

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: Gallopade Curriculum for Louisiana Social Studies

Grade/Course: K

Publisher: Gallopade International, Inc.

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Overall Rating: Tier 1, Exemplifies quality

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

STRONG	WEAK
1. Alignment and Sequence (Non-Negotiable)	
2. Disciplinary Skills and Practice (Non-Negotiable)	
3. Quality of Sources (Non-Negotiable)	
4. Scaffolding and Support	
5. Usability	
6. Assessment	

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
<p>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.</p>			
<p>Non-Negotiable 1. ALIGNMENT AND SEQUENCE:</p> <p>Materials adequately address the Louisiana Student Standards for Social Studies.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>	<p>Yes</p>	<p>Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for the grade and require students to engage in thinking at the full depth and rigor of the standards. Each unit includes lessons and readings that align to the LSSSS. The materials do not include any extraneous or unaligned content within each unit. For example, Skills and Practice LSSSS K.1 requires students to “order events in a chronological sequence using schedules, calendars, and timelines. For example: a. Daily classroom activities b. Significant events in students’ lives.” This standard is addressed in multiple units and chapters throughout the materials. First, Unit 1, Chapter 1: Where People Live includes an activity for students to identify activities that belong in their daily routine, as well as putting those activities in order. Further, Unit 2, Chapter 4: People in the Past Are Important includes a variety of activities for students to engage with chronological sequencing, including ordering timelines for their own lives; using calendars to describe days, weeks, and months of the year; and applying these skills to events in the lives of George Washington and Abraham Lincoln.</p>

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			<p>Finally, in Unit 2, Chapter 7: National Holidays, students organize various holidays into an annual calendar. Similarly, Framing LSSSS K.5 requires students to “identify examples of different cultures and traditions in Louisiana, including: a. Music: Cajun, jazz, zydeco; b. Traditions: king cake, red beans and rice on Mondays; and c. Cuisine: jambalaya, gumbo, étouffée, bread pudding, meat pies, tamales.” Unit 2, Chapter 6: Culture in Louisiana addresses each component of the standard. During the chapter, students match different types of instruments used in each type of cultural music, match the traditions of red beans and rice and King Cake with the appropriate events (Monday/Mardi Gras), and connect local cuisine with local resources (popular dishes featuring rice). This set of content and activities meets the depth and rigor of the standard. Finally, in Unit 3, Chapter 8, Section 3, students answer questions about the choices they have made in the past few days. They explain how they made those choices and what factors they had to consider. Students use the Evidence Collector as they read the Student Book and examine the difference between wants and needs. Students complete a Choices Chart and decide how to spend money. Then, they explain the possible consequences of each decision they make. The teacher also has the option to include additional Extension Activities at home and in the classroom.</p>

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			These activities and tasks demonstrate direct alignment to LSSSS K.15, which requires students to differentiate between wants and needs.
	<p>Required 1b) Materials present a clear path for teachers to address content in a coherent and chronological manner.</p>	Yes	<p>Materials present a clear path for teachers to address content in a coherent and chronological manner. The materials are structured into four coherent units with lessons that are sequenced around related topics and ideas. For example, Unit 1: Exploring Our World begins with simple concepts for students just entering school to comprehend. Chapter 1: Where People Live introduces students to the concept of place by first focusing on students' own environment, their school and home communities. This content does not require any background knowledge for students as it directly connects to their personal experiences. Once students have established an understanding of place, including daily routines and local weather, the materials incorporate larger concepts such as the types of natural resources available in that area and connections to how students use them daily. Chapter 2 builds on these micro-concepts by introducing students to mapping, first with the location of rooms inside a school building and then progressing to the map of a neighborhood before introducing larger scale maps and globes. Finally, Chapter 3 describes common landforms throughout</p>

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			<p>the United States that students may or may not have seen, but can now place on a map with their new knowledge of places. This progression is appropriate for students and demonstrates a chronological presentation of content. Subsequently, Unit 2: Understanding the Past begins by returning to the concept of timelines, which was first presented in Unit 1, Chapter 1. Students create a timeline of their own lives in Chapter 4 before creating timelines for the events of people in the past later in Chapter 5. Finally, after discussing people of the past in Chapter 5, students learn about cause and effect relationships and how they can learn about the people of the past using primary and secondary sources. This progression of content is accessible for students and allows them to build on their knowledge of chronological events at a level appropriate to the grade. Finally, Chapter 6: Culture in Louisiana and Chapter 7: National Holidays connect back to some of the concepts of the past and connect them with how people memorialize and celebrate individuals and events in the present. By understanding cause, effect, and certain key historical figures, students develop a deeper understanding of the celebrations and traditions. Finally, in Unit 4: Being Part of Our Community, students examine rules and laws at home and at school and explain how fairness, responsibility, respect, and hard work support safety and responsibility</p>

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			<p>for themselves and others. They also learn about leadership in communities and national and state symbols. The unit includes three chapters aligned with LSSSS K.4.a–b, K.7, K.8.a–c, K.9, K.10, K.11, K.12, K.18, and K.19. In Chapter 1: Rules and Laws, students learn about rules and laws, as well as important traits such as fairness and responsibility. In Chapter 2: Leadership in Communities, students learn about local government, leaders, community helpers, decision-making, and voting. In Chapter 3: Symbols of the United States and Louisiana, students learn about national and Louisiana symbols, including the Pledge of Allegiance and the national anthem. Students use the BIG Question Evidence Collector form to answer the BIG Question and Supporting Questions for each chapter. Each chapter includes a core lesson, differentiation tips, and extended learning activities.</p>
	<p>Required 1c) In any one grade or course, instructional materials spend minimal time on content outside of the course, grade, or grade-band.</p>	<p>Yes</p>	<p>In any one grade, instructional materials spend minimal time on content outside of the grade or grade-band. Materials primarily focus on content aligned with the LSSSS. For example, Unit 1: Exploring Our World addresses the Geography LSSSS, including the following: LSSSS K.18 (Use maps and models to describe relative location. For example: locating objects and places to the right or left, up or down, in or out, above or below); LSSSS K.19 (Identify basic landforms and bodies of water in a variety of</p>

