

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

Title: **Gallopade Curriculum: Louisiana Social Studies**

Grade/Course: **6-7**

Publisher: **Gallopade International, Inc.**

Copyright: **2023**

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  |      |

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

**Tier 1 ratings** 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.

Click below for complete grade-level reviews:

[Grade 6 \(Tier 1\)](#)

[Grade 7 \(Tier 1\)](#)

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- 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

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|--|------|
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| 2. Disciplinary Skills and Practice (Non-negotiable) |      |
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| 4. Scaffolding and Support                           |      |
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| 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**<sup>1</sup> 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.

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<sup>1</sup> **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><b>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b><br/>           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><b>Non-negotiable</b><br/> <b>1. ALIGNMENT AND SEQUENCE:</b></p> <p>Materials adequately address the <a href="#">Louisiana Student Standards for Social Studies</a>.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>  | <p><b>Required</b><br/> <b>1a) Materials incorporate a large majority of the content standards</b> in the Louisiana Student Standards for Social Studies for the identified grade-level/course and require students to engage in thinking at the <b>full depth and rigor of the standards</b>.</p> | <p>Yes</p>             | <p>Materials incorporate a majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for the identified grade-level and require students to engage in thinking at the full depth and rigor of the standards. The content found in the materials aligns to at least 80% of the content found within the standards. The student activities and tasks align to the full depth and rigor of the standards. For example, Unit 1, Chapter 1, Section 3, Effects of European Exploration, addresses the significance of the major land claims by the major European Powers and how these land claims affected the Native Americans, aligning to LSSSS 6.8.a (Explain the significance of the land claims made in North America by European powers after 1600, including England, France, the Netherlands, Portugal, Russia, Spain, and Sweden and their effects on Native Americans). The section addresses all countries included in the standard and describes the economic and cultural effects the land claims had on Native Americans. Unit 4, Chapter 7, The French and Indian War, addresses the causes and effects of the French and Indian War. Section 1 includes the causes of the war,</p> |

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|----------|--------------------------------|------------------------|---|
|          |                                |                        | <p>Section 2 includes the major events of the war, and Section 3 includes the effects of the war, aligning to LSSSS 6.11.b (Explain the causes and effects of the French and Indian War). Both Unit 3, Chapter 5, French Colonial Louisiana, and Chapter 6, Spanish Colonial Louisiana, specifically address the founding of Natchitoches and New Orleans, the Treaty of Fontainebleau, and the Treaty of San Ildefonso, aligning to LSSSS 6.10 (Analyze the growth and development of colonial Louisiana. Explain the significance of events that influenced pre-colonial and colonial Louisiana, including the founding of Natchitoches and New Orleans, the Treaty of Fontainebleau, and the Third Treaty of San Ildefonso). Students also engage in the skills and practice standards to the full depth while developing content knowledge throughout the lessons. Students compare and contrast content and viewpoints and analyze causes and effects in every unit (LSSSS 6.7). For example, in Unit 1, Chapter 1, Section 2, students compare and contrast the key motivations, routes of journey, and main accomplishments of European explorers (LSSSS 6.8.b). In Unit 6, Chapter 12, students explain two effects of the provided excerpt from the 5th Amendment, "...nor shall private property be taken for public use, without just compensation." (LSSSS 6.12.i).</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|--|------------------------|--|
|          | <p><b>Required *Indicator for grades 3-8 only</b><br/> <b>1b) Materials present a clear path for teachers to address content in a coherent and chronological manner that reasonably aligns to the sequence in the 2022 Louisiana Social Studies Course Frameworks.</b></p> | Yes                    | <p>Materials present a clear path for teachers to address content in a coherent and chronological manner that aligns to the sequence in the 2022 Louisiana Social Studies Course Frameworks. The units, chapters, and sections are presented in the order outlined in the 2022 Louisiana Social Studies Course Frameworks for Grade 6. The lessons presented in the materials are connected and are sequenced in a purposeful way. The materials are organized into six separate units, and each unit title aligns to the Grade 6 Framework, including the following: The Exploration and Settlement of North America, Colonial America, Colonial Louisiana, The Road to Independence, Founding a New Nation, and The Government of the New Nation. In addition, each chapter title also aligns with the Topics included in the Grade 6 Framework. For example, Unit 3, Colonial Louisiana, includes two chapters, French Colonial Louisiana and Spanish Colonial Louisiana, which align to the Unit and Topic titles of Unit 3 of the Grade 6 Framework. The materials include BIG Questions and Supporting Questions that also align to the Grade 6 Frameworks. For example, the BIG Question for Unit 1, Chapter 1 is “Why did the Europeans explore and settle in North America?” which is followed by three supporting questions that include the following: “What were the similarities and differences between France and England’s</p> |

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|--|--|------------------------|---|
|  |  |                        | motivation during the Age of Exploration?" "What were the challenges and achievements of the European explorers that shaped the development of North America during the Age of Exploration?" and "How did the Age of Exploration affect the Native American people living in North America?"  |
|  | <b>Required</b><br>1c) In any one grade or course, instructional materials spend <b>minimal time on content outside</b> of the course, grade, or grade-band. | <b>Yes</b>             | Materials spend minimal time on content outside of the course, grade, or grade-band. The materials spend less than 10% of total time on content outside of the standards. The majority of lessons and content align directly to the Grade 6 LSSSS and Grade 6 Framework.  |
| <b>Non-negotiable</b><br><b>2. DISCIPLINARY SKILLS AND PRACTICES:</b><br><br>Materials provide opportunities for students to build knowledge and disciplinary literacy <sup>2</sup> through an integrated approach that is grounded in social studies content and supports development of disciplinary skills and practices. | <b>Required</b><br>2a) Materials are structured around <b>engaging questions and big ideas</b> relevant to the grade-level/course's academic content.        | <b>Yes</b>             | Units are structured around engaging questions and big ideas relevant to the grade-level's academic content. Each unit is anchored in a framing question and at least three supporting questions. Supporting questions are aligned to the grade-level content. Questions are engaging and written in student-friendly language. Each chapter contains a BIG Question that prompts students to think critically about the content and connections included in that unit of study and correlates to the unit Framing Question in the Grade 6 Framework. The |

<sup>2</sup> 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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|---|--|------------------------|---|
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |  |                        | <p>BIG Question is followed by Supporting Questions for each section that help students incrementally build knowledge towards answering the BIG Question. Students take notes and gather evidence to support their response to the BIG Question using the BIG Evidence Collector as they work through the chapter. The BIG Evidence Collector is used to “anchor student’s thinking as they read the Student Book and complete activities and lessons throughout the chapter.” For example, in Unit 4, The Road to Independence, Chapter 7, The French and Indian War, the BIG Question states “What was the impact of the French and Indian War?” The Supporting Questions include the following: “Why did the Ohio River Valley have such an important role in the causes of the French and Indian War?” “What role did Native Americans play in the French and Indian War?” and “How did the French and Indian War impact the British, Spanish, and French?”</p> |
|   | <p><b>Required</b><br/> <b>2b)</b> Materials require students to engage in the various types of <b>disciplinary thinking</b> that are explicit and embedded in the Louisiana Student Standards for Social Studies.</p> | <p><b>Yes</b></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. In every unit, students describe or analyze cause and effect of events, developments, and ideas. The materials routinely prompt students to contextualize events, developments, and ideas. Each chapter</p>   |



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|----------|--------------------------------|------------------------|---|
|          |                                |                        | <p>includes opportunities for students to interpret historical documents, source relevant documents, and corroborate reliability. In addition, each unit contains a Global Context section, which provides information about how world events influence the events discussed in the unit of content. For example, in Unit 1, Chapter 1, Section 3, students “analyze the impact of European explorations, conquest, and colonization on indigenous people” by explaining “how each cause weakened and supplanted established cultures in European empires.” The causes that students explain include government, religion, language, and technology. In Unit 2, Chapter 3, Section 2, students compare and contrast the New England and Middle regions by answering questions such as, “How do the New England and Middle regions differ in climate and growing seasons?” and “What natural resources and geographical features were found in both regions?” The materials also provide several activities that extend learning and demonstrate critical thinking skills. For example, in Unit 6, Chapter 12, students first interpret historical sources by explaining “each goal or purpose of government from the Preamble” in their own words. Examples of such goals or purposes include “form a perfect union,” “establish justice,” and “promote the general welfare.” Then students make an</p> |

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|----------|---|------------------------|--|
|          |   |                        | inference by responding to the following question: “Why do you think the Founders thought the idea of popular sovereignty and consent of the governed was important to establish after gaining independence from Great Britain?”   |
|          | <p><b>Required</b><br/> <b>2c)</b> Materials provide regular and varied opportunities for students to engage in <b>disciplinary writing</b> 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                    | <p>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. The materials provide both informal and formal writing opportunities in which students apply social studies knowledge, cite relevant evidence from sources, and/or provide reasoning to support a claim or argument. Students engage in writing opportunities in the BIG Question Evidence collector in which they write in response to the BIG Question and the Supporting Questions using facts and evidence from the chapter and sources. The materials also include embedded writing opportunities throughout the chapters. For example, students write responses to the BIG Question, “How did slavery impact the foundations of America?” and Supporting Questions in Unit 2, Chapter 4. The Supporting Questions include the following: “What was life like for enslaved Native Americans and Africans in colonial</p> |

