

Academic Content

Instructional Materials Evaluation Tool

(IMET) for Alignment in Social Studies Grades K-12 Full Curriculum

Strong social studies instruction requires that students:

- Coherently build knowledge about social studies content — including important historical facts, civic principles, geographic characteristics, and economic concepts so that they can assess conflicting interpretations and evaluate the evidence for various claims.
- Develop the disciplinary skills and practices key to success in social studies, including the ability to analyze cause and effect relationships, evaluate a source's credibility, and express reasonable claims supported by well-chosen evidence.
- Engage regularly with authentic primary sources and a variety of secondary sources that reflect a range of perspectives and experiences.



SET THE CONTEXT

Introduce key terms,
make connections
with previous
learning, provide
necessary context



EXPLORE SOURCES

Read and examine
sources to build
content knowledge
and skills



DEVELOP CLAIMS

Evaluate evidence,
make connections,
compare and
contrast sources



EXPRESS CLAIMS

Through speaking
and/or writing,
express informed
claims supported with
evidence

Title: Documents of Freedom

Grade/Course: Civics

Publisher: Bill of Rights Institute

Copyright: 2016

Overall Rating: Tier 3, Not representing quality

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
	1. Alignment and Sequence (Non-Negotiable)

To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with **Section I: Non-Negotiable Criteria**.

- Review the **required**¹ Indicators of Superior Quality for each **Non-Negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-Negotiable** criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-Negotiable** criterion.
- Materials must meet **Non-Negotiable** Criteria 1 for the review to continue to **Non-Negotiable** Criteria 2 and 3. Materials must meet all of the **Non-Negotiable** Criteria 1-3 in order for the review to continue to Section II.
- If materials receive a “No” for any **Non-Negotiable** criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-Negotiable Criteria are met, then continue to **Section II: Additional Criteria of Superior Quality**.

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, then the materials receive a “Yes” for the additional criteria.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criteria.

Tier 1 ratings receive a “Yes” for all Non-Negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.

Tier 2 ratings receive a “Yes” for all Non-Negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.

Tier 3 ratings receive a “No” for at least one of the Non-Negotiable Criteria.

¹ **Required Indicators of Superior Quality** are labeled “Required” and shaded light orange. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-Negotiable Criterion 1 for the review to continue to Non-Negotiable Criteria 2 and 3. Materials must meet all of the Non-Negotiable Criteria 1-3 for the review to continue to Section II.			
Non-Negotiable 1. ALIGNMENT AND SEQUENCE: Materials adequately address the Louisiana Student Standards for Social Studies . <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Required 1a) Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies for the identified grade-level/course and require students to engage in thinking at the full depth and rigor of the standards .	No	Materials do not incorporate a majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for the identified course and do not require students to engage in thinking at the full depth and rigor of the standards. The materials do not reference and show direct connection to all of the skills and practice standards for the LSSSS. For example, LSSSS C.5 is only partially addressed and is not fully developed over the course of the materials. Additionally, Framing Standards C.8, C.9, C.10, C.11, and C.13 are only partially addressed in the materials. For example, LSSSS C.8.b is not fully addressed. Although students complete Unit 1 Comparing Different Structures of Government, the materials include minimal content to support teacher and student knowledge about the different structures of government to compare. LSSSS C.9.a is addressed in Unit 2 Exploring Government Powers: Local, State, Tribal, and Federal, but the standard is not fully developed as minimal coverage of Louisiana local and state government is provided. LSSSS C.9.f and C.10.c are not fully addressed as