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			<p>visual representations, including mountains, hills, coasts, islands, lakes, and rivers); LSSSS K.20 (Identify ways people interact with their environment, including: a. Using natural resources and b. Modifying their environment to create shelter); LSSSS K.21 (Identify rural, suburban, and urban areas.; K.22 Explain how weather impacts daily life and choices); and LSSSS K.23 (Explain why people may move from place to place. Chapter 1 includes content and activities presenting the concepts of climate, natural resources, and rural/urban/suburban environments, as well as push/pull factors explaining why people choose to move from one place to another.) Chapter 2 continues with information on describing relative location using maps and models, with Chapter 3 finishing the geographic concepts with the representations of landforms. The materials address all geography-focused LSSSS without including additional information. Then in Unit 2, Chapter 6, students learn about Louisiana’s unique cultural heritage, aligned with LSSSS K.5.a, K.5.b, and K.5.c. The primary objectives are aligned with the LSSSS and include the following learning targets: identify Cajun, jazz, and zydeco as types of music (LSSSS K.5.a), identify King Cake and red beans and rice on Mondays as traditions in Louisiana culture (LSSSS K.5.b), identify jambalaya, gumbo, étouffée, bread pudding, meat pies, and tamales as types of Louisiana cuisine</p>

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			<p>(LSSSS K.5.c), and identify examples of different cultures and traditions in Louisiana (LSSSS K.5). The Extension Activity focuses on LSSSS K.5 aligned content and allows students to demonstrate what they know about Louisiana. Additionally, Unit 3: Understanding Wants and Needs addresses all standards related to Economic concepts, including LSSSS K.13 (Identify examples of goods and services. For example: a. Goods: food, toys, clothing AND b. Services: medical care, fire protection, law enforcement, library resources); LSSSS K.14 (Describe and compare reasons to save and spend money); LSSSS K.15 (Differentiate between wants and needs); LSSSS K.16 (Identify jobs and industries within a school and community); and LSSSS K.17 (Describe the concept of scarcity using examples). Each of these standards is addressed to the appropriate depth and rigor in a series of activities first defining wants and needs and identifying examples of each, then by explaining how people make economic decisions based on concepts like scarcity, and connecting jobs and income to economic decisions. The materials address each LSSSS without incorporating excess information or practice.</p>
<p>Non-Negotiable 2. DISCIPLINARY SKILLS AND PRACTICES:</p>	<p>Required 2a) Materials are structured around engaging questions and big ideas relevant to the grade-level/course’s academic content.</p>	<p>Yes</p>	<p>Units are structured around engaging questions and big ideas relevant to the grade-level academic content. Units are centered on a shared overarching concept,</p>

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<p>Materials provide opportunities for students to build knowledge and disciplinary literacy² through an integrated approach that is grounded in social studies content and supports development of disciplinary skills and practices.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>while each chapter is designed around a BIG Question, with sub-sections connected to Supporting Questions that help students build towards understanding. For example, Unit 2: Understanding the Past includes four chapters to build towards the overarching concepts of chronological sequencing and an understanding of how the past can influence the present. Chapter 4: People in the Past are Important focuses on the BIG Question, “Why is it important to study people in the past who represent the United States?” The chapter includes the following Supporting Questions to help students reach their comprehensive response: “What does it mean if an event is in the past?” “How many days or on a weekly calendar? What are these days?” “How many months are in a calendar for a whole year? What are these months?” “Why do we use timelines?” “What are examples of different types of schedules people can use?” “Why do we study history?” “How did George Washington help the United States in the past?” “Why is Abraham Lincoln an important person in the history of the United States?” and “What did Martin Luther King, Jr. do to help the United States in the past?” These Supporting Questions help students develop knowledge of chronology, people, and events of the past which impact the</p>

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.

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			<p>present and support students in responding to the BIG Question. Further, in Unit 3, Chapter 10: People Spend and Save Money, students learn about reasons for spending and saving money, as aligned to LSSSS K.14 (Describe and compare reasons to save and spend money). The chapter’s BIG Question, “Why do we choose to spend and save money?” is supported by two questions, one for each section. Section 1 includes the Supporting Question, “What does it mean to spend money?” and Section 2 includes the Supporting Question, “What does it mean to save money?” Students use the BIG Question Evidence Collector to gather information and engage in turn-and-talk discussions at the end of each section. The teacher periodically asks students to share an item from their evidence portfolio as an exit ticket and facilitates class discussions to explore one or more Supporting Questions. Additionally, Unit 4: Being Part of a Community includes three chapters to build towards the overarching concepts of the purpose of rules and laws, the ways they protect our communities, and how these concepts are represented by national symbols. The learning within Chapter 12: Leadership in Communities anchors around the BIG Question, “What Makes Leaders Important?” The chapter includes the following Supporting Questions to help students reach the response: “How can we work together to make decisions for a</p>

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			<p>community?” “Why do people vote?” and “What is the purpose of local government?” Each of these questions helps students understand the roles leaders play in the community, how our leaders are chosen, and the type of work they do, allowing students to determine what makes these leaders important for their everyday lives and community.</p>
	<p>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.</p>	<p>Yes</p>	<p>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 (LSSS). Throughout the materials, students differentiate between primary and secondary sources and describe causes and effects of events. For example, in Unit 2, Chapter 5, students examine how events of the past influence the present. In Lesson 5.1, students learn about the concept of cause and effect. The lesson begins with a set of images that serve as a hook as students examine the cause-and-effect relationships shown in the images. After explaining the meaning of a cause-and-effect relationship, the teacher asks students to think of an activity they enjoy, such as dancing, art, or sports, and imagine what would happen if they dedicated a lot of time to practicing the activity. Students consider how their skills might change as a result. Next, students examine several example scenarios and work together to identify the cause and</p>