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|          |                                |                        | <p>America?” “How did the transatlantic slave trade connect Africa, Europe, and the Americas?” “How did the institution of slavery impact the cultural development of North America?” Students provide evidence from the materials to support their answers. In Unit 1, Chapter 1, students respond to the following prompt: “Analyze the political motivations for the Age of Exploration. In your own words, explain how those motivations could affect the development of cultures in North America.” Unit 5, Chapter 10 includes a Free Response task in which students “create a brand new government of the United States” and “describe two basic powers you would give to the government and another two powers you would NOT give to the government. Then state reasons for your choices.” In Unit 2, Chapter 3, students engage in a writing prompt in which they compare colonies. Students consider the ways the three Colonial regions differ and how they were similar and then write an essay “that identifies the similarities and differences among the New England, Middle, and Southern colonies.” In Unit 6, Chapter 12, students read and analyze the primary source, “Benjamin Franklin’s Closing Speech at the Constitutional Convention (1787).” Students then learn about the importance of the Constitution and compare the Preamble to Franklin’s speech. Students</p> |

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|          |   |                        | <p>use this knowledge to engage in the Writing Prompt: Constitutional Convention Perspectives. The prompt states “Imagine you are a delegate at the Constitutional Convention hearing the Constitution read aloud and listening to Benjamin Franklin’s closing speech being read. Type a short paragraph expressing your thoughts and reflections on the Preamble and Franklin’s words. Consider how the Preamble and Franklin’s speech might have influenced your own perspective on the Constitution.” Students support their response with relevant facts, examples, and details.</p>   |
|          | <p><b>Required</b><br/> <b>2d)</b> Materials promote an emphasis on building <b>content-specific and academic vocabulary</b> in social studies.</p> | <p><b>Yes</b></p>      | <p>Materials promote an emphasis on building content-specific and academic vocabulary in social studies. Each unit includes a list of appropriate, content-specific terms, along with their definitions. Additionally, each chapter includes a Vocabulary Builder that students complete as they learn new vocabulary throughout the chapter. The interactive Vocabulary Builder includes the terms and their definitions. As students develop an understanding of the terms, they write a sentence to demonstrate understanding. Alternatively, students can use the vocabulary handout in which they define the terms in a chart as they learn the words in the chapter. Students also engage in an auto-scored Vocabulary Quiz that tracks student progress on key content vocabulary. Vocabulary instruction</p> |

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|          |   |                        | <p>is also embedded into the chapters, with added strategies to aid in the development of students' academic vocabulary. While reading through the text, vocabulary words are written in orange. At the bottom of that page students will see the vocabulary word defined. Vocabulary instruction is also embedded in the chapters with added strategies to aid in the development of students' academic vocabulary. Within each chapter, vocabulary words are written in orange with the definition provided at the bottom of the page. For example, in Unit 5, Chapter 10, the terms ratified, confederation, and decentralized, are all highlighted within the text and defined at the bottom of the page. The teacher also facilitates a discussion to unpack the terms, articles, confederation, sovereignty, and autonomy, and notes that these concepts are further explained in their reading. As students engage in the activity, Create Your Own Articles of Confederation, the teacher writes the same terms and definitions on a chart paper for the students to reference throughout the activity.</p> |
|          | <p><b>2e)</b> Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions.</p> | <p>Yes</p>             | <p>Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions. Teacher materials include directions and protocols for student-led discussions, deliberations, and debates. The materials</p>  |

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|          |                                |                        | <p>include frequent opportunities for students to engage in peer academic conversations. Both student- and teacher-facing materials provide guidelines for formatting the conversations to ensure they are age appropriate and lead to deeper understanding of concepts. Each unit includes a Curated Content Board with guiding questions. Students observe and analyze primary and secondary sources and engage in critical thinking as they discuss the questions as class. For example, in Unit 4, Chapter 7, Opener, the teacher provides students with a copy of the <i>Primary Source Analysis: Washington Maps the Ohio River Valley</i> and facilitates an analysis and discussion of the map. In small groups or as a whole class, the students discuss why they think George Washington made the map, what they can learn from the map, and why the map may have been valuable to the British. The teacher then instructs students to turn to their partners and discuss the following questions, “What place or places are shown? Are any names familiar to you? What place is labeled? If there are symbols or colors, what do they stand for?” After the student partners discuss the questions, the whole group discusses Washington’s map and the student responses. In Unit 3, Chapter 5, students engage with the <i>Primary Source Analysis: The City of New Orleans in 1763</i>. After analyzing the map,</p> |

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|  |   |                        | <p>the teacher facilitates a whole group discussion by asking questions such as, “Can anyone give an example of an obvious observation?” “What do you see on the river in front of New Orleans?” “Why is a river or body of water important to a colony or a settlement?” and “Why did people need boats in those days to get around?”</p>   |
| <p><b>Non-negotiable</b><br/> <b>3. QUALITY OF SOURCES:</b></p> <p>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><b>Required</b><br/> <b>3a)</b> Materials provide many opportunities for students to build and deepen knowledge through a <b>coherent selection of strategically-sequenced, high-quality sources</b>, including written texts that are appropriately <u>complex</u>.</p> | <p><b>Yes</b></p>      | <p>Materials provide many opportunities for students to build and deepen knowledge about content and concepts through analysis of a coherent selection of strategically sequenced, high-quality primary and secondary sources, including written texts that are appropriately complex. The source selection includes written primary and secondary sources, as well as other forms of sources. The Teacher Guide provides a list of instructional resources at the start of each unit. These instructional resources include a variety of sources for teachers to present to their students. These sources include written primary and secondary sources, video sources, internet websites, and vocabulary cards. Each unit includes Primary Source Analysis pages that students observe and analyze either in whole class discussion or for student writing. The materials include Recurring Learning Targets that align with the skills and practices standards that support students in evaluating primary and secondary resources and make evidenced</p> |

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|          |                                |                        | <p>based claims. Examples include “I can identify a primary source.” “I can identify a secondary source.” “I can examine a source to determine the origin of a source.” “I can examine a source to explain the meaning of words, phrases, and content-specific vocabulary.” and “I can use a variety of primary and secondary sources to analyze social studies content.” (LSSSS 6-8.SP.1, 6-8.SP.2). Primary Source Analysis sections are also embedded in the Student Edition throughout the units. Additionally, each unit includes a Curated Content Board that contains images relevant to the unit. The images, some of which are primary and secondary sources, can be used as reference points to students, carousel activities, classroom discussions, or source analysis activities. For example, in Unit 3, students analyze the growth, development, characteristics, and cultural diversity of colonial Louisiana as well as the influence France and Spain had on its government. To support student’s development of content, students engage with the following Primary Source Analysis pages throughout the unit: <i>The City of New Orleans in 1763</i>, <i>Let’s Examine the Source – Photograph or Print</i>, and <i>Let’s Examine the Source – Written Document</i>. In Chapter 5, students make observations and draw conclusions using the <i>Primary Source Analysis The City of New Orleans in 1763</i>. Students study the map and describe</p> |



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|----------|--|------------------------|--|
|          |  |                        | <p>details about what they observe. The teacher provides some background information about New Orleans and then facilitates a class discussion. Unit 6 focuses on the development of the U.S. political system with an emphasis on the ratification of the U.S. Constitution. Students learn about the purpose and importance of the Articles of Confederation, the contribution of leading figures and Founding Fathers to the Constitutional Convention and the establishment of the U.S. government. To support student’s development of content, students engage with the following Primary Source Analysis pages throughout the unit: <i>Excerpts from Benjamin Franklin’s Closing Speech at the Constitutional Convention (1787)</i>; and <i>A Tale of Two Farmers</i>. Students also watch videos such as <i>Federalism Checks and Balances</i>. In Chapter 12, students examine <i>Benjamin Franklin’s Closing Speech at the Constitutional Convention (1787)</i> to determine the importance of the Preamble to the Constitution.</p> |
|          | <p><b>Required</b><br/> <b>3b) Available sources are representative of multiple viewpoints or accounts</b> on the issue, event, or topic being examined.</p> | <p><b>Yes</b></p>      | <p>Available sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined. When applicable or available, the selection of sources is representative of multiple viewpoints. The different viewpoints or accounts are relevant to the content of the</p>  |

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|----------|---|------------------------|---|
|          |   |                        | <p>unit and provide students with the opportunity to learn from different perspectives. For example, in Unit 4, Chapter 7, Section 2 includes a primary source from Onondaga Chief Canassatego. This primary source is a speech from Chief Canassatego that explains the relationship between the people, the colonists, and the British government during the French and Indian War. This high-quality source is relevant to the content addressed in the chapter and shows an alternative viewpoint of the French and Indian War. In Unit 4, Chapter 8, Section 2 showcases the varying viewpoints of the Patriots and Loyalists in the road to the revolution. This provides students the opportunity to view the reasons why some colonists were Patriots and why some stayed loyal to Great Britain. After reviewing the varying viewpoints, students then complete an activity on these viewpoints. In Unit 6, Chapter 12, students examine the viewpoints of the Federalists and the Anti-Federalists and explain how the ideas of both the Federalists and Anti-federalists contributed to the U.S. Constitution.</p> |
|          | <p><b>Required</b><br/> <b>3c) Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units.</b></p> | <p><b>Yes</b></p>      | <p>Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units. The content is in alignment with the achievements, contributions, strengths,</p>  |

