



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

**Content:** Students build an understanding of social studies content.

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

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

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

Title: **HMH Social Studies American History: Reconstruction to the Present; HMH Social Studies Modern World History**

Publisher: **Houghton Mifflin Harcourt Publishing Company**

Copyright: **2018**

Grade/Course: **11-12**

Curriculum Type: **Full Curriculum**

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

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

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

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

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

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

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

Click below for complete grade-level reviews:

[U. S. History \(Tier 3\)](#)

[World History \(Tier 3\)](#)



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Title: **HMH Social Studies American History: Reconstruction to the Present**

Grade/Course: **11**

Publisher: **Houghton Mifflin Harcourt Publishing Company**

Copyright: **2018**

Curriculum Type: **Full Curriculum**

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Section I. Content</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. SCOPE AND QUALITY OF CONTENT:</b></p> <p>Materials adequately address the <a href="#">Louisiana’s Grade-Level Expectations (GLEs)</a> at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED (FULL CURRICULUM ONLY)</b></p> <p><b>1a)</b> Materials address the content of 90% of the GLEs.</p>	<p><b>Yes</b></p>	<p>The materials in the textbook does address 90% of the GLEs. The text begins with the Settlement on Western Frontier and culminates with the challenges of the 21st Century.</p> <p>Various activities in Modules 1 through 19 address the following Standards: Standard 1 – Historical Thinking Skills, Standard 2 – Western Expansion to Progressivism, Standard 3 – Isolationism through the Great War, Standard 4 – Becoming a World Power through WWII, Standard 5 – Cold War Era, Standard 6 – The Modern Age. Standard 2 are addressed in Modules 1-5. Standard 3 are addressed in Modules 6 and 7. Standard 4 is addressed in Module 7- 11. Standard 5 is addressed in Module 12-17. Standard 6 is addressed in Module 18 and 19. The text begins with content that focuses on a Prologue -American Beginnings and continues through The United States in the 21st Century.</p> <p>For example, In Lesson 4, Module 2, a statement proceeds the essential question and focuses on the Big Idea that reflects GLE 4.2.3. The content determines how farmers united to address their economic problems, giving rise to the Populist movement.</p> <p>For example, Module 4: Immigration and Urbanization addresses under Standard 2. In</p>

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			<p>this module, students will complete a range of activities to learn about new immigrants in the late 1800s, problems resulting from rapid industrialization, new inventions, the beginnings of a mass culture, and the emergence of political machines. These activities address the following GLEs: US.2.4, US.2.5, and US.2.6.</p> <p>Additionally, Module 16: The Vietnam War, allows students to trace and evaluate the United States involvement in the war and its legacy. This module addresses GLEs US.5.2 and US.6.4.</p> <p>Also In Module 2, Lesson 4: Farmers and the Populist Movement, students explore the plight of the farmers and how the Populist Party sought solutions for their problems. (US 2.2: Describe the economic changes that came about on the western frontier as a result of the expansion of the railroad, cattle kingdoms, and farming. US.2.3: Describe the causes of the political, social, and economic problems encountered by farmers on the western frontier and critique the solutions developed by the Populist movement).</p> <p>Another example to justify indicator 1.a is Module 12, Lesson 1: The Origins of the Cold War. Students examine the origins of the Cold War beginning with the ending of World War II through the 1940's and 50's. (US.5.1 Analyze the impact of U.S. domestic</p>

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			and foreign policy on Cold War events during the 1940s and 1950s and explain how these policies attempted to contain the spread of communism).
	<p><b>1b)</b> Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p><b>Yes</b></p>	<p>The materials provide opportunities for the students to explore questions and build knowledge and skills related to each of these GLEs. Each module starts with one essential question.</p> <p>For example, in Module 2: The Westward Expansion, the following essential question is provided: "Was the "settlement" of the American western frontier inevitable?" Each module contains from 3-7 lessons. Each lesson has a lesson opener that contains a "Big Idea" that can easily be turned into an essential question by adding an interrogative word. For example, the big idea in Lesson 1, Module 2 is: " The culture of the Plains Indians declined as the government encouraged white settlers to move West." This could be presented as a question by turning the Big Idea into the question, "Why did the culture of the Plains Indians decline as the government encouraged white settlers to move West?" This module accurately reflects Standard 2 of the following Louisiana GLEs: 2.1 Evaluate the social, political, and economic antagonism that occurred between ethnic and cultural groups as a result of westward expansion,</p>