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			<p>effect in each scenario. To extend the lesson, the teacher instructs students to create their own cause-and-effect scenarios (LSSSS K.6). Subsequently, Unit 2, Chapter 5: Events in the Past Can Influence the Present includes Lesson 5.2 Primary Sources. In this lesson, the materials introduce students to the concept of sources and include activities in which they practice contextualizing documents and sourcing them. Both of these skills represent disciplinary thinking. For example, the lesson hook provides students with three examples of primary sources and includes analysis questions about what various images show, what one might learn from diaries and letters from the past, and how historic pictures can tell about the past. Materials then describe secondary sources and give students examples. Finally, students determine which sources are primary and which are secondary based on sets of pictures (LSSSS K.2.a). These activities help students engage in disciplinary thinking appropriate for the grade. Later, Unit 4, Chapter 13 includes an activity in which students analyze parts of the Star Spangled Banner. Materials include background information for context regarding the Battle of Baltimore, which inspired Francis Scott Key to write the lyrics. Materials include a video and conversation starters for students, as well as a flag activity requiring students to</p>

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			connect the words of the national anthem with the flag it describes (LSSSS K.4a). This set of activities allow students to engage in analysis of a primary source and to explore additional sources to learn more at a level appropriate for the grade.
	<p>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.</p>	Yes	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. Throughout the materials, students engage in disciplinary writing to demonstrate their understanding and reasoning of social studies content at a level appropriate for the grade, including drawing, tracing, and completing sentences. Each chapter provides a BIG Question Evidence Collector that includes a series of open-ended questions aligned with the Supporting Questions from each lesson and culminating in the BIG Question. The organizer provides space for students to respond to the BIG Question using evidence they have collected throughout the lessons in the chapter on the organizer. At times, the teacher records verbal responses in place for written responses, which is appropriate for the grade. For example, Unit 1, Chapter 1: Where People Live includes a BIG Evidence Collector culminating in the open-ended

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			<p>writing-based question, “People can travel to unfamiliar places to learn about them. What can people learn about new places by exploring the world?” (LSSSS K.20.a-b, K.21, K.22, K.23). This provides students the opportunity to practice disciplinary writing directly connected to their learning in this chapter. Unit 2, Chapter 4: People in the Past are Important includes a Writing Prompt titled, “My Favorite Day and Month,” in which students respond to a series of questions about their favorite days, as well as supporting details about the days and months in proximity to students’ “favorites.” This requires students to provide evidence supporting their preferred days and for them to demonstrate an accurate understanding of many components of the calendar. Unit 3, Chapter 10: People Spend and Save Money includes an activity in the Student Book that provides students with an opportunity to first identify ways they, or their families, currently spend money. Then, students draw a picture showing an item the student would choose to buy if they had more money. They also read a story, answer three questions, and then explain why they selected a specific person as the best example of saving money (LSSSS K.14). Further, Chapter 9: People Have Different Jobs provides the terms, nurse and doctor, for students to practice writing and spelling skills in conjunction with the presentation of community employment (LSSSS K.16).</p>

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	<p>Required 2d) Materials promote an emphasis on building content-specific and academic vocabulary in social studies.</p>	<p>Yes</p>	<p>Materials promote an emphasis on building content-specific and academic vocabulary in social studies. The materials include adequate vocabulary resources available for teachers and students throughout all units. Each unit includes a list of appropriate content-specific terms, along with their definitions, and each chapter includes Vocabulary Builder activities and a Vocabulary Quiz that can be auto-scored to track student progress on key content vocabulary. For example, in Unit 1, Chapter 3, students complete Vocabulary Builder activities at the beginning of the chapter to review the chapter’s vocabulary terms, aligned with the LSSSS K.19. In the interactive digital activity, students read and write each vocabulary term. The teacher has the option to complete this activity synchronously with the class so students can read each term aloud before writing it. Students also create flashcards for each term using the PDF activity by cutting out the cards, tracing the term on the front, and illustrating it on the back. They can create visual vocabulary cards as they learn the meaning of each term. Students review their vocabulary cards before taking the Vocabulary Quiz at the end of the chapter. After the quiz, students have the opportunity to review their results and to correct any misunderstandings prior to the Chapter 3 ExperTrack assessment. Each unit begins with a comprehensive list of</p>

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			<p>vocabulary terms. For example, the Teacher’s Edition includes terms and definitions at the outset of Unit 4 including the following terms related to Chapter 11, Rules and Laws, Chapter 12, Leadership in Communities, and Chapter 13, Symbols of the United States and Louisiana: citizen, consequence, duty, fairness, law, property, respect, responsibility, rule; decision, judge, local government, mayor, parish, volunteer, vote; and anthem, custom, freedom, motto, patriotism, state symbol, symbol. Vocabulary terms are embedded in the Student Book and highlighted in bold orange. The definitions are provided on the same page as the terms to ensure student access to the information in real time and assist in comprehension.</p>
	<p>2e) Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions.</p>	<p>Yes</p>	<p>The materials provide frequent prompts and opportunities for students to engage in evidence-based discussions based on the content and sources. The Teacher’s Edition Part 1 provides clear guidance and questions to assist in facilitating these discussions. For example, in Unit 2, Chapter 6, Lesson 6.1, students learn about culture through a combination of teacher-led discussion and independent student work. After reading the Student Book, the teacher poses the higher-order thinking question from the Interactive Read-Aloud to the entire class and prompts students to discuss the answer with their partner. Additionally, in Unit 4,</p>