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the materials do not include several court cases such as the following: Cherokee Nation v. Georgia (1831); Schenck v. United States (1919); Engel v. Vitale (1962); Wisconsin v. Yoder (1972); Roe v. Wade (1973); Bush v. Gore (2000); McDonald v. Chicago (2010); the Espionage and Sedition Acts; Schenck v. United States (1919); and Executive Order 9066; Executive Order 10730. Additional Support Standards that are only partially addressed include the following: LSSSS C.11.c, C.13.b, C.13.d, C.13.e, and C.13.f. Content addressing the following Supporting Standards is not evident: LSSSS C.9.h, C.11.i, C.11.k, C.13.a, and C.13.g.
	Required 1b) Materials present a clear path for teachers to address content in a coherent and chronological manner.	Yes	The materials are presented in a clear path for teachers to address content in a coherent and chronological manner. The materials are organized in alignment with the Louisiana Scope & Sequence. The materials include the following units: Unit 1 Foundations of the United States Government; Unit 2 Government Structures, Powers, Functions, and Interactions; Unit 3 Political, Social, and Economic Interactions; Unit 4 People of the United States; Unit 5 Elections and Politics; and Unit 6 Economics and Personal Finance. The units follow the same sequence outlined in the Civics Framework.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required 1c) In any one grade or course, instructional materials spend minimal time on content outside of the course, grade, or grade-band.	Yes	Materials spend minimal time on content outside of the course. Materials primarily focus on content aligned with the standards and spend less than 10% of the total time on content outside of the standards. For example, the materials reference some court cases that are not included in the LSSSS such as Hazelwood v. Kuhlmeier and Reno v. ACLU. The materials discuss historical events that are not in the LSSSS such as the Dingley Tariff of 1897.
Non-Negotiable 2. DISCIPLINARY SKILLS AND PRACTICES: Materials provide opportunities for students to build knowledge and disciplinary literacy ² through an integrated approach that is grounded in social studies content and supports development of disciplinary skills and practices. <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 2a) Materials are structured around engaging questions and big ideas relevant to the grade-level/course's academic content.	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.
	Required 2b) Materials require students to engage in the various types of disciplinary thinking that are explicit and embedded in the Louisiana Student Standards for Social Studies.	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.
	Required 2c) Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.

² Shanaha, T., & Shanahan, C. (2012) What is disciplinary literacy and why does it matter? Topics in Language Disorders, 32 (1) 7-18

Note* Disciplinary literacy refers to the skills that are needed to understand, create and communicate academic knowledge in the four core disciplines of social studies - history, civics, economics and geography.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	strong reasoning to support and develop claims or arguments.		
	Required 2d) Materials promote an emphasis on building content-specific and academic vocabulary in social studies.	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.
	2e) Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions.	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.
Non-Negotiable 3. QUALITY OF SOURCES: The sources students engage with are authentic and meaningful and in line with the kinds of knowledge and skills required by the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 3a) Materials provide many opportunities for students to build and deepen knowledge through a coherent selection of strategically-sequenced, high-quality sources , including written texts that are appropriately <u>complex</u> .	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.
	Required 3b) Available sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined.	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.
	Required 3c) Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units.	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.
SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
4. SCAFFOLDING AND SUPPORT: Materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts using multiple instructional approaches and strategies. <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 4a) Materials provide appropriate scaffolding that will allow all students to productively engage with content.	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.
	Required 4b) Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used.	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.
5. USABILITY: Materials are easily accessible, and are viable for implementation given the length of a school year. <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 5a) The total amount of content is viable for a 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.
	5b) Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning.	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.
	5c) Student and teacher materials are easy to use and well organized .	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.
6. ASSESSMENT: Materials offer assessment opportunities that genuinely	Required 6a) Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional	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
measure progress and elicit evidence of the degree to which students can independently demonstrate the assessed standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	summative assessments.		
	Required 6b) Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or provided sources.	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.
	Required 6c) Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards.	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” for all Non-Negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-Negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-Negotiable Criteria.			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiable Criteria of Superior Quality³	1. Alignment and Sequence	No	The materials are presented in a clear path for teachers to address content in a coherent and chronological manner. Materials spend minimal time on content outside of the course. However, materials do not incorporate a majority of the content standards in the Louisiana Student Standards for Social Studies for

³ Must score a “Yes” for all Non-Negotiable Criteria to receive a Tier 1 or Tier 2 rating.