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|---|--------------------------------|------------------------|---|
|   |                                |                        | <p>skills, and knowledge of individuals referenced in the LSSSS. For example, in Unit 1, Chapter 1, students examine two secondary sources on Christopher Columbus and Amerigo Vespucci. These two sources showcase the explorers' achievements, contributions, strengths, and skills. In Unit 2, Chapter 3, students explore the achievements, contributions, strengths, and skills of the Puritans. Students learn about John Winthrop, the first governor of Massachusetts Bay colony, who was "essential in maintaining social and civic order in the Massachusetts Bay Colony." Students also learn about the achievements and contributions of Roger Williams and his success in developing a democratic colony and separating the church from the state, "a big political movement in the development of the colony." In Unit 6, Chapter 12, students explore specific achievements and contributions of the famous Federalists and Anti-Federalist both before and after the ratification of the U.S. Constitution. Students learn about Federalists such as Alexander Hamilton and James Madison, authors of the Federalist papers, as well as John Adams, William Patterson, Roger Sherman, and James Wilson.</p> |
| <p><b>SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY</b></p> |                                |                        |   |

| CRITERIA  | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|---|--|------------------------|--|
| <p><b>4. SCAFFOLDING AND SUPPORT:</b></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><b>Required</b></p> <p><b>4a)</b> Materials <b>provide appropriate scaffolding</b> that will allow <b>all students</b> to productively engage with content.</p> | <p>Yes</p>             | <p>Materials provide appropriate scaffolding that allow all students to productively engage with content. The materials utilize a gradual release of responsibility model to support the introduction of new content and skills. The materials provide appropriate scaffolds when introducing new content and/or skills and also provide support for students who need additional remediation. The BIG Evidence Collector also provides a scaffolded approach to support students in incrementally building knowledge to formulate evidence-based responses to the BIG Question by the end of the unit. Scaffolded Support and Extended Learning Opportunities are embedded throughout the chapters. The Teacher’s Edition includes a Step-By-Step Teaching Guide for every lesson that includes research-based instructional strategies, suggested materials, and teacher tips. For example, in Unit 2, Chapter 3, Lesson 1, the Teacher Guide includes guidance that encourages the teacher to utilize the gradual release of responsibility model to support the introduction of new content. Lesson guidance states, “Continue with the lesson by sorting students into mixed-ability groups of two or three and provide each group with one page from the <i>Primary Source Analysis: The New England Primer</i>. Refer to the Teacher Notes included to lead the activity and facilitate discussion.</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|--------------------------------|------------------------|--|
|          |                                |                        | <p>To differentiate further, follow a gradual release model or analyze as a whole group. Circulate during group work to provide support as needed.” In Lesson 2, guidance states, “If your students need additional support or remediation, use <i>Comparing Colonial Regions: Middle Colonies – Scaffolded</i> for scaffolded support.” In Unit 4, Chapter 7, Lesson 1, students complete a graphic organizer to record information they learn about the French and British claims. A Teacher Tip notes, “For students who may need additional support, a tiered version of the Graphic Organizer: Reasons for Fighting – Classifying Information, as well as an alternative to the final activity are provided in the Scaffolded Support lesson.” In Unit 4, Chapter 8 includes an optional Scaffolded Support lesson that corresponds with Less 2: The Challenge of Choosing Sides. Guidance states, “This lesson offers scaffolded opportunities for students who need additional support during instruction” and “Follow the steps outlined in the lesson above and integrate tiered opportunities as applicable.” During the Scaffolded Support, lesson plan guidance notes to continue with the primary source analysis activity, but to provide students who need additional support with “<i>Let’s Learn: Choosing Sides, A Historical Dilemma – Primary Source Analysis</i>, a tiered version of the <i>Primary Source Analysis Teaching Tool</i> used above.”</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--|------------------------|---|
|          | <p><b>Required</b><br/> <b>4b) Teacher support materials</b> include support for building social studies content knowledge and explanations of the instructional approaches that are used.</p> | <p><b>Yes</b></p>      | <p>Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used. The materials provide in-depth background information on the topics being studied. Background knowledge on the topic of study is integrated into the teacher guide, as needed. Teacher materials include concise explanations of the instructional approaches being used, the purpose for their use, and the research base behind them. The Teacher Guide explains the lesson activities, instructional strategies, and instructional approaches used in the materials along with the rationale for using them. High impact strategies are embedded and explained within the lessons. For example, in Chapter 2 Opener, students engage in anticipation guide activity. The Teacher Tip states, “An ‘anticipation guide’ is a comprehension strategy that is used before reading to activate students’ prior knowledge and build curiosity about a new topic. Additionally, these guides establish a purpose for reading. The reaction piece allows students to confirm or correct initial comprehension of information.” In the Teacher Edition, in reference to the Graphic Organizers provided, guidance states, “More than 20 different types of Graphic Organizers are used throughout the year to help students visualize how to</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|--------------------------------|------------------------|--|
|          |                                |                        | <p>organize information and strengthen their analytical thinking skills.” Guidance for the Curated Content Boards states, “By providing regular opportunities for students to develop the skill set of observing and analyzing primary and secondary sources, you will not only help students to make connections between the sources but will also encourage critical thinking.” and “Curated Content Boards can be used in a variety of ways to engage students in using primary and secondary source images such as lesson openers, bellringers, exit tickets, end-of-unit review, etc.” Guidance for Interactive Read Alouds states that they “are informational text reading selections for teachers that expand beyond the standards to enrich instruction. Descriptive, colorful writing introduces students to a wide range of vocabulary, boosting literacy.” The materials include detailed Curated Content Board Activity Ideas. Additionally, the Teacher Guide includes guidance for helping students think like a Political Scientist, Economist, Historian, and Geographer. Guidance instructs teachers to use the Examining the Source analysis sheets regularly and provides several question ideas to support students in their thinking. An entire section is devoted to Facilitating Classroom Discussions and includes subsections such as, Why Classroom Discussions Matter; Prepare for</p> |

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|--|---|------------------------|--|
|  |   |                        | <p>Discourse, Diving into Discussion, Your Role as Facilitator, and Closing a Conversation. Additionally, the Teacher Edition includes an assessment section to support teachers in Using Assessments to Inform Instruction. Each unit begins with a Unit Overview, vocabulary and definitions, unit and chapter level resources, Guiding Questions for the Curated Content Board, The BIG Question and the BIG Evidence Collector guidance with possible responses, all followed by step by step lesson implementation guidance. The Primary Source Analysis activities include supplemental teacher notes to provide background knowledge about the primary sources as well as sample student responses.</p> |
| <p><b>5. USABILITY:</b></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><b>Required</b></p> <p><b>5a)</b> The total amount of content is <b>viable for a school year</b> 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><b>Yes</b></p>      | <p>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 or if a lesson may take more than one day to complete. The content in the material that students are expected to learn does not exceed what is reasonable in a school year. The pacing of the content allows time for re-teaching if needed. The materials include a Scope and Sequence (pacing guide) with a recommended timeline and sequence for teachers' reference. The recommended</p>   |



| CRITERIA | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|---|------------------------|--|
|          |   |                        | pacing provides for a 177 school year with 27 weeks of instruction along with EOY Extensions.  |
|          | <p><b>5b)</b> Materials provide <b>support for communicating with parents, community members, and other stakeholders</b> about how they can support student learning.</p> | Yes                    | <p>Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning. The materials provide At-Home Support Letters for each unit that include information on what the students are currently learning and provide support for families on how they can support student learning. The provided resources for families include easy-to-understand language and showcase how to help students extend their learning. The letters provide additional resources and activities that students can engage in at home to support their current learning. For example, the Unit 4 At-Home Support Letter informs families that “students will learn the causes, course, and consequences of the American Revolution.” The letter includes several at-home activities for students to “support their understanding of the events and people involved in the American Revolution.” Once such recommended activity states, “Your child learned about the role of women in the American Revolution. Are there female leaders in your community today? Examine the roles of women in leadership in your community. Write a letter or email to a</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|---|------------------------|--|
|          |   |                        | female leader in your community to ask what their day-to-day duties entail. If they answer back, compare their role to the women of the American Revolution. What are the similarities and differences?"   |
|          | 5c) Student and teacher materials are <b>easy to use and well organized</b> . | Yes                    | Student and teacher materials are easy to use and are well organized. Student and teacher materials are concise and easy to navigate. Additionally, the teacher materials make clear connections to the student materials and resources. Both the Teacher Edition and the Student Edition include a hyperlinked Table of Contents which allows for easy navigation. The Teacher Edition provides step-by-step instructional guidance and notes all resources and activities utilized in the lessons. Assessments are accessible in a traditional format as well as online. Each unit follows the same organizational structure which includes a Unit Overview, a Unit At-Home Support Letter, a list of Instructional Resources, Unit Vocabulary, and Curated Content Board Guiding Questions and Images. Each Chapter begins with student Learning Targets, Vocabulary Builder guidance, The BIG Question, The BIG Question Evidence Collection guidance, and sample student responses. At the end of each unit, the Teacher Edition includes a Formative Review to assess student learning, Extended Learning opportunities, a |