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			<p>Chapter 11, Lesson 11.2, students learn about culture through a combination of teacher-led discussion and independent student work. After reading the Student Book, the teacher shows a video, “Understanding Justice,” to reinforce learning and then assigns students to work with a partner to discuss a time when they demonstrated or received justice. Further, each unit includes a Curated Content Board, which includes multiple image-based sources connected to the content of that unit. The Teacher’s Edition includes a list of questions teachers may use to guide class discussions to help students engage in critical thinking and to make connections during the learning process. Some of these discussion questions include: “What do you see or notice? What do you know or think you know? What do you wonder or are curious about? What do you see in the picture that is the same? What do you see that is different?” These instructions and resources create opportunities for evidence-based discourse throughout the materials. Finally, The Teacher’s Edition Part 1 includes detailed information about how to open, manage, and close class discussions. It also includes information about the research base supporting class discussions as a component of student learning. These resources ensure that teachers and students have multiple opportunities to engage in evidence-based discourse and</p>

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			meaningful class discussions.
<p>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.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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>.</p>	<p>Yes</p>	<p>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. Materials include a variety of primary and secondary sources throughout the units, and several activities allow students to engage with the materials and make deeper connections to the content presented. For example, Unit 2, Understanding the Past includes a Curated Content Board that provides primary source images of Mardi Gras, Dr. Martin Luther King, Jr., New Year’s Day and Thanksgiving Day celebrations, and jambalaya, as well as a secondary source illustrating a “kid growth timeline.” These sources include discussion questions aligned to content throughout Chapters 4, 5, 6, and 7, which allow students to make connections and develop understanding of these individuals and events as they learn about how time is measured and how the past impacts the present (LSSSS K.1-K.6). Additionally, in Unit 2, Chapter 4, Section 9, students examine significant historical figures by analyzing various images, primary sources, and secondary sources, focusing on figures such as Dr. Martin Luther King, Jr., as aligned with LSSSSK.4.c. After reading about Dr. Martin Luther King, Jr.’s role as a</p>

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			<p>leader through a secondary source in the Student Book, students complete an activity by filling in sentences using words from a word bank. The teacher then distributes Let’s Practice: Martin Luther King Jr. – Civil Rights Leader. After reading a brief source, students circle words that describe Dr. King and write two or three sentences using the selected words. In Chapter 5, students read the statement, “James states that Dr. Martin Luther King Jr. worked tirelessly to grant all Americans equal rights,” and analyze two primary source images to identify which source supports James’s claim. Finally, in Unit 4, Chapter 13: Symbols of the United States and Louisiana, Lesson 13.2, students analyze the Pledge of Allegiance. The materials include instructions for teachers to guide students in understanding key terms such as allegiance, freedom, liberty, and justice. The Student Book includes opportunities for students to trace these words. The teacher can extend the learning by directing students to create their own pledge for their school or classroom. This activity allows students to access a primary source, to engage with secondary sources on the same topic, and to deepen their understanding of key symbols and customs of the United States in alignment with LSSSS K.2, K.3, and K.4.b.</p>
	<p>Required 3b) Available sources are representative of</p>	<p>Yes</p>	<p>When applicable, available, and appropriate, sources are representative of multiple</p>

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	<p>multiple viewpoints or accounts on the issue, event, or topic being examined.</p>		<p>viewpoints or accounts on the issue, event, or topic being examined. The materials offer multiple viewpoints or accounts on many issues, events, and topics presented. Many of these voices are highlighted in the content standards as important individuals. Unit 1, Chapter 1: Where People Live includes a lesson differentiating rural, urban, and suburban environments. Materials present information about each type of environment, as well as the people who choose to live and work in each kind of area. Additionally, the lesson includes information on push and pull factors and examples of reasons people have for moving. These activities allow students to engage with multiple perspectives on living and working in different types of environments (LSSSS K.21, K.23). Similarly, Unit 3, Chapter 9: People Have Different Jobs includes information and examples of different careers available in Louisiana and the United States. The Curated Content Board includes images of firefighters, police officers, farmers, and cafeteria workers, and materials include questions guiding students in discussing the similarities and differences of each type of job, as well as how each person can help their community. The chapter also includes a detailed lesson plan investigating the roles of various school workers and provides opportunities for students to identify the different ways they support learning and the community</p>