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			the identified course and do not require students to engage in thinking at the full depth and rigor of the standards.
	2. Disciplinary Skills and Practices	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.
	3. Quality of Sources	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.
II: Additional Criteria of Superior Quality⁴	4. Scaffolding and Support	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.
	5. Usability	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.
	6. Assessment	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier 3, Not representing quality</u>			

⁴ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

Reviewer Information

Instructional Materials Review

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical that they fully align to state standards — what students are expected to learn and be able to do at the end of each grade level or course — and are high quality if they are to provide meaningful instructional support.

The Louisiana Department of Education is committed to ensuring that every student has access to high-quality instructional materials. In Louisiana, all districts are able to purchase instructional materials that are best for their local communities since those closest to students are best positioned to decide which instructional materials are appropriate for their district and classrooms. To support local school districts in making their own local, high-quality decisions, the Louisiana Department of Education leads online reviews of instructional materials.

Instructional materials are reviewed by a committee of Louisiana educators. Teacher Leader Advisors (TLAs) are a group of exceptional educators from across Louisiana who play an influential role in raising expectations for students and supporting the success of teachers. Teacher Leader Advisors use their robust knowledge of teaching and learning to review instructional materials.

The [2024-2025 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Avoyelles, Bienville, Bossier, Caddo, Calcasieu, CSAL, East Feliciana, East Baton Rouge, Hynes Charter School Corporation, Iberia, Iberville, Jefferson, Lafayette, Lincoln, Livingston, LSU Laboratory School, Natchitoches, Ouachita, Plaquemines, Richland, St. Charles, St. Landry, St. Mary, St. Tammany, Tangipahoa, Terrebonne, University View Academy, West Baton Rouge, and Zachary Community Schools. This review represents the work of current classroom teachers with experience in grades 6-12.

Appendix I.

Publisher Response



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- Engage regularly with authentic primary sources and a variety of secondary sources that reflect a range of perspectives and experiences.



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EXPLORE SOURCES

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DEVELOP CLAIMS

Evaluate evidence,
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EXPRESS CLAIMS

Through speaking
and/or writing,
express informed
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Title: Documents of Freedom

Grade/Course: Civics

Publisher: Bill of Rights Institute

Copyright: 2016

Overall Rating: Tier 3, Not representing quality

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
	1. Alignment and Sequence (Non-Negotiable)

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CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-Negotiable Criterion 1 for the review to continue to Non-Negotiable Criteria 2 and 3. Materials must meet all of the Non-Negotiable Criteria 1-3 for the review to continue to Section II.				
Non-Negotiable 1. ALIGNMENT AND SEQUENCE: Materials adequately address the Louisiana Student Standards for Social Studies . <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Required 1a) Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies for the identified grade-level/course and require students to engage in thinking at the full depth and rigor of the standards .	No	Materials do not incorporate a majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for the identified course and do not require students to engage in thinking at the full depth and rigor of the standards. The materials do not reference and show direct connection to all of the skills and practice standards for the LSSSS. For example, LSSSS C.5 is only partially addressed and is not fully developed over the course of the materials. Additionally, Framing Standards C.8, C.9, C.10, C.11, and C.13 are only partially addressed in the materials. For example, LSSSS C.8.b is not fully addressed. Although students complete Unit 1 Comparing Different Structures of Government, the materials include minimal content to support teacher and student knowledge about the different structures of government to compare. LSSSS C.9.a is addressed in Unit 2 Exploring Government Powers: Local, State, Tribal, and Federal, but the standard is not fully developed as minimal coverage of Louisiana local and state government is provided. LSSSS C.9.f and C.10.c are not fully addressed as	C5 Map of 1491 v. 1754 https://billofrightsinstitute.org/lessons/question-formulation-technique-qft-map-of-1491-vs-1754 C5 Segregation Laws Map https://billofrightsinstitute.org/activities/handout-f-segregation-laws-map-1953 C5 The Great Migration 1910-1930 https://billofrightsinstitute.org/activities/map-migrant-streams-of-the-great-migration-1910-1930 C.8.b Different Systems of Government https://billofrightsinstitute.org/lessons/comparing-different-structures-of-government C.9.a Local, State https://billofrightsinstitute.org/lessons/federalism C.9. f and C 10. C. https://billofrightsinstitute.org/activities/handout-f-worcester-v-georgia-1831-and-chokeee-nation-v-georgia-1831 https://billofrightsinstitute.org/lessons/schenck-v-united-states-1919