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|--|--|------------------------|--|
|  |  |                        | <p>Vocabulary Quiz guidance, Study Guide guidance, and ExperTrack Checkpoint guidance. The Student Edition also follows the same organizational structure throughout including the BIG Question at the start of each chapter, Vocabulary words in orange, bold type with provided definitions and a glossary, Fascinating Facts embedded throughout, necessary resources for the chapter, such as maps, timelines, images, and primary sources, and visual icons throughout that note the types of activities, such as Assess Your Understanding, Map Skill-Building, Classify Information, and Critical Thinking. These activities are embedded throughout the Student Book, while the Teacher Edition Part 2 mimics the Student Edition, but includes the answers to all activities.</p> |
| <p><b>6. ASSESSMENT:</b></p> <p>Materials offer assessment opportunities that genuinely measure progress and elicit evidence of the degree to which students can independently demonstrate the assessed standards.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> | <p><b>Required</b></p> <p><b>6a)</b> Materials encompass a <b>balanced system of assessments</b> 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 a variety of formative assessments and the supports necessary for teachers to use the results to inform instruction. Each unit includes at least one summative performance task and contains various activities for students to complete while engaging with content. The embedded lesson activities can be utilized by the teacher as formative assessments. The Teacher Edition Part 2 contains an</p>  |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|---|------------------------|---|
|          |   |                        | <p>answer key for each activity embedded in the Student Edition. Teachers can provide ongoing support and determine next steps by assessing students' content knowledge and skills through a variety of formative and summative assessments provided in the teacher resource materials. ExperTrack includes pre-built and auto-graded assessments to measure student progress. The materials include Checkpoints, Benchmarks, and End of Year assessments. Checkpoints include standards-based questions to evaluate students' comprehension of key content. Benchmarks assess and document "annual student progress and improvement." Each chapter includes an assessment so teachers can "access real-time results data and use it to inform instruction." The guidance states that teachers "can correct misconceptions, provide remediation, and reinforce learning by projecting or screen-sharing questions and discussing them with their class or in small groups as needed" and "can reassign Checkpoints to all or individual students to provide them with an opportunity to demonstrate improvements in mastery and comprehension."</p> |
|          | <p><b>Required</b><br/> <b>6b) Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use</b></p> | <p><b>Yes</b></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</p>   |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--|------------------------|---|
|          | <p>their <b>content knowledge</b>, skills, practices, and/or provided sources.</p> |                        | <p>knowledge, skills, practices, and/or provided sources. Assessments reflect the content and full depth and rigor of the standards. The assessments use appropriate primary and secondary sources when applicable. Assessments include opportunities for students to express understanding through both concise and extended writing. Assessments located in ExperTrack contain a variety of question types including multiple choice, multi-select, ordering, Venn diagram, mapping, and categorization. Students have the opportunity to demonstrate content knowledge and skills through a variety of formative assessment opportunities throughout the lessons. Students complete activities such as primary source and document analyses, writing tasks, and project-based learning tasks. These assessments contain a variety of question types, and several questions focus on the building of historical skills. Students engage in several activities during the lessons to demonstrate and reinforce their learning which can also be used as formative assessments and assess a wide range of content knowledge and skills and practices. Students also demonstrate skills and knowledge while engaging in the BIG Evidence Collector for each chapter. For example, in Unit 3, Chapter 6, Section 1, students engage in a Primary Source Analysis in which they “read an excerpt</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|--------------------------------|------------------------|--|
|          |                                |                        | <p>from the instructions O'Reilly was given by King Charles III of Spain regarding the Louisiana colony" and then respond to questions such as "Did O'Reilly accomplish the objectives assigned to him by the Spanish crown? If so, provide evidence from the text in this section to support your answer." In Section 2, students engage in an Inference activity in which they answer questions such as, "Explain the differences in Louisiana's legal system under French and Spanish rule, and why the Spanish legal system led to unrest for some Louisiana colonists." They also engage in a Fact or Opinion activity in which they indicate if the statement is a fact or opinion, such as "Cotton and sugar were the main crops harvested in Louisiana during the Spanish colonial period." and "The Creole plantation owners deserved the power they had because they brought revenue to Louisiana." They also engage in a Cause and Effect activity in which they write the effect of causes such as, "Enslaved Africans were given more rights under the Spanish legal system, such as the permission to practice coartación." Students then engage in Assess Your Understanding and respond to questions such as "Describe the characteristics of Spanish architecture in New Orleans." During the End of Unit Assessment, students answer questions and respond to prompts such as, "Identify some of the</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|--|------------------------|--|
|          |  |                        | <p>geographic features and characteristics of the Louisiana colony claimed by the French. (Choose 4)” and “How did Alejandro O’Reilly influence the development of Louisiana during the Spanish colonial era? (Choose 3).” While the majority of questions within the End of Unit assessment include multiple choice, multiple select, and matching items, the materials provide students frequent opportunities to demonstrate skills and knowledge through writing opportunities. Throughout Unit 3, Chapter 5, students take notes and gather evidence to support their response to the BIG Question, “How did France benefit from the founding of New Orleans and surrounding areas?” Students also complete a Reading Comprehension and Map Skills activity in which they respond to items such as “First read the dictionary entries. Then use the map to complete each step below.” Students engage in a Mapping Colonial Louisiana project in which they create a physical map of Louisiana out of clay after researching and identifying key physical features.</p> |
|          | <p><b>Required</b><br/> <b>6c)</b> Materials provide <b>guidance and support to help teachers collect, interpret, and act on</b> data about student progress toward the standards.</p> | <p><b>Yes</b></p>      | <p>Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards. Materials include exemplars, anticipated student responses, and/or specific look-fors in student work.</p>   |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|--------------------------------|------------------------|--|
|          |                                |                        | <p>Materials provide clear rubrics and assessment guidelines. The ExperTrack reports provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards, as well as suggestions on how to adjust instruction based on student assessment results. Formative Reviews embedded within the lessons provide teachers the opportunity to assess student comprehension, needs, and progress. The results can be used to inform the teacher on how to proceed with and modify instruction. The Learning Targets are designed to set expectations and criteria for student success. They are considered the “guideposts” to what students should know and be able to do. The Learning Targets clearly state learning goals, correlate with LSSSS, “make learning actionable,” and are “written so that the cognitive level expected in the standard/benchmark matches the learning target expectation (Knowledge, Reasoning, Skills, Performance).” The Teacher Edition provides guidance on how to introduce the Learning Targets so students have an understanding of the cognitive level of the target and how to demonstrate mastery. Knowledge “requires the student to know certain information and understand certain concepts; often requires only low-level or background knowledge.” Skill “describes how the student will demonstrate learning</p> |



| CRITERIA   | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|--|----------------------------------|------------------------|--|
|  |                                  |                        | <p>through skill-based performance.” Reasoning “specifies the thinking processes required of the student (for example: evaluate, analyze, compare and contrast).” Product “requires the student to create a physical product to demonstrate learning.” The Teacher Edition Part 2 includes all of the answers and suggested student responses for the activities with the Student Editions. The end of the Teacher Edition Part 2 provides sample responses to all of the Writing Prompt activities as well as a Writing Prompt Project Rubric. The rubric includes expectations such as, “information presented is historically accurate” “supports the theme with relevant facts, examples, and details” and “demonstrated understanding of how the documents relate to the question.”</p> |
| <p><b>FINAL EVALUATION</b><br/> <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.<br/> <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.<br/> <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.</p> |                                  |                        |  |
| <p><b>Compile the results for Sections I and II to make a final decision for the material under review.</b></p>  |                                  |                        |  |
| Section  | Criteria                         | Yes/No                 | Final Justification/Comments   |
| <p><b>I: Non-negotiable Criteria of Superior Quality<sup>3</sup></b></p>   | <p>1. Alignment and Sequence</p> | <p><b>Yes</b></p>      | <p>Materials incorporate a majority of the content standards in the Louisiana Student</p>  |

<sup>3</sup> 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  |
|----------|--------------------------------------|------------------------|---|
|          |                                      |                        | Standards for Social Studies for the identified grade level 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 that aligns to the sequence in the 2022 Louisiana Social Studies Course Frameworks. Materials spend minimal time on content outside of the course, grade, or grade band.   |
|          | 2. Disciplinary Skills and Practices | Yes                    | Units are structured around engaging questions and big ideas relevant to the grade level’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. 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   |

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|--|--------------------------------|------------------------|---|
|  |                                |                        | <p>about content and concepts through analysis of a coherent selection of strategically-sequenced, high-quality primary and secondary sources, including written texts that are appropriately complex. Available 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 a wide range of individuals and groups throughout the units.</p> |
| <b>II: Additional Criteria of Superior Quality<sup>4</sup></b> | 4. Scaffolding and Support     | <b>Yes</b>             | <p>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 explanations of the instructional approaches that are used.</p>  |
|  | 5. Usability                   | <b>Yes</b>             | <p>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</p>   |

<sup>4</sup> 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  |
|---|--------------------------------|------------------------|---|
|   |                                |                        | materials are easy to use and are well organized.   |
|   | 6. Assessment                  | <b>Yes</b>             | 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: <b><u>Tier 1, Exemplifies quality</u></b> |                                |                        |   |

## 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; and
- 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: Louisiana Social Studies

Grade/Course: 7

Publisher: Gallopade International, Inc.

Copyright: 2023

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**<sup>1</sup> 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.