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			<p>(LSSSS K.16). In Unit 4, Chapter 12, students learn about different types of leadership in the community, including school leaders and children’s leadership, which exposes them to multiple viewpoints and experiences within their own environment. By examining an issue from the perspectives of the principal, custodian, and school nurse, students explore how leadership differs across roles and settings. Students understand how leaders are viewed by different groups, allowing them to recognize that leadership can be expressed in many ways and interpreted from multiple perspectives when appropriate and relevant (LSSSS K.9).</p>
	<p>Required 3c) Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units.</p>	<p>Yes</p>	<p>Sources present the achievements and contributions, strengths, skills, and knowledge of the wide range of individuals and groups throughout the units. A majority of the individuals and groups specified in the 2022 LSSSS are discussed in the materials, often in the form of biographies with associated student activities. These sources present their achievements and contributions, strengths, skills, and knowledge. Additionally, some primary sources associated with individuals are present in the materials to help students further understand these people and groups. For example, Unit 2, Chapter 4: People in the Past are Important includes specific lessons detailing the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>accomplishments and contributions of George Washington, Abraham Lincoln, and Dr. Martin Luther King, Jr. Each individual has a full page and lesson in the Student Book (LSSSS K.4c). The materials include a primary source analysis of a portrait of George Washington and a practice page for students to internalize the strengths and skill of Dr. Martin Luther King, Jr. Additionally, Chapter 7: National Holidays includes detailed biographical information for George Washington and Dr. Martin Luther King, Jr. in conjunction with the holidays that honor them. Further, Unit 2, Chapter 7: National Holidays includes detailed biographical information about Christopher Columbus in conjunction with the explanation of the October holiday recognizing his contributions to exploration (LSSSS K.4.d). Materials include an Interactive Read Aloud and a Biography worksheet in addition to the Student Book lesson. Unit 3, Chapter 9: People Have Different Jobs provides students with information about various jobs in schools and communities and the merits of each. Materials discuss doctors, nurses, chefs, and other businesses, as well as cafeteria workers, bus drivers, custodians, and teachers. Activities require students to connect jobs with the correct industry and to identify additional jobs after watching a video (LSSSS K.9, K.16). Materials further connect the concepts of jobs and income by</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			asking students to determine whether various jobs provide goods, such as a chef, or services, such as teachers (LSSSS K.13).
SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY			
<p>4. SCAFFOLDING AND SUPPORT:</p> <p>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.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>4a) Materials provide appropriate scaffolding that will allow all students to productively engage with content.</p>	<p>Yes</p>	<p>Materials provide appropriate scaffolding that will allow all students to productively engage with content. The materials include scaffolded supports for students needing additional help accessing grade level content, and they also include extended learning opportunities for students who need to be challenged further. The materials include access points at multiple levels throughout the materials to meet all learners' needs. For example, in Unit 1, Chapter 1: Where People Live in the Teachers' Edition Part I, highly detailed teacher instructions outline the first several activities. The materials include specific suggestions for how to present information to students, as well as additional reminders and information specific to the beginning of the year. Guidance includes tips for supporting students struggling to understand essential unit vocabulary, as well as possible student responses for the questions included in the student materials. This level of detail in instruction is appropriate for the beginning of the year. Each lesson throughout the first chapter also includes optional scaffolded support activities to reinforce essential concepts. The materials include instructions for using</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>these materials with small groups and for the whole class depending on student needs. For example, the first lesson includes Teacher Tips describing how to set up chart paper, how/where to hang, how to print and organize additional support materials, and step-by-step scripted instructions to prompt students in the lesson and class discussion. This level of detail helps teachers and students build strong routines in the first lessons as they engage with social studies content. Additionally, in Unit 4, Chapter 13, the teacher uses Vocabulary Building activity to start the chapter and introduce students to the chapter vocabulary's terms. The teacher begins Lesson 13.1 by writing the word symbol on the board and asking students to define it, allowing responses without confirming or correcting. Materials include a range of questions and suggestions for getting students to engage with the words in a variety of ways appropriate to the grade. If additional support is needed to help students understand the purpose of symbols, the materials suggest gathering images of other symbols to show students and discuss what they stand for. To extend the lesson, guidance suggests that the teacher reads The Bald Eagle interactive read-aloud, discuss the higher-order question as a class, and consider assigning the Extension Activity as a take-home project. This range of activities and options provides</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>opportunities for teachers to address the needs of a wide range of student levels of understanding. Finally, the Teacher’s Edition Part 1 includes Differentiation Tips and Extended Learning options in all chapters to ensure that teachers have more options to reach struggling learners and to challenge advanced learners. For example, Unit 3, Chapter 8: Our Needs and Wants provides two Differentiation Tips in the Opener of the lesson, including options for non-verbal responses for students who may have difficulty communicating and for quick visual response, as well as ways to offer additional context before beginning the lesson. Later, in Lesson 2, a Differentiation Tip suggests an alternative format for a writing assignment for students who struggle with writing at this level. Finally, the chapter includes an Extended Learning option for a project-based learning assignment where students collaborate to create bulletin boards for goods and services to demonstrate their understanding of these concepts.</p>
	<p>Required 4b) Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used.</p>	<p>Yes</p>	<p>Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used. Materials include detailed step-by-step teaching guides to ensure teachers communicate content effectively. The guide includes notes on preparing classroom</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>setup and materials, reasoning behind activities, and exemplar responses, as well as potential challenges and suggestions for addressing them. For example, Unit 1, Chapter 1: the Teacher’s Edition includes detailed step-by-step instructions for every activity, beginning with the introduction to the chapter’s BIG Question. The guide provides a model for how the teacher should present the BIG Question, including suggestions for student look-fors in evidence collection and instructions for guiding students in collecting evidence aligned with the LSSSS expectations for the grade. The instructions, specific to the timing of this unit at the beginning of the year, offer additional suggestions and supports for teachers to introduce these ideas to students, as well as the rationale behind this process. The materials also include suggestions for grading with a focus on evidence. In Lesson 1, the materials include instructions for each activity, as well as potential challenges for students with additional guidance for how to address these challenges. Further, in Unit 1, Chapter 3, students explore the United States. The Teacher’s Edition Part 1 provides teachers with Learning Targets and guidance on reviewing them with students. The Learning Targets section explains how to introduce learning targets and why they are important. Guidance directs teachers to use Vocabulary Builder activities, with