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			<p>2.2 Describe the economic changes that came about on the western frontier as a result of the expansion of the railroad, cattle kingdoms, and farming , and 2.3 Describe the causes of the political, social, and economic problems encountered by farmers on the western frontier and critique the solutions developed by the Populist movement. Another example can be found in Module 9, Lesson 1: The Nation’s Sick Economy, students are to examine the critical problems that threatened the American economy in the late 1920s. (US.4.4 Examine the causes of the Great Depression and its effects on the American people, and evaluate how the Hoover administration responded to this crisis.) Students are provided with sources and materials to make a list of the warning signs that showed there were problems in the economy in the late 1920s.</p> <p>Additionally, to justify the indicator can be found in Module 5, Lesson 1: The Origins of Progressivism, students examine the Origins of Progressivism. The lesson has students explain the four goals of progressivism; summarize progressive efforts to clean up government; and identify progressive efforts to reform state government, protect workers, and reform elections. (US.2.8 Identify the goals of Progressivism; describe</p>

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			<p>the influence of the Muckrakers, political leaders, and intellectuals; and evaluate the movement’s successes and failures) At the end of the lesson, students are able to summarize the goals of the Progressive Era and how they were able to help society. Furthermore, Module 12: The Cold War’s Document-Based Investigation requires students to examine sources related to content and make claims addressing GLEs US.5.1 and US.5.2.</p>
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>2. RANGE AND VOLUME OF SOURCES:</b>  Materials include varied types of primary and secondary sources that support students’ understanding of social studies content.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>2a)</b> The main focus of the materials is on primary and secondary sources<sup>1</sup> to develop content knowledge and express claims; materials may also include text to support students in using the sources.</p>	<p><b>No</b></p>	<p>Primary and secondary sources, are not used to develop content knowledge but rather to support the text. There are too few opportunities for the students to make claims and support them without using the text. Most opportunities for making claims are found in the lesson enrichment. For example, in Module 5, Progressivism, students are given the opportunity to analyze and answer questions to multiple primary documents such as a photograph of child labor, excerpt from the Atlanta Compromise, excerpt from Sophia Smith, a political cartoon of Theodore Roosevelt, cartoon suggesting about the effects of the</p>

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

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			<p>Payne-Aldrich Tariff on American industry, and pictures of Suffragists. However, students are not given the chance to make claims or provide evidence while engaging with the sources. The document-based investigation activities do not allow ample opportunity for the students to practice making and supporting claims without the help of the text.</p> <p>One example where primary and secondary sources could have been the focus of the material is in Module 2, Lesson 4: Farmers and the Populist Movement. Instead of passively reading text support by limited and very excerpted sources on the development of the Grange, the Populist Party, and the election of 1896, students could have engaged with a variety of sources such as various political cartoons, secondary sources on topics including Gold Bugs versus Silverites and the Omaha platform, William Jennings Bryan’s Cross of Gold speech, and the 1896 election map.</p> <p>Additionally, in Module 13. Lesson 3: Popular Culture opportunity exists for primary and secondary sources to be the driving force of the materials from which students develop content knowledge and express claims. Throughout the module, students engage with primary and secondary sources in a limited context and they are used as</p>