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			the materials do not include several court cases such as the following: Cherokee Nation v. Georgia (1831); Schenck v. United States (1919); Engel v. Vitale (1962); Wisconsin v. Yoder (1972); Roe v. Wade (1973); Bush v. Gore (2000); McDonald v. Chicago (2010); the Espionage and Sedition Acts; Schenck v. United States (1919); and Executive Order 9066; Executive Order 10730. Additional Support Standards that are only partially addressed include the following: LSSSS C.11.c, C.13.b, C.13.d, C.13.e, and C.13.f. Content addressing the following Supporting Standards is not evident: LSSSS C.9.h, C.11.i, C.11.k, C.13.a, and C.13.g.	https://billofrightsinstitute.org/activities/engel-v-vitale-viewing-guide https://billofrightsinstitute.org/videos/reading-engel-v-vitale-supreme-court-case-excerpts https://billofrightsinstitute.org/e-lessons/wisconsin-v-yoder-viewing-guide https://billofrightsinstitute.org/videos/reading-wisconsin-v-yoder-decision-excerpts-a-primary-source-close-read-w-bri https://billofrightsinstitute.org/lessons/roe-v-wade-1973 https://billofrightsinstitute.org/lessons/george-w-bush-and-the-supreme-court-case-of-bush-v-gore-2000 https://billofrightsinstitute.org/e-lessons/mcdonald-v-chicago-viewing-guide https://billofrightsinstitute.org/lessons/woodrow-wilson-and-the-espionage-act https://billofrightsinstitute.org/lessons/schenck-v-united-states-dbq https://billofrightsinstitute.org/videos/japanese-american-internment-during-world-war-ii-bridge-from-the-past https://billofrightsinstitute.org/activities/handout-e-executive-order-10730 C.9.h https://billofrightsinstitute.org/lessons/taxes-and-regulation C.11.c

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER’S RESPONSE
				<p>https://billofrightsinstitute.org/lessons/political-parties https://billofrightsinstitute.org/lessons/interest-groups-at-work-2 https://billofrightsinstitute.org/lessons/voluntarism-and-public-servants</p> <p>C.11.i https://billofrightsinstitute.org/lessons/civil-discourse-and-petitioning</p> <p>C.11.K https://billofrightsinstitute.org/e-lessons/police-juries-home-rule-and-self-government-in-louisiana</p> <p>C.13.a https://billofrightsinstitute.org/lessons/free-enterprise-and-prosperity</p> <p>C.13.b https://billofrightsinstitute.org/lessons/how-economic-systems-work https://billofrightsinstitute.org/lessons/populists-and-socialists-in-the-gilded-age</p> <p>C.13.e https://billofrightsinstitute.org/lessons/prices-and-value</p> <p>C.13.f https://billofrightsinstitute.org/lessons/free-enterprise-and-prosperity</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				C.13.g https://billofrightsinstitute.org/lessons/entrepreneurship https://billofrightsinstitute.org/lessons/how-economic-systems-work
	Required 1b) Materials present a clear path for teachers to address content in a coherent and chronological manner.	Yes	The materials are presented in a clear path for teachers to address content in a coherent and chronological manner. The materials are organized in alignment with the Louisiana Scope & Sequence. The materials include the following units: Unit 1 Foundations of the United States Government; Unit 2 Government Structures, Powers, Functions, and Interactions; Unit 3 Political, Social, and Economic Interactions; Unit 4 People of the United States; Unit 5 Elections and Politics; and Unit 6 Economics and Personal Finance. The units follow the same sequence outlined in the Civics Framework.	
	Required 1c) In any one grade or course, instructional materials spend minimal time on content outside of the course, grade, or grade-band.	Yes	Materials spend minimal time on content outside of the course. Materials primarily focus on content aligned with the standards and spend less than 10% of the total time on content outside of the standards. For example, the materials reference some court cases that are not included in the LSSSS such as Hazelwood v. Kuhlmeier and Reno v. ACLU. The materials discuss historical events that are not in the LSSSS such as the Dingley Tariff of 1897.	