specific</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>instructions on how to implement them effectively. Teacher’s Edition Part 1 also includes a Step-by-Step Teaching Guide featuring a BIG Question, Supporting Questions and answers, lesson walkthroughs, anticipated student responses, strategies to reinforce students’ collection, analysis, and use of evidence, and differentiation strategies. For example, in Unit 1, Chapter 3, Lesson 3.3, students examine different bodies of water. The lesson begins with a review of previously learned landforms, followed by the introduction of bodies of water through Lesson Hook images. Students observe and discuss each image using turn-and-talks and thumbs-up/thumbs-down responses. Students then read Section 3 of the Student Book through a combination of teacher-led discussion and independent work, using the BIG Evidence Collector to track information. After reading, students complete a graphic organizer to summarize the characteristics of three bodies of water, with a modified version available for additional support. The lesson concludes with a whole-class review of student responses and clarification of any misconceptions. The Thinking Like a... section includes additional guidance on examining the past and helping students think like historians, geographers, economists, and political scientists, using Examining the Source analysis sheets. The Facilitating Classroom Discussion section</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>provides guidance on facilitating classroom discussions. Teacher’s Edition Part 2 contains answers to Student Book activities, and most Teaching Tools include answer keys to support teacher content knowledge and instructional confidence. Similarly, Unit 2 Chapter 7: National Holidays, Lesson 7.9 includes an Interactive Read Aloud to provide background information as students engage with learning about Independence Day. The read aloud includes a higher order thinking question for students, as well as Extension Activities for both home and classroom use. The Teacher’s Edition Part I explains the rationale behind this strategy, as well as the scenarios in which it can be most beneficial, before providing the teacher with step-by-step instructions and materials to execute this process effectively.</p>
<p>5. USABILITY:</p> <p>Materials are easily accessible, and are viable for implementation given the length of a school year.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>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.</p>	<p>Yes</p>	<p>The content is appropriate for the school year, the pacing supports student understanding, and the materials include guidance on how long tasks may take. The materials include a full year pacing guide aligned with the LSSSS, which is outlined in detail at the beginning of the Teacher’s Edition Part 1 in the Scope and Sequence section and includes suggested timeframes organized by four Units and thirteen total Chapters. For example, Unit 3 is divided into three chapters, and the Teacher’s Edition Part 1 provides estimated durations that</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>closely align with the Grade K Framework. The materials are designed for approximately 29 weeks of instruction within a typical 33-week school year, excluding holidays and late starts for kindergarten. Chapter 8, Our Wants and Needs, Chapter 9, People Have Different Jobs, and Chapter 10, People Spend and Save Money, each take approximately two weeks in both the Teacher’s Edition and the Grade K Framework. This pacing allows flexibility for re-teaching content or skills as needed. In this unit and throughout lessons, discussions, and readings, students learn to distinguish between wants and needs, understand scarcity, explore reasons for saving and spending money, and identify goods, services, jobs, and industries in their school and community. These concepts are reinforced in Student Book Chapters 8, 9, and 10 and extended through at-home activities such as identifying goods, discussing community services, exploring spending and saving choices, and comparing needs versus wants. Chapter 8 includes four lessons, Chapter 9 includes three lessons, and Chapter 10 includes two lessons. The distribution of lessons provides flexibility for teachers to revisit challenging concepts, check for comprehension, and offer differentiated support. The gradual progression, combined with built-in opportunities for reinforcement and reflection, ensures students have multiple</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>chances to grasp and apply key concepts before moving on to the next topic. The pacing is designed to support student understanding by allowing sufficient time for instruction, guided practice, discussion, and independent work. Each lesson builds on prior knowledge, starting with foundational concepts like distinguishing wants and needs in Chapter 8, moving to understanding different jobs in Chapter 9, and then applying that knowledge to spending and saving money in Chapter 10. Further, Unit 2, Chapter 4, People in the Past Are Important includes an activity in which materials provide instructions for using a timer for a specified amount of time. Unit 2, Chapter 4, Lesson 4.6 describes a “Recap Line Dance” in which students form two lines and students take turns responding to the provided prompts paced with a timer. This type of activity provides teachers with a clear instruction of how to time an activity to remain on track in terms of content pacing. Finally, Unit 4 is divided into three chapters, and the Teacher’s Edition Part 1 provides estimated durations that closely align with the Grade K Framework. Chapter 11, Rules and Laws and Chapter 12, Rules Protect Communities, each take approximately two weeks in both the Teacher’s Edition and the Grade K Framework. Chapter 13, Symbols of the United States and Louisiana, takes approximately three weeks in both the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Teacher's Edition and the Grade K Framework.
	<p>5b) Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning.</p>	Yes	<p>The materials include resources with every unit to communicate with parents, community members, and other stakeholders providing background information and suggestions about ideas for supporting student learning based on the content of each unit. Unit 1 begins with a letter that can be printed directly and sent home along with the option to copy-and-paste for communicating any other form of online platform with families. The letter includes an overview of the topics for each chapter, as well as a list of suggestions for how to communicate with students about what they are learning, as well as ideas for enhancing learning, such as museum visits, family discussions, books to read together, and independent research ideas. Similarly, in Unit 3, the Teacher's Edition begins with an overview of the content and at-home support, including an At-Home Support Letter. The letter informs families that students will learn about basic economic concepts, including the differences between wants and needs, scarcity, reasons to save and spend money, and examples of goods, services, jobs, and industries. Suggested at-home activities, such as identifying household goods, discussing family services, exploring spending and saving choices, and comparing needs versus wants,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			reinforce understanding. In addition to these resources beginning each unit, materials also incorporate Interactive Read Aloud activities throughout the chapters, and each Interactive Read Aloud includes a suggested Extension Activity for use at home. For example, Unit 4, Chapter 13: Symbols of the United States and Louisiana includes an Interactive Read Aloud titled “Our U.S. Flag.” The at-home Extension Activity includes instructions for students to create a “family flag” and describe what chosen symbols and colors mean.
	5c) Student and teacher materials are easy to use and well organized .	Yes	Student and teacher materials are easy to use and well organized. The teacher materials are clearly organized and thorough and include two independent teaching guides that closely correspond to the Student Book, with all resources available in both print and digital formats. Materials provide efficient navigation and use in both the digital and print resources, with clear labels and corresponding page numbers. An orientation and training on how to use the digital platform effectively supports teachers in maximizing their use of the materials, especially the data collection and analysis tools. For example, each unit and chapter is organized in the same format, beginning with the letter to families and the Curated Content Board for the unit. Each chapter begins with the BIG Question and follows with subtopics organized into