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			<p>examples to support the text. Utilizing the graph in the lesson, as well as clips from popular television shows and movies, poems from the beat movement, examples of Rock 'N Roll from Elvis Presley and Chuck Berry, and eyewitness reports supporting and against Rock 'N Roll would allow students to develop their own claims about popular culture in the 1950s.</p> <p>Furthermore, an example where primary and secondary sources could have been the focus of the material is in Module 16 Lesson 3: The Vietnam War: A Nation Divided. The publisher places two anti-war posters for students to analyze and answer the following question: How do each of the posters use patriotic symbolism to express different points of view? The publisher could've expanded this to meet the indicator by publishing anti-war songs, anti-war groups messages to explain how the movement expanded and further divided the nation.</p>
	<p><b>REQUIRED</b>  <b>2b)</b> Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.</p>	<p><b>Yes</b></p>	<p>Throughout the materials, primary and secondary sources are varied in their type and length.</p> <p>For example, Module 7: World War I includes the following primary and secondary sources: a map of Alliances in Europe in 1914, a video on Europe mobilizing for war, an excerpt of the song "I Didn't</p>

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			<p>Raise My Boy to Be a Soldier,” a British anti-German propaganda poster, a graph of U.S. Exports to Europe between 1912-1917, President Woodrow Wilson’s address to the Senate on January 22, 1917, the Zimmerman Telegram, biography of John J. Pershing, photograph of a victory garden, and Wilson’s Fourteen Points.</p> <p>Additionally, Module 19: The United States in the 21st Century includes the following primary and secondary sources: excerpt from Robert Mueller’s testimony before the U.S. Senate Select Committee on Intelligence, a line graph of the Incarcerated Population between 2000-2013, a pie chart showing Global Military Expenditures in 2013, a map of U.S. Diplomatic Issues Around the World in 2015, a timeline tracing U.S. Government and Poverty from 1935 to 2010, and a video on a world without bees.</p> <p>Another example can be found in Module 9: The Great Depression includes a variety of primary and secondary sources. Sources in this module include: a photo of women serving soup and bread to unemployed men, a video about the Great Depression, a statement by Gordon Parks, a picture of a car lot, a quote by Herbert Hoover, map of the Election of 1928, picture of stock speculation, a quote by Frederick Lewis Allen, a photo of the run on banks, line</p>

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			<p>graphs of business and bank failures during the Great Depression and line graphs of income and spending and unemployment, and a British election poster.</p> <p>Another example of this indicator is in Module 12, The Cold War. Materials in this module include a photo of the Senator McCarthy trials, a video of a nuclear launch, a photo of American and Soviet soldiers at the end of WWII, a quote by Joseph Polowsky, an excerpt from the biography of Harry S. Truman, a video of how America becomes a Superpower, an excerpt from Joseph Stalin, a map of the Iron Curtain, a photo from the UN Security Council, photo of Truman signing the Neutrality Act of 1947, a bar graph of the Aid to European Countries from 1948 to 1951, a picture of sugar being delivered to Great Britain, a picture of the Berlin Airlift, and a map of Postwar Germany 1949.</p> <p>Furthermore, in Module 4: Immigration and Urbanization, the publisher provides interactive charts and population maps that show the settlement of immigrants. The lesson also provides first-hand accounts about the challenges immigrants faced on the way to the United States.</p>

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	<p><b>2c)</b> Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing<sup>2</sup> and corroboration.<sup>3</sup></p>	<p><b>No</b></p>	<p>While materials include primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing and corroboration, they are not the focus of the primary and secondary sources included and are seldom found throughout the materials. Some modules do not have any primary and secondary sources from different perspectives. modules that do contain them, often only have one pairing of sources.</p> <p>Also, since Standard 1 requires that the students specifically use compare/contrast and be able to analyze cause and effects as a part of their historical thinking skills, these skills should be addressed at least once in each module. Although the students are given opportunities to do this with graphic organizers, most are text dependent not source dependent. For example, in Module 12: Lessons 1, the students are exposed to a chart that shows differences between the United States and the Soviet Union based on population, the GDP in 1950, the government and the difference in the economic structures. But the students are not given a question directing students to</p>