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<sup>1</sup> **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><b>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b><br/>           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><b>Non-negotiable</b><br/> <b>1. ALIGNMENT AND SEQUENCE:</b></p> <p>Materials adequately address the <a href="#">Louisiana Student Standards for Social Studies</a>.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>  | <p><b>Required</b><br/> <b>1a) Materials incorporate a large majority of the content standards</b> in the Louisiana Student Standards for Social Studies for the identified grade-level/course and require students to engage in thinking at the <b>full depth and rigor of the standards</b>.</p> | <p>Yes</p>             | <p>Materials incorporate a majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for the identified grade-level and require students to engage in thinking at the full depth and rigor of the standards. The content found within the standards matches 80% of the content found within the Gallopade materials. The student activities and tasks align to the full depth and rigor of the standards. For example, in Unit 3, Chapter 6 and 7, students build content knowledge about the social, political, and economic effects of westward expansion, aligning to LSSSS 7.10.d (Analyze the ideas and motivations that contributed to westward expansion, including Manifest Destiny, and its political, social, and economic effects). In Chapter 7, Section 3, students learn about the Manifest Destiny and how it led to growth and development while also learning how the westward expansion drove Native Americans off their land. Students then engage in a check for understanding by responding to the prompt, “Explain the idea of Manifest Destiny and its political, social, and economic effects.” Unit 5, Chapter 11,</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|--|------------------------|--|
|          |  |                        | <p>Section 2 addresses Louisiana’s decision to secede from the Union, the effects of this decision, including the state seizure of federal properties in Louisiana, aligning to LSSSS 7.13.b [Explain Louisiana’s decision to secede from the Union and its effects, including the state seizure of federal properties in Louisiana (the United States Arsenal and Barracks at Baton Rouge; United States Branch Mint)]. The section details how Louisiana’s viewpoints changed overtime, the vote for secession and joining the confederacy, the seizure of the U.S. Arsenal and Barracks at Baton Rouge, as well as the Seizure of the U.S. Branch Mint. At the end of the section, students engage in an activity in which they “Complete the problem and solution chart to demonstrate how Louisiana overcame a shortage in money and weaponry during its secession from the Union.” Students also engage in the skills and practice standards to the full depth while developing content knowledge throughout the lessons. For example, in Unit 6, Chapter 13, students engage in a cause and effect activity in which they identify two effects of the Civil War that explain conditions in the United States after the North and South fought the American Civil War (LSSSS 7.7.c, 7.13).</p> |
|          | <p><b>Required *Indicator for grades 3-8 only</b><br/> <b>1b) Materials present a clear path for teachers to</b></p> | <p><b>Yes</b></p>      | <p>Materials present a clear path for teachers to address content in a coherent and</p>  |



| CRITERIA | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|---|------------------------|---|
|          | <p>address content in a coherent and chronological manner that <b>reasonably aligns to the sequence in the 2022 Louisiana Social Studies Course Frameworks.</b></p> |                        | <p>chronological manner that aligns to the sequence in the 2022 Louisiana Social Studies Course Frameworks. The units, chapters, and sections are presented in the order outlined in the 2022 Louisiana Social Studies Course Frameworks for Grade 7. The lessons presented in the materials are connected and are sequenced in a purposeful way. The materials are organized into six separate units, and each unit title aligns to the Grade 7 Framework, including the following: Governing the New Nation, Growth of the New Nation, The Developing and Expanding Nation, A New Spirit of Change, The Nation at War, and Plans for Reconstruction. In addition, each chapter title also aligns with the Topics included in the Grade 7 Framework. For example, Unit 4, A New Spirit of Change, includes two chapters, Reform Movements and Growing Sectionalism and the Experiences of Enslaved People, which align to the Unit and Topic titles of Unit 4 of the Grade 7 Framework. The materials include BIG Questions and Supporting Questions that also align to the Grade 7 Frameworks. For example, the BIG Question for Unit 2, Chapter 3 is “Why was the Louisiana Purchase instrumental in growing the United States?” which is followed by four supporting questions that include the following: “Why did the Jefferson Administration purchase the Louisiana territory, and how did this</p> |

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|  |   |                        | purchase influence the development of the United States?” “What area of the Louisiana Purchase did the Dunbar-Hunter expedition explore, and what was the outcome of the expedition?” “What area of the Louisiana Purchase did the Red River expedition explore and what was the outcome of the expedition?” and “What area of the Louisiana Purchase did the Lewis and Clark expeditions explore and what was the outcome of the expeditions?” |
|  | <b>Required</b><br><b>1c)</b> In any one grade or course, instructional materials spend <b>minimal time on content outside</b> of the course, grade, or grade-band. | <b>Yes</b>             | Materials spend minimal time on content outside of the course, grade, or grade-band. The materials spend less than 10% of total time on content outside of the standards. The majority of lessons and content align directly to the Grade 7 LSSSS and Grade 7 Framework.  |
| <b>Non-negotiable</b><br><b>2. DISCIPLINARY SKILLS AND PRACTICES:</b><br><br>Materials provide opportunities for students to build knowledge and disciplinary literacy <sup>2</sup> through an integrated approach that is grounded in social studies content and supports | <b>Required</b><br><b>2a)</b> Materials are structured around <b>engaging questions and big ideas</b> relevant to the grade-level/course’s academic content.        | <b>Yes</b>             | Units are structured around engaging questions and big ideas relevant to the grade-level’s academic content. Each unit is anchored in a framing question and at least three supporting questions. Supporting questions are aligned to the grade-level content. Questions are engaging and written in student-friendly language. Each chapter contains a BIG Question that prompts students to think critically about the content and            |

<sup>2</sup> 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>development of disciplinary skills and practices.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> |   |                        | <p>connections included in that unit of study and correlates to the unit Framing Question in the Grade 7 Framework. The BIG Question is followed by Supporting Questions for each section that help students incrementally build knowledge towards answering the BIG Question. Students take notes and gather evidence to support their response to the BIG Question using the BIG Evidence Collector as they work through the chapter. The BIG Evidence Collector is used to “anchor student’s thinking as they read the Student Book and complete activities and lessons throughout the chapter.” For example, in Unit 3, The Developing and Expanding Nation, Chapter 6, Westward Expansion and American Indian Experienced, the BIG Question states, “How did westward expansion impact Native Nations?” The Supporting Questions include the following: How did the Era of Good Feelings treaties and transportation networks contribute to early westward expansion?” “How did the Monroe Doctrine influence U.S. foreign policy and interactions with other nations?” and “How did westward expansion and the Indian Removal policies of the early to mid-1800s affect Native American peoples?”</p> |
|  | <p><b>Required</b><br/> <b>2b)</b> Materials require students to engage in the various types of <b>disciplinary thinking</b> that are</p> | <p><b>Yes</b></p>      | <p>Materials require students to engage in the various types of disciplinary thinking that are explicit and embedded in the Louisiana</p>   |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          | explicit and embedded in the Louisiana Student Standards for Social Studies. |                        | <p>Student Standards for Social Studies. In every unit, students describe or analyze cause and effect of events, developments, and ideas. The materials routinely prompt students to contextualize events, developments, and ideas. Each chapter includes opportunities for students to interpret historical documents, source relevant documents, and corroborate reliability. In addition, each unit contains a Global Context section, which provides information about how world events influence the events discussed in the unit of content. For example, in Unit 1, Chapter 1, students read the letter, <i>The First President</i>, and then share their initial thoughts on the letter and answer the question, “Does it look like a letter that they would write today?” Students develop an understanding that “communication styles and language differed in the past as compared to today.” Students then answer questions about the letter, such as, “Look at the underlined statement. What does this statement tell you about Washington’s feelings of becoming president? What does he say about his life at the time he is writing the letter?” In Unit 3, Chapter 6, Section 2, engage in a compare and contrast activity in which they “Name three similarities among the Treaty of 1818, Adam-Onis Treaty, and Monroe Doctrine.” Then students complete a graphic organizer to explain the causes of the</p> |

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|          |   |                        | <p>Monroe Doctrine as they related to economic conditions and to independence. In Unit 5, Chapter 12, Section 1, students compare and contrast the early battles of the Civil War. Students complete a graphic organizer to note the location, generals involved, and winner for the Battle of Manassas, the Battle of Shiloh, and the Battle of Antietam. Students then answer the question, “Out of all three early battles you read about, which do you think had the biggest impact and why?”</p>  |
|          | <p><b>Required</b><br/> <b>2c)</b> Materials provide regular and varied opportunities for students to engage in <b>disciplinary writing</b> 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> | <p><b>Yes</b></p>      | <p>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. The materials provide both informal and formal writing opportunities in which students apply social studies knowledge, cite relevant evidence from sources, and/or provide reasoning to support a claim or argument. Students engage in writing opportunities in the BIG Question Evidence collector in which they write in response to the BIG Question and the Supporting Questions using facts and evidence from the chapter and sources. The materials also include embedded writing opportunities throughout the chapters. For example, in Unit 1, Chapter 1, Section 2,</p> |