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>lessons, which are all framed as Supporting Questions. This consistency in structure supports efficient navigation throughout the materials. Further, Unit 3 of the student materials is divided into the following three chapters: Chapter 8, Our Wants and Needs; Chapter 9, People Have Different Jobs; and Chapter 10, People Spend and Save Money, aligning precisely with the Grade K Framework. Each chapter is further divided into sections or lessons, providing concise information and activities. The teacher materials include two editions. Teacher Edition Part 2 corresponds to the student edition, providing answers in red and an addendum with additional Student Book answers, such as discussion questions, writing prompts, and rubrics. Teacher Edition Part 1 includes step-by-step lesson plans and teaching tools, clearly connecting to the student materials. The digital platform allows teachers to easily create assignments, with resources organized to match the instructional guide.</p>
<p>6. ASSESSMENT:</p> <p>Materials offer assessment opportunities that genuinely measure progress and elicit evidence of the degree to which students can independently demonstrate</p>	<p>Required</p> <p>6a) Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments.</p>	<p>Yes</p>	<p>Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments. Each unit includes at least one project, a writing assignment, a formative assessment, a vocabulary assessment, and multiple Formative Review checkpoints providing students the opportunity to practice essential skills while</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>the assessed standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>allowing teachers to track skills development over time. Several chapters include a Project-Based Learning task with a rubric, creating opportunities for students to synthesize their understanding of content and to apply essential skills. Chapters include a variety of formative assessments and summative assessments. Chapters include activities, such as Map Skills, Extended Learning, Let’s Learn, Let’s Practice, and Let’s Review, that can be collected as formative assessments to evaluate student understanding. Each chapter includes ExperTrack Checkpoints and Vocabulary Quizzes to evaluate student proficiency of the chapter’s vocabulary knowledge, concepts, and skills. Throughout each chapter, students use the BIG Question Evidence Collector to practice writing and using information from sources to answer the BIG Question and Supporting Questions. The materials also provide a Student Book End-of-Year Test, End-of-Year Assessment, and Benchmark Test. Additionally, materials offer several options for End-of-Year Extension Projects. Materials include an end-of-year assessment to measure students’ progress and mastery of the LSSSS for Grade K. For example, Unit 1: Exploring Our World includes three ExperTrack assessments, one at the end of each of the three chapters in the unit. The unit also includes three Vocabulary Quizzes, one for each chapter in the unit. For</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>example, in Unit 1, Chapter 2, Lesson 2.2, students learn about maps and globes. After completing introductory activities, they read about maps and globes in the Student Book and answer teacher questions, such as, “Have you ever wondered what the world looks like from way up high, like when you’re on a swing or climbing up a slide? What do you see when you look down?” Students then explore a playground from a bird’s-eye view using a map, identify playground equipment, make connections to local playgrounds, and complete a matching activity to practice using relative location words. In addition, students complete the Let’s Practice: Draw a Map – Classroom Map Activity using crayons to draw and color a bird’s-eye view of their classroom, showing where items are located. After Lesson 2.3, the teacher conducts a Formative Review using a location review to assess students’ understanding of maps and globes. Students use the Let’s Review: Where Am I? – Location Review activity to practice positional words. They cut out a house, a boy, and a soccer ball, then follow teacher directions to place the items in different positions, such as right, above, down, left, and inside. The teacher models each step, circulates to check understanding, and provides prompts as needed. The teacher also administers a Vocabulary Quiz, and at the end of Chapter 2, administers ExperTrack Checkpoint 02 to assess and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>reinforce students' mastery of the standards-based learning objectives. In Unit 2, Chapter 7, Lesson 7.14, students examine why Christmas Day is a national holiday. The teacher begins by showing images of Christmas and guiding students to identify the holiday and explain their choices. Using the Interactive Read Aloud: Christmas Around the World and a world map, students explore how Christmas is celebrated in several countries. They then complete Section 14 in the Student Book with teacher-led discussion and independent work. To reinforce learning, students play Christmas Around the World Bingo, identifying different holiday customs, with support provided as needed. The lesson concludes with a discussion comparing similarities and differences in Christmas celebrations in the United States and other countries. The teacher uses a Formative Review to assess student learning of their favorite national holiday. The teacher also administers a Vocabulary Quiz, and at the end of Chapter 2, administers ExperTrack Checkpoint 02 to assess and reinforce students' mastery of the standards-based learning objectives. During the project-based activity, students work together to create a special classroom holiday by choosing the holiday, explaining why it was selected, selecting a celebration date on a calendar, planning customs and traditions, deciding on special clothing or items, and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>creating invitations to invite other kindergarten classes to the celebration. As part of this class project, students also use a classroom holiday project rubric, where they have an opportunity to self-reflect by identifying what they did well and how they can improve.</p>
	<p>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.</p>	<p>Yes</p>	<p>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. For example, Unit 2, Chapter 5: Events in the Past Can Influence the Present includes a writing prompt titled, “Jazz v. Cajun v. Zydeco,” addressing LSSSS K.3 and K.5a. Assessment guidance includes the following teacher prompt, “We have learned a lot about three styles of music that have made a big impact on Louisiana. You are going to choose which style you would want to learn more about and explain why. Allow students time to choose the type of music they would want to learn more about.” along with the following instructions, “Students will circle either jazz, Cajun, or zydeco to indicate their choice, then write a sentence to explain their choice.” A differentiation tip offers an oral response option for students who struggle with writing. This assessment addresses multiple standards and skills at the appropriate depth and rigor of the LSSSS. Additionally, in Unit 4, Chapter 12,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>students learn about leadership in communities as aligned with LSSSS K.7, K.9, K.11, and K.12. Throughout the chapter, students use the BIG Question Evidence Collector to practice writing and using information from sources to answer the BIG Question, “What makes leaders important?” and the seven connected Supporting Questions. Students use the Evidence Collector to take notes throughout the chapter to support both the Supporting Questions and the BIG Question with textual evidence. At the end of the chapter, the teacher administers a Vocabulary Quiz, which includes seven questions in which students identify the correct definition, choose the correct word or phrase to complete the dictionary entry of the term, and write the correct vocabulary term to complete the sentence. Additionally, the teacher administers ExperTrack Checkpoint 12 to assess and reinforce students’ mastery of the standards-based learning objectives, which incorporates primary and secondary sources, including a diagram and calendars. The assessment includes twelve questions and engages students in multiple formats, including matching, sentence completion, distinguishing between different leadership positions, multiple choice, and multiple select, ensuring students demonstrate an understanding of leadership in their communities. For example, students choose the correct word or phrase to complete each</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>sentence, match each group of community leaders with the way they help solve problems, and select which visual examples show purposes of local government by selecting two correct responses. The assessment reflects the content, depth, and rigor of the standards by requiring students to apply their understanding of leadership in communities, not just recall names or titles. Students also apply social studies knowledge and skills in meaningful, real-world contexts, such as in assessment item 1, where students are presented with a scenario and must identify how the class can make a responsible decision. Similarly, in assessment item 3, students decide which pet the family will get based on the following scenario: “A family decides to vote on which pet to get. Two people vote for a dog. One person votes for a cat. One person votes for a goldfish. No one votes for a snake.” Finally, Unit 2, Chapter 4: People in the Past Are Important includes a Project-Based Learning assessment that invites students to create a collage to respond to the prompt, “Can You Sense Time?” The project addresses LSSSS K.1 and K.3 and incorporates a rubric for teachers to evaluate student understanding of the concepts of chronology and their ability to support claims with evidence.</p>
	<p>Required 6c) Materials provide guidance and support to</p>	<p>Yes</p>	<p>Materials provide guidance and support to help teachers collect, interpret, and act on</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>help teachers collect, interpret, and act on data about student progress toward the standards.</p>		<p>data about student progress toward the standards. Teacher guidance and support includes student look-fors in written answers, rubrics for writing assignments, and suggestions on which resources and activities would be useful in responding to student performance data at a variety of levels. Teacher’s Edition Part 2 includes the answer key for all chapter activities included in the Student Book. Teacher’s Edition Part 1 includes a detailed introductory section, Using Assessments to Inform Instruction, which outlines the various types of assessments available in the materials and provides guidance on the use of each assessment. This information includes details on how and when to use various formative assessments, as well as how they can be used for collecting student data and responding to trends in student data. The section directs teachers to use the Differentiation Tips in the Step-by-Step Teaching Guide in order to provide scaffolded support to meet the needs of the students. Additionally, the section directs teachers to use the Extended Learning Activities to deepen student understanding of skills and concepts presented in the chapter. Additional guidance informs the teacher to use exit tickets and closing activities to “identify content and skills that need additional emphasis or clarification in the next day’s instruction.” Further, the Step-by-Step Teaching Guide includes</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>anticipated student responses for questions asked during whole group instruction, Formative Review activities to “reinforce and assess student learning” with student answers. Materials provide indicators to look for in student work, assessment guidelines, rubrics, and recommendations for modifying instruction based on students’ assessment results. For example, in Unit 1, Chapter 1, students learn where people live. At the end of the chapter, the teacher conducts a Formative Review to decide which students need additional support. This YES/NO review activity engages students in an interactive game to reinforce and assess understanding of key chapter topics, including daily life, weather, natural resources, land areas, and reasons people move. Students use YES/NO cards to respond to teacher statements, allowing the teacher to quickly check comprehension, address misconceptions through discussion, and identify students who may need additional support. The materials also include an Extension Activity to further reinforce learning or provide extra practice. At the end of the chapter, the teacher administers ExperTrack Checkpoint 01 to assess and reinforce students’ mastery of the standards-based learning objectives. The digital platform allows documentation of students’ progress throughout the school year by standard, content type, and activity. ExperTrack helps in this area by providing</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>teachers clear, actionable data on student progress toward the standards, based on students' responses in the Student Book and the assessment. The pre-built, auto-graded assessments allow teachers to quickly see which skills and standards students have mastered and which need additional support. Results are aligned to standards, making it clear where students are struggling or excelling. Additionally, the item bank allows teachers to create targeted assessments to gather more focused data. This guidance and flexibility support teachers in using assessment data to adjust instruction, provide interventions, and plan next steps to better meet students' needs. Finally, Unit 3, Chapter 10: People Spend and Save Money includes a Writing Prompt titled, "Why Save Money?" In addition to providing detailed instructions in both the Teacher's Edition Part 1 and student-friendly instructions in the assignment worksheet, the materials also include a comprehensive rubric for students and teachers to evaluate performance. The Teacher's Edition includes student look-fors and suggestions to expand on learning by allowing students to add images to enhance their written responses, which also correspond to activities in the Student Workbook. Further, Differentiation Tips prompt the teacher to consider alternative assessment formats for students who may struggle. This set of resources provides</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			adequate guidance and support for teachers to fully engage with standards-based performance data and respond accordingly.