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

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

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			engage with the comparisons. Another example is found in Module 3, Industrialization, in the Document-based Investigation part 2, an opportunity to write an argumentative paper based on the comparisons of the business owners and workers during the Progressive period is available. But no evidence of whether or not the students are expected to be assigned this DBI is found in the text. There are some exceptions in which the publisher attempts to include some documents/questions that look beyond the time period presented in the module/lesson. For example, Module 6: US Imperialism, students examine a series of documents in the Document Based Investigation dealing with US Imperialism. Students will then summarize the positions of interventionists and non-interventionists with respect to U.S. imperialism and foreign policy in an explanatory essay.
	<b>2d)</b> Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization. <sup>4</sup>	<b>No</b>	Although these materials present both primary and secondary sources, they are not the primary focus of the lessons. Materials have to be searched for and are not readily available. With very few exceptions, sources found within modules contain sources focusing on events, people, ideas, and places

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

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			from that time period only. Most sources are used as examples for better student comprehension of the text.
<b>Section II. Claims</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>3. QUESTIONS AND TASKS:</b></p> <p>Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well students are able to understand social studies content.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>3a)</b> Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).</p>	<p><b>Yes</b></p>	<p>Questions and tasks focus on engaging students with content in varied contexts. Each module and lesson provides an assessment section that gives them a variation of multiple choice questions, fill in the blank, choose the correct answer to assess their knowledge. Students are also given short videos that allow them to answer questions based on the information provided.</p> <p>Another set of tasks that are found in each module are document-based questions and document based investigations. Students have the opportunity to read or analyze primary and secondary sources and answer questions based on the documents. In addition to assessments and tasks available to students, teachers are provided with tasks that enhance the students learning. These include, cooperative grouping and outside research tasks, including, power-point presentations, graphic organizers and comparative lists. For example, Module 5: Progressivism has seven lessons for students to complete on topics ranging from the origins of</p>

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			<p>Progressivism to different groups effected by the movement to the Progressive Presidents. In each of these lessons, students will complete graphic organizers, complete guided reading activities, watch videos, and take an assessment. At the end of each lesson, three to four enrichment activities are available for students. The module concludes with a Document-Based Investigation that has students complete a compare and contrast essay on the success of reforms in different progressive arenas and a persuasive essay on the success of the progressive movement.</p> <p>For Example, Module 4: Immigration and Urbanization in the Americas contains questions and tasks that allow students to engage with content in a variety of contexts. The module opens with an essential question, a video that explain that travels of immigrants to Ellis Island and a question students had to answer, a timeline of immigration and a posing question, a circle graph of immigration by region followed by a comparison question about the circle graph, quotes from immigrants as they approached Ellis and Angel Island followed by a question about the dangers that an immigrant faces, a video of the Chinese as they approach Angel Island and a question about what difficulties that might have at the</p>

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			Immigration Station in San Francisco, a video of the life of Italians in the New World compared to the Old World and a question addressed to student asking why the Italians might have chosen to live in Little Italy, a video of how Irish immigrants were portrayed and a question to students to determine how Irish responded to the prejudice. Each module ends with review questions, an assessment, document- based investigation tasks, and enrichment opportunities for students.
	<p><b>REQUIRED</b></p> <p><b>3b)</b> Coherent sequences of source-dependent questions<sup>5</sup> and tasks focus students on building, applying, and synthesizing knowledge and skills through various sources, classroom research, conversations, etc. to develop an understanding of social studies content.</p>	<b>No</b>	<p>The questions and tasks should “focus students on building, applying, and synthesizing information.” Although some of the essays in the DBIs do this, the questions in the materials are often too basic and do not prompt students to the level of critical thinking expected (e.g. For example see Module 11: “Which of the following authoritarian leaders came to power in Italy?”, “By how many different routes did Italian forces invade Ethiopia?”).</p> <p>In addition, a coherent sequence of source-dependent questions is required; however, for each source, there is only one question. Furthermore, the questions are often</p>