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|          |                                |                        | <p>students consider the perspective of either Alexander Hamilton or Thomas Jefferson in regards to the disagreement over the national bank. Using the chosen perspective, students write a letter to George Washington explaining their position. The materials remind students to support their position with evidence about why they “believe the bank is or is not permitted under the Constitution.” In Unit 2, Chapter 4, students write in response to the following Critical Thinking questions: “Why was the proclamation that announced the transfer of the Louisiana Purchase lands to the United States most likely written in French and Spanish as well as English?” and “Why might Congress have established a new, separate governor and legislature for the territory of Orleans and just extended the powers of the Indiana governor to govern the territory of Louisiana?” In Chapter 5, students “summarize the effects and outcomes of key events and turning points in the War of 1812 for the United States.” Such key events or turning points include the burning of Washington, D.C., Battle of New Orleans, and Treaty Ghent. Students then respond in writing to the following prompt: “How did the Battle of New Orleans affect Louisiana?” In Unit 4, Chapter 9, students engage in a Primary Source Analysis. Students read a quotation from a letter William Lloyd Garrison wrote to the public</p> |

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|          |   |                        | <p>about slavery and then respond in writing to the following questions, “Who was Garrison responding to in this letter?” and “What point was Garrison making when he referred to giving a “moderate alarm” when a house is on fire?” In Unit 6, Chapter 14, students learn about how federal legislation affects individual rights and freedoms and then examine the primary source, <i>Freedmen’s Bureau School</i>. Students respond in writing to questions such as, “What do you think was the perspective of the illustrator and the newspaper that published this illustration? Cite evidence from the illustration to support your conclusion.” and “Based on the illustration, what conclusions can you draw about how African Americans felt about Freedmen’s Bureau schools? Cite evidence to support your conclusion.”</p> |
|          | <p><b>Required</b><br/> <b>2d)</b> Materials promote an emphasis on building <b>content-specific and academic vocabulary</b> in social studies.</p> | <p><b>Yes</b></p>      | <p>Materials promote an emphasis on building content-specific and academic vocabulary in social studies. Each unit includes a list of appropriate, content-specific terms, along with their definitions. Additionally, each chapter includes a Vocabulary Builder that students complete as they learn new vocabulary throughout the chapter. The interactive Vocabulary Builder includes the terms and their definitions. As students develop an understanding of the terms, they write a sentence to demonstrate understanding. Alternatively, students can</p>  |

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|          |                                |                        | <p>use the vocabulary handout in which they define the terms in a chart as they learn the words in the chapter. Students also engage in an auto-scored Vocabulary Quiz that tracks student progress on key content vocabulary. Vocabulary instruction is also embedded into the chapters, with added strategies to aid in the development of students' academic vocabulary. While reading through the text, vocabulary words are written in orange. At the bottom of that page students will see the vocabulary word defined. Vocabulary instruction is also embedded in the chapters with added strategies to aid in the development of students' academic vocabulary. Within each chapter, vocabulary words are written in orange with the definition provided at the bottom of the page. For example, in Unit 4, Chapter 9, Reform Movements, the terms suffrage, abolitionist, advocate, abolition, and sectionalism are highlighted within the text and defined at the bottom of the page. During the Opener, the teacher takes a poll to see who is familiar with the term reform, asks students to share the meaning or example, and then provides a formal definition. Students develop an understanding of the chapter terms as they engage in activities such as examining illustrations and excerpts from Holland's Magazine and then determine if the author was in support of women's suffrage.</p> |



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|          | <p><b>2e)</b> Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions.</p> | <p>Yes</p>             | <p>Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions. Teacher materials include directions and protocols for student-led discussions, deliberations, and debates. The materials include frequent opportunities for students to engage in peer academic conversations. Both student- and teacher-facing materials provide guidelines for formatting the conversations to ensure they are age appropriate and lead to deeper understanding of concepts. Each unit includes a Curated Content Board with guiding questions. Students observe and analyze primary and secondary sources and engage in critical thinking as they discuss the questions as class. For example, in Unit 1, Chapter 1, students use a copy of <i>Let's Practice: George Washington's Presidency</i> to document key points and notes as they read the chapter. After students read and complete the activities in the beginning of the chapter, the class pauses to review the notes students added to the handout. The teacher then asks, "Based on what we have read about Washington's presidency so far, what is your overall impression? Did Washington seem to be up to this challenge? Did he seem well-prepared? What in your reading leads you to believe he was or wasn't?" Teacher guidance notes that the discussion is "designed to get</p> |

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|  |   |                        | students thinking about Washington’s perspective on the role of the president of the United States.” In Unit 6, Chapter 15, students engage in a carousel activity in small groups. During the activity, small groups of students rotate through stations observing and examining images. This activity provides students the opportunity to engage with and discuss the primary sources.  |
| <p><b>Non-negotiable</b><br/> <b>3. QUALITY OF SOURCES:</b></p> <p>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><b>Required</b><br/> <b>3a)</b> Materials provide many opportunities for students to build and deepen knowledge through a <b>coherent selection of strategically-sequenced, high-quality sources</b>, including written texts that are appropriately <u>complex</u>.</p> | <p><b>Yes</b></p>      | <p>Materials provide many opportunities for students to build and deepen knowledge about content and concepts through analysis of a coherent selection of strategically sequenced, high-quality primary and secondary sources, including written texts that are appropriately complex. The source selection includes written primary and secondary sources, as well as other forms of sources. The Teacher Guide provides a list of instructional resources at the start of each unit. These instructional resources include a variety of sources for teachers to present to their students. These sources include written primary and secondary sources, video sources, internet websites, and vocabulary cards. Each unit includes Primary Source Analysis pages that students observe and analyze either in whole class discussion or for student writing. The materials include Recurring Learning Targets that align with the skills and practices standards that</p> |

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|          |                                |                        | <p>support students in evaluating primary and secondary resources and make evidenced based claims. Examples include “I can identify a primary source.” “I can identify a secondary source.” “I can examine a source to determine the origin of a source.” “I can examine a source to explain the meaning of words, phrases, and content-specific vocabulary.” and “I can use a variety of primary and secondary sources to analyze social studies content.” (LSSSS 6-8.SP.1, 6-8.SP.2). Primary Source Analysis sections are also embedded in the Student Edition throughout the units. Additionally, each unit includes a Curated Content Board that contains images relevant to the unit. The images, some of which are primary and secondary sources, can be used as reference points to students, carousel activities, classroom discussions, or source analysis activities. For example, in Unit 2, Chapter 5, students engage in an embedded Primary Source Analysis as they examine a political cartoon referencing the trade blockade during the War of 1812. This is a high-quality source in which students examine the author’s point of view as well as cite evidence to support their answer. In Unit 3, Chapter 6, students engage in an embedded Primary Source Analysis as they examine three excerpts from the Monroe Doctrine to explain the effects of the policy and provide evidence to support their answer. In Unit 4, Chapter 9, students</p> |

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|          |                                |                        | <p>engage in an embedded Primary Source Analysis on the Frederick Douglass speech “The Constitution of the United States: Is It Pro-Slavery or Anti-Slavery?” Students analyze several excerpts and answer questions such as, “How could the rights to life, liberty, and property that Douglass mentions in Excerpt 2 be used against slavery?” In Unit 5, students “examine the rising conflict within the United States following the era of westward expansion, and how it contributed to the cause, course, and consequences of the Civil War” To support student’s development of content, students engage with the following Primary Source Analysis pages throughout the unit: <i>The Secession Movement</i>; <i>First Inaugural Address Discussion</i>; and <i>The Gettysburg Address</i>. Students also watch videos such as <i>Stonewall Jackson – An American Biography</i>, <i>First Battle of Bull Run</i>, and <i>The Emancipation Proclamation</i>. In Chapter 11, students examine <i>The Secession Movement</i>, a political cartoon about the secession of the Southern states from the Union at the start of the Civil War, developing understanding such as, “each rider represents a Southern state” and that “South Carolina is leading the charge because South Carolina was the first to secede and that the states’ riders are presented in roughly the order of the secession.”</p> |

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|          | <p><b>Required</b><br/> <b>3b) Available sources are representative of multiple viewpoints or accounts</b> on the issue, event, or topic being examined.</p> | <p><b>Yes</b></p>      | <p>Available sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined. When applicable or available, the selection of sources is representative of multiple viewpoints. The different viewpoints or accounts are relevant to the content of the unit and provide students with the opportunity to learn from different perspectives. For example, in Unit 1, Chapter 1, students analyze sources on the views of two members of Washington’s presidential cabinet, Alexander Hamilton and Thomas Jefferson, in regards to the National Bank. Students examine the different views of two different political parties. In studying the sources, students develop an understanding of the role of the presidential cabinet and “the potential problems that could arise when members of the cabinet disagree.” In Unit 2, Chapter 5, students explore the Native American involvement in the War of 1812 from the Native American viewpoint. In Unit 3, Chapter 7, students explore the motivations of the Mormons and 49ers to move west. In Unit 4, Chapter 9, students examine documents by both William Garrison and Frederick Douglas. Each document provides a different viewpoint on the issue of slavery. Students explain the claim made by each man and provide evidence to support their response.</p> |