FINAL EVALUATION
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.

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	Yes	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. Materials present a clear path for teachers to address content in a coherent and chronological manner. In any one grade or course, instructional materials spend minimal time on content outside of the course, grade, or grade-band.
	2. Disciplinary Skills and Practices	Yes	Materials are structured around engaging questions and big ideas relevant to the grade-level/course’s academic content. 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.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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. Materials promote an emphasis on building content-specific and academic vocabulary in social studies. Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions.
	3. Quality of Sources	Yes	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. When applicable, available, and appropriate, sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined. Sources present the achievements and contributions, strengths, skills, and knowledge of the wide range of individuals and groups throughout the units.
II: Additional Criteria of Superior Quality⁴	4. Scaffolding and Support	Yes	Materials provide appropriate scaffolding that will allow all students to productively engage with content. Teacher support materials include support for building social studies content knowledge and

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
			explanations of the instructional approaches that are used.
	5. Usability	Yes	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. Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning. Student and teacher materials are easy to use and well organized.
	6. Assessment	Yes	Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments. 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. Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards.
FINAL DECISION FOR THIS MATERIAL: <u>Tier 1, Exemplifies quality</u>			

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 Louisiana educators with experience in grades K-8.

Appendix I.

Publisher Response



The publisher had no response.

Appendix II.

Public Comments



There were no public comments submitted.