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Non-Negotiable 2. DISCIPLINARY SKILLS AND PRACTICES: Materials provide opportunities for students to build knowledge and disciplinary literacy ² through an integrated approach that is grounded in social studies content and supports development of disciplinary skills and practices. <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 2a) Materials are structured around engaging questions and big ideas relevant to the grade-level/course's academic content.	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.	
	Required 2b) Materials require students to engage in the various types of disciplinary thinking that are explicit and embedded in the Louisiana Student Standards for Social Studies.	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.	
	Required 2c) Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments.	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.	
	Required 2d) Materials promote an emphasis on building content-specific and academic vocabulary in social studies.	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.	
	2e) Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions.	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.	
Non-Negotiable	Required	Not	This section was not evaluated because	

² Shanaha, T., & Shanahan, C. (2012) What is disciplinary literacy and why does it matter? Topics in Language Disorders, 32 (1) 7-18
Note* Disciplinary literacy refers to the skills that are needed to understand, create and communicate academic knowledge in the four core disciplines of social studies - history, civics, economics and geography.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
3. QUALITY OF SOURCES: The sources students engage with are authentic and meaningful and in line with the kinds of knowledge and skills required by the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	3a) Materials provide many opportunities for students to build and deepen knowledge through a coherent selection of strategically-sequenced, high-quality sources , including written texts that are appropriately complex .	Evaluated	the Non-Negotiable criteria were not met.	
	Required 3b) Available sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined.	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.	
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SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY				
4. SCAFFOLDING AND SUPPORT: Materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts using multiple instructional approaches and strategies. <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 4a) Materials provide appropriate scaffolding that will allow all students to productively engage with content.	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.	
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5. USABILITY: Materials are easily accessible, and are viable for implementation given the length of a school year. <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 5a) The total amount of content is viable for a 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.	
	5b) Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning.	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.	
	5c) Student and teacher materials are easy to use and well organized .	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.	
6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit evidence of the degree to which students can independently demonstrate the assessed standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 6a) Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments.	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.	
	Required 6b) Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking , and require students to use their content knowledge , skills, practices, and/or provided sources.	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.	
	Required 6c) Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards.	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	PUBLISHER’S RESPONSE
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-Negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-Negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-Negotiable Criteria.				
Compile the results for Sections I and II to make a final decision for the material under review.				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Non-Negotiable Criteria of Superior Quality³	1. Alignment and Sequence	No	The materials are presented in a clear path for teachers to address content in a coherent and chronological manner. Materials spend minimal time on content outside of the course. However, materials do not incorporate a majority of the content standards in the Louisiana Student Standards for Social Studies for the identified course and do not require students to engage in thinking at the full depth and rigor of the standards.	Click or tap here to enter text.
	2. Disciplinary Skills and Practices	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.	
	3. Quality of Sources	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.	
II: Additional Criteria of Superior Quality⁴	4. Scaffolding and Support	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.	
	5. Usability	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.	

³ Must score a “Yes” for all Non-Negotiable Criteria to receive a Tier 1 or Tier 2 rating.
⁴ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	6. Assessment	Not Evaluated	This section was not evaluated because the Non-Negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <u>Tier 3, Not representing quality</u>				

Appendix II.

Public Comments



There were no public comments submitted.