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|          | <p><b>Required</b><br/> <b>3c)</b> Sources present the achievements and <b>contributions, strengths, skills, and knowledge of a wide range of individuals and groups</b> throughout the units.</p> | Yes                    | <p>Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units. The content is in alignment with the achievements, contributions, strengths, skills, and knowledge of individuals referenced in the LSSSS. For example, in Unit 3, Chapter 8, students develop content knowledge about immigrant groups that migrated to America in the 1850s and how they contributed to the Industrial Revolution. Within the same chapter, students learn about Henry Miller Shreve and his achievements and contributions. Unit 4, Chapter 9 highlights specific contributions and achievements of the Women’s Suffrage movement, including the Seneca Falls Convention. Students examine the role of women such as Margaret Fuller, Sojourner Truth, Mary Church Terrell, Susan B. Anthony, Elizabeth Cady Stanton, and Lucretia Mott. The role and impact of each woman’s effort is demonstrated with both primary and secondary sources of information. In Unit 4, Chapter 9, students analyze Harriet Beecher Stowe’s <i>Uncle Tom’s Cabin</i> and its contribution to the abolition of slavery in the south. Students read an excerpt from the novel and then summarize the excerpt and identify the intended audience as well as identify the injustice of slavery in her writing.</p> |

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| <b>SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY</b>  |   |                        |   |
| <p><b>4. SCAFFOLDING AND SUPPORT:</b></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><b>Required</b></p> <p><b>4a) Materials provide appropriate scaffolding that will allow <b>all students</b> to productively engage with content.</b></p> | <p><b>Yes</b></p>      | <p>Materials provide appropriate scaffolding that allow all students to productively engage with content. The materials utilize a gradual release of responsibility model to support the introduction of new content and skills. The materials provide appropriate scaffolds when introducing new content and/or skills and also provide support for students who need additional remediation. The BIG Evidence Collector also provides a scaffolded approach to support students in incrementally building knowledge to formulate evidence-based responses to the BIG Question by the end of the unit. Scaffolded Support and Extended Learning Opportunities are embedded throughout the chapters. The Teacher’s Edition includes a Step-By-Step Teaching Guide for every lesson that includes research-based instructional strategies, suggested materials, and teacher tips. For example, in Unit 2, Chapter 4, Lesson 2: Border Problems provides an optional Scaffolded Support which states “Scaffold the ‘Border Problems’ lesson by selecting one or more of these process differentiation strategies.” The teacher chooses among the following options: “Reduce the extent of the research;” “Allow for voice and choice;” and “Partner Read with another student.” In Lesson 3, teacher guidance</p> |

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|          |                                |                        | <p>states, “Next, provide students with Primary Source Analysis: Louisiana is Admitted to the Union. If you feel additional support is needed, consider a gradual release approach or analyze the document as a whole group.” Literacy support is provided throughout the materials, as well. The Teacher Edition provides guidance on discussion and grouping in order to facilitate student preparation for content related reading. For example, in Chapter 2, Lesson 1, the materials provide a graphic organizer to support students as they compare the first political parties. Students first read more about the differing philosophies of U.S. citizens at the end of the 18th century and complete the Graphic Organizer Political Parties Form. After reading, the teacher reviews student responses on the graphic organizer and helps them fill in any missing information. This activity prepares students for reading <i>Literacy: The First-Party System</i> and continuing to learn about the rise of the first-party system. Guidance for this activity states, “Instruct the students to read Part I of the Teaching Tool and respond to the questions for Part I.” and “You may wish to follow a gradual release model and complete Part I as a whole group.” Then, in Lesson 3, the students watch the video, <i>Does Your Vote Count? The Electoral College Explained</i>. Students use information from the video to</p> |



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|          |  |                        | complete Let's Learn: Does Your Vote Count? The materials provide teacher guidance to pair or group students to work cooperatively to examine the document and use it to answer the corresponding questions.   |
|          | <p><b>Required</b><br/> <b>4b) Teacher support materials</b> include support for building social studies content knowledge and explanations of the instructional approaches that are used.</p> | Yes                    | <p>Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used. The materials provide in-depth background information on the topics being studied. Background knowledge on the topic of study is integrated into the teacher guide, as needed. For example, in Unit 3, Chapter 7, the Teacher Edition includes background information on the Homestead Act which states, "Under the Homestead Act provisions, U.S. citizens and prospective future citizens could lay claim on up to 160 acres of land, provided they were at least 21 years old and that they lived on the claimed land as their established permanent residence for five years. They also had to make improvements to it, and pay a small registration fee to transfer the legal ownership from the federal government." Teacher materials include concise explanations of the instructional approaches being used, the purpose for their use, and the research base behind them. The Teacher Guide explains the lesson activities, instructional strategies,</p> |

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|          |                                |                        | <p>and instructional approaches used in the materials along with the rationale for using them. High impact strategies are embedded and explained within the lessons. In the Teacher Edition, in reference to the Graphic Organizers provided, guidance states, “More than 20 different types of Graphic Organizers are used throughout the year to help students visualize how to organize information and strengthen their analytical thinking skills.” Guidance for the Curated Content Boards states, “By providing regular opportunities for students to develop the skill set of observing and analyzing primary and secondary sources, you will not only help students to make connections between the sources but will also encourage critical thinking.” and “Curated Content Boards can be used in a variety of ways to engage students in using primary and secondary source images such as lesson openers, bellringers, exit tickets, end-of-unit review, etc.” Guidance for Interactive Read Alouds states that they “are informational text reading selections for teachers that expand beyond the standards to enrich instruction. Descriptive, colorful writing introduces students to a wide range of vocabulary, boosting literacy.” The materials include detailed Curated Content Board Activity Ideas. Additionally, the Teacher Guide includes guidance for helping students think like a Political</p> |

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|  |   |                        | <p>Scientist, Economist, Historian, and Geographer. Guidance instructs teachers to use the Examining the Source analysis sheets regularly and provides several question ideas to support students in their thinking. An entire section is devoted to Facilitating Classroom Discussions and includes subsections such as, Why Classroom Discussions Matter; Prepare for Discourse, Diving into Discussion, Your Role as Facilitator, and Closing a Conversation. Additionally, the Teacher Edition includes an assessment section to support teachers in Using Assessments to Inform Instruction. Each unit begins with a Unit Overview, vocabulary and definitions, unit and chapter level resources, Guiding Questions for the Curated Content Board, The BIG Question and the BIG Evidence Collector guidance with possible responses, all followed by step by step lesson implementation guidance. The Primary Source Analysis activities include supplemental teacher notes to provide background knowledge about the primary sources as well as sample student responses.</p> |
| <p><b>5. USABILITY:</b></p> <p>Materials are easily accessible, and are viable for implementation given the length of a school year.</p> | <p><b>Required</b></p> <p><b>5a)</b> The total amount of content is <b>viable for a school year</b> 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><b>Yes</b></p>      | <p>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 or if a lesson may</p>  |

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| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |   |                        | <p>take more than one day to complete. The content in the material that students are expected to learn does not exceed what is reasonable in a school year. The pacing of the content allows time for re-teaching if needed. The materials include a Scope and Sequence (pacing guide) with a recommended timeline and sequence for teachers' reference. The recommended pacing provides for a 177 school year with 26 weeks of instruction along with EOY Extensions.</p>   |
|   | <p><b>5b)</b> Materials provide <b>support for communicating with parents, community members, and other stakeholders</b> about how they can support student learning.</p> | <p>Yes</p>             | <p>Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning. The materials provide At-Home Support Letters for each unit that include information on what the students are currently learning and provide support for families on how they can support student learning. The provided resources for families include easy-to-understand language and showcase how to help students extend their learning. The letters provide additional resources and activities that students can engage in at home to support their current learning. For example, the Unit 1 At-Home Support Letter states, "In this unit your student will learn about George Washington's presidency and the precedents set as a result of his time in office, including events</p> |

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|          |   |                        | <p>such as the Whiskey Rebellion and his decision to step down after two terms. Students will also learn about the events of John Adams’s presidency and their impact on the new nation.” The letter includes several at home activities for students to support their understanding of the topics addressed. One such recommended activity states, “Do you have what it takes to lead like George Washington? With Mount Vernon’s interactive leadership experience, ‘Be Washington,’ you can find out!” The activity provides a link to the resources with the following guidance, “examine four key scenarios that Washington faced a president and play the game.”</p> |
|          | <p><b>5c) Student and teacher materials are easy to use and well organized.</b></p> | <p><b>Yes</b></p>      | <p>Student and teacher materials are easy to use and are well organized. Student and teacher materials are concise and easy to navigate. Additionally, the teacher materials make clear connections to the student materials and resources. Both the Teacher Edition and the Student Edition include a hyperlinked Table of Contents which allows for easy navigation. The Teacher Edition provides step-by-step instructional guidance and notes all resources and activities utilized in the lessons. Assessments are accessible in a traditional format as well as online. Each unit follows the same organizational structure which includes a Unit Overview, a</p>    |

| CRITERIA              | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|-----------------------|--|------------------------|--|
|                       |  |                        | <p>Unit At-Home Support Letter, a list of Instructional Resources, Unit Vocabulary, and Curated Content Board Guiding Questions and Images. Each Chapter begins with student Learning Targets, Vocabulary Builder guidance, The BIG Question, The BIG Question Evidence Collection guidance, and sample student responses. At the end of each unit, the Teacher Edition includes a Formative Review to assess student learning, Extended Learning opportunities, Vocabulary Quiz guidance, Study Guide guidance, and ExperTrack Checkpoint guidance. The Student Edition also follows the same organizational structure throughout including the BIG Question at the start of each chapter, Vocabulary words in orange, bold type with provided definitions and a glossary, Fascinating Facts embedded throughout, necessary resources for the chapter, such as maps, timelines, images, and primary sources, and visual icons throughout that note the types of activities, such as Assess Your Understanding, Map Skill-Building, Classify Information, and Critical Thinking. These activities are embedded throughout the Student Book, while the Teacher Edition Part 2 mimics the Student Edition, but includes the answers to all activities.</p> |
| <b>6. ASSESSMENT:</b> | <b>Required</b><br><b>6a) Materials encompass a balanced system of</b> | <b>Yes</b>             | Materials encompass a balanced system of assessments that includes a variety of  |

