building on information using sources and their own background knowledge. In many instances, the only synthesis that occurs is within the Week itself such as when students are asked to identify jobs related to the caste system in ancient India, and those answers can be found within the lessons that week.</p>
	<p>2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing³ and corroboration.⁴</p>	<p>No</p>	<p>The materials rarely give opportunities for students to view sources from different perspectives for comparing and contrasting, but there are some instances of sourcing, as seen in Week 16 where students are asked to determine the author’s purpose in writing a source.</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.⁵</p>	<p>No</p>	<p>The materials do not focus on sources from different time periods to enable students to make connections across space and time. For example, in Week 10, students are exposed to the Ancient Greeks and are shown a modern photo of a replica of the Parthenon built in Nashville, TN. The students are asked what the building would look like if they went to the replica that day and took a</p>

² 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).

³ Sourcing asks students to consider a document’s author, occasion, and purpose to determine how those factors influence the content.

⁴ Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

⁵ 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
			picture, instead of asking what the actual Parthenon would look like today in comparison.
Section II: ADDITIONAL INDICATORS OF QUALITY			
3. EXPRESS INFORMED OPINIONS: Students express informed opinions supported by evidence from sources and outside knowledge. 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 (GRADES 3-12 ONLY) 3a) A vast majority of written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 3b) 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.
	3c) 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.
	3d) Materials provide regular opportunities to develop students' skill in organizing and supporting their thinking in speaking and writing, including using evidence from sources and outside knowledge.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	FULL CURRICULUM ONLY 3e) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	FULL CURRICULUM ONLY 3f) Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
4. SCAFFOLDING AND SUPPORT:	REQUIRED 4a) Activities and suggested approaches guide teachers on how to scaffold instruction for students to build	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>Students are supported by appropriate scaffolds. 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>	understanding of the content.		
	REQUIRED 4b) 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.
	4c) Materials provide models for writing and student exemplars to support writing development in social studies.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	FULL CURRICULUM ONLY 4d) 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.
	FULL CURRICULUM ONLY 4e) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

FINAL EVALUATION

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 4.

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

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiables	1. Use Sources (Non-Negotiable)	No	While the materials do provide source-driven instruction with a wealth of sources, the materials do not adequately cover the GLEs and only provide few opportunities for research projects.
	2. Make Connections (Non-Negotiable)	No	The questions do not require students to analyze sources and make claims using evidence from sources and their background knowledge.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
II: Additional Indicators Of Quality	3. Express Informed Opinions	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	4. Scaffold 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>			