| CRITERIA  | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|---|---|------------------------|---|
| <p>Materials offer assessment opportunities that genuinely measure progress and elicit evidence of the degree to which students can independently demonstrate the assessed standards.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> | <p><b>assessments</b> that includes a variety of formative, performance, and traditional summative assessments.</p> |                        | <p>formative, performance, and traditional summative assessments. Each unit includes a variety of formative assessments and the supports necessary for teachers to use the results to inform instruction. Each unit includes at least one summative performance task and contains various activities for students to complete while engaging with content. The embedded lesson activities can be utilized by the teacher as formative assessments. The Teacher Edition Part 2 contains an answer key for each activity embedded in the Student Edition. Teachers can provide ongoing support and determine next steps by assessing students’ content knowledge and skills through a variety of formative and summative assessments provided in the teacher resource materials. ExperTrack includes pre-built and auto-graded assessments to measure student progress. The materials include Checkpoints, Benchmarks, and End of Year assessments. Checkpoints include standards-based questions to evaluate students’ comprehension of key content. Benchmarks assess and document “annual student progress and improvement.” Each chapter includes an assessment so teachers can “access real-time results data and use it to inform instruction.” The guidance states that teachers “can correct misconceptions, provide remediation, and reinforce learning by projecting or screen-</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|--|------------------------|--|
|          |  |                        | sharing questions and discussing them with their class or in small groups as needed” and “can reassign Checkpoints to all or individual students to provide them with an opportunity to demonstrate improvements in mastery and comprehension.”  |
|          | <p><b>Required</b><br/> <b>6b)</b> Assessments are <b>high quality, with questions that are standards-aligned, represent a range of disciplinary thinking</b>, and require students to use their <b>content knowledge</b>, skills, practices, and/or provided sources.</p> | Yes                    | 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. Assessments reflect the content and full depth and rigor of the standards. The assessments use appropriate primary and secondary sources when applicable. Assessments include opportunities for students to express understanding through both concise and extended writing. Assessments located in ExperTrack contain a variety of question types including multiple choice, multi-select, ordering, Venn diagram, mapping, and categorization. Students have the opportunity to demonstrate content knowledge and skills through a variety of formative assessment opportunities throughout the lessons. Students complete activities such as primary source and document analyses, writing tasks, and project-based learning tasks. These assessments contain a variety of question types, and several questions focus on the |



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|----------|--------------------------------|------------------------|--|
|          |                                |                        | <p>building of historical skills. Students engage in several activities during the lessons to demonstrate and reinforce their learning which can also be used as formative assessments and assess a wide range of content knowledge and skills and practices. Students also demonstrate skills and knowledge while engaging in the BIG Evidence Collector for each chapter. For example, in Unit 3, Chapter 8, Section 1, students complete a Read for Information activity in which they explain how advancements in technology contributed to the First Industrial Revolution with causes such as “use of new power sources” and “advent of interchangeable parts.” Students then make an inference by responding to “Why would the creation of interchangeable parts make it easier or faster for factories to produce goods?” Students engage in a Chronological Event activity in which they explain the mechanization of the textile industry in the early years of the first Industrial Revolution” considering Slayter’s System and Lowell System. Students then engage in a Critical Thinking activity explaining “how increased manufacturing is both a cause and an effect of the first Industrial Revolution” and a Cause and Effect activity, matching “each effect on the North during the first Industrial Revolution with the correct cause.” Finally, students engage in an Assess Your Understanding</p> |

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|----------|--------------------------------|------------------------|---|
|          |                                |                        | <p>activity in which they “explain each effect of the first Industrial Revolution,” with effects such as “changing labor conditions” and “growing transportation systems.” During the End of Unit Assessment, students answer questions and respond to prompts such as, “Number the events in westward expansion in the order they occurred.” “Analyze the political, social, and economic effects of the idea of Manifest Destiny” and “What causes directly contributed to the Mexican-American War? Choose 2.” The materials provide students with frequent opportunities to demonstrate skills and knowledge through writing opportunities. Throughout Unit 3, Chapter 8, students take notes and gather evidence to support their response to the BIG Question, “How did the development of distinct regions in the North and South impact their interactions?” Students also engage in a Literacy activity in which students analyze the primary source, “No Irish Need Apply” and answer questions such as “How do you think the experiences of Irish immigrants, as depicted in this song, compared to the experience of immigrants from other countries like China or Germany?” and “After reading the entire song, what is the title referencing?” Students also engage in the project, Characteristics of the North, South, and West, in which they “use electronic or print resources to research</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|---|------------------------|---|
|          |   |                        | the physical and economic characteristics and development of the northern, southern, and western regions of the United States in the early 1800s.”  |
|          | <p><b>Required</b><br/> <b>6c) Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards.</b></p> | Yes                    | <p>Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards. Materials include exemplars, anticipated student responses, and/or specific look-fors in student work. Materials provide clear rubrics and assessment guidelines. The ExperTrack reports provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards, as well as suggestions on how to adjust instruction based on student assessment results. Formative Reviews embedded within the lessons provide teachers the opportunity to assess student comprehension, needs, and progress. The results can be used to inform the teacher on how to proceed with and modify instruction. The Learning Targets are designed to set expectations and criteria for student success. They are considered the “guideposts” to what students should know and be able to do. The Learning Targets clearly state learning goals, correlate with LSSSS, “make learning actionable,” and are “written so that the cognitive level expected in the standard/benchmark matches the learning</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--------------------------------|------------------------|---|
|          |                                |                        | <p>target expectation (Knowledge, Reasoning, Skills, Performance).” The Teacher Edition provides guidance on how to introduce the Learning Targets so students have an understanding of the cognitive level of the target and how to demonstrate mastery. Knowledge “requires the student to know certain information and understand certain concepts; often requires only low-level or background knowledge.” Skill “describes how the student will demonstrate learning through skill-based performance.” Reasoning “specifies the thinking processes required of the student (for example: evaluate, analyze, compare and contrast).” Product “requires the student to create a physical product to demonstrate learning.” The Teacher Edition Part 2 includes all of the answers and suggested student responses for the activities with the Student Editions. The end of the Teacher Edition Part 2 provides sample responses to all of the Writing Prompt activities as well as a Writing Prompt Project Rubric. The rubric includes expectations such as, “information presented is historically accurate” “supports the theme with relevant facts, examples, and details” and “demonstrated understanding of how the documents relate to the question.”</p> |

**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.

| CRITERIA  | INDICATORS OF SUPERIOR QUALITY              | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|---|---|------------------------|---|
| <p><b>Tier 2 ratings</b> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.<br/> <b>Tier 3 ratings</b> receive a “No” for at least one of the Non-negotiable Criteria.</p> |   |                        |   |
| <p><b>Compile the results for Sections I and II to make a final decision for the material under review.</b></p>   |   |                        |   |
| Section   | Criteria                                    | Yes/No                 | Final Justification/Comments  |
| <p><b>I: Non-negotiable Criteria of Superior Quality<sup>3</sup></b></p>  | <p>1. Alignment and Sequence</p>            | <p><b>Yes</b></p>      | <p>Materials incorporate a majority of the content standards in the Louisiana Student Standards for Social Studies for the identified grade level 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 that aligns to the sequence in the 2022 Louisiana Social Studies Course Frameworks. Materials spend minimal time on content outside of the course, grade, or grade band.</p> |
|   | <p>2. Disciplinary Skills and Practices</p> | <p><b>Yes</b></p>      | <p>Units are structured around engaging questions and big ideas relevant to the grade level’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. Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social</p>  |

<sup>3</sup> 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   |
|--|--------------------------------|------------------------|--|
|  |                                |                        | 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 about content and concepts through analysis of a coherent selection of strategically-sequenced, high-quality primary and secondary sources, including written texts that are appropriately complex. Available 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 a wide range of individuals and groups throughout the units. |
| <b>II: Additional Criteria of Superior Quality<sup>4</sup></b> | 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 explanations of the instructional approaches that are used.  |

<sup>4</sup> 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  |
|---|--------------------------------|------------------------|---|
|   | 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 are 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: <b><u>Tier 1, Exemplifies quality</u></b> |                                |                        |   |

# Reviewer Information

## Instructional Materials Review

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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 [2023-2024 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Allen, Ascension, Bienville, Caddo, Calcasieu, Catholic Diocese of Baton Rouge -REACH Department, CSAL, D'Arbonne Woods Charter School, East Baton Rouge, Hynes Charter School Corporation, Iberia, Iberville, Jefferson, Lafayette, Lafourche, Lincoln, LSU Laboratory School, Madison, Natchitoches, Orleans, Ouachita, Rapides, Richland, St. Landry, St. Martin, St. Mary, St. Tammany, Tangipahoa, University View Academy, Vermillion, Webster, West Feliciana, and Zachary Community Schools. This review represents the work of current classroom teachers with experience in grades 6-8.



# Appendix I.

## Publisher Response



The publisher had no response.

# Appendix II.

## Public Comments



There were no public comments submitted.