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



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			<p>unrelated and don't build to a deeper understanding of the content. Finally, the students should engage via different ways (research, conversations, etc.) and this only occurs in enrichment.</p>
	<p><b>REQUIRED</b>  <b>3c)</b> Source-dependent written and oral tasks require students to make claims which demonstrate understanding of social studies content (e.g., make connections between ideas, people, and events; explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).</p>	<p><b>Yes</b></p>	<p>The materials provide source-dependent written and oral tasks that require students to make claims that demonstrate understanding of the Social Studies content. In module 10, Lesson 1: The New Deal: A New Deal Fights for the Nation, students are instructed to view three videos that show excerpts from speeches from the three critics of the New Deal. After viewing the speeches, students will compare and contrast the views of Coughlin, Townsend, and Long opposition to the New Deal. In this activity, students are making connections to the perspectives of those who were against the New Deal, rather than for it. Instead of looking at the masses, each focused on a specific group that was not benefiting from the New Deal, itself.</p> <p>Additionally, in Module 13: Postwar Boom, students are given the opportunity to use various sources to determine factors that led to cultural changes in the 1950s and the effect those changes had on American society as a whole. Students engage with this activity as it allows students to make</p>

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			<p>connections between ideas, people, and events and explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas. Another example can be found in Module 12, Cold War. Students are given the opportunity to explore political cartoons, an excerpt from Harry S. Truman, a video of United States aid to South Korea, a quote from John Kennedy's speech, a propaganda posters, and a quote from Henry Kissinger. Students would use information in those documents to create a compare and contrast essay on the topic: Compare and contrast the approaches taken by various officials in their fight against the Communist threat.</p>
	<p><b>FULL CURRICULUM ONLY</b>  <b>3d)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.</p>	<p><b>Yes</b></p>	<p>Materials provided use varied modes of assessment, including a range of formative, summative, and self-assessment. These assessments are accessible to all students through the online program. Each lesson has reading check questions, a review of the lesson, as well as an assessment at the end consisting of a variety of questions including multiple choice, multiple-select, and constructed response. Each module also has a review at the end for students to complete on their own as well as extended writing assignments, one that is document based and one that is not. Some of these questions</p>

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			<p>are based on the document analysis or based on content knowledge.</p> <p>An example of how each lesson ends with a lesson assessment, can be found in Lesson 1, Module 2, "Culture Clash on the Prairie." Students are to complete a multiple-choice question choosing how the buffalo influenced Native American life on the Great Plains.</p> <p>There are also suggestions for differentiating lessons throughout the material for struggling learners, English Language Learners, and Enrichment activities for students. Many assessment materials are also available in Spanish.</p> <p>The varied modes of assessment include module reviews questions for each Section of each module as well as multiple opportunities for alternative assessments in the enrichment section of each module. Writing and project- based assessments are also available to further student knowledge. Another form of assessment are collaborative presentations and projects that help students develop a better understanding of the material. For example, in Module 9: The Great Depression, students are to create a TV Special to explore in-depth aspects of the stock market crash. Have students write a script for a television program about the stock market crash of</p>

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			1929, and then present it to the class. In order to write the script, students will research various topics or ideas that center around the Stock Market Crash.
	<p><b>FULL CURRICULUM ONLY</b>  <b>3e)</b> Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.</p>	<b>Yes</b>	Materials include aligned rubrics and guidelines that help provide guidance in interpreting student performance. These rubrics are located in the teacher edition and other resources provided to teachers. In addition, students are able to check their answers in each of the document based questions that occur throughout the modules. This allows students to see if they are interpreting the source correctly. Answer keys for items such as graphic organizers, guided reading, and in lesson activities are provided, as are rubrics for various types of tasks students may be assigned. Exemplar responses for essays are not included.
<p><b>4. RESPONSE TO SOURCES:</b>  Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing.</p>	<p><b>REQUIRED</b>  <b>4a)</b> Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p> <p><b>REQUIRED (GRADES 3-12 ONLY)</b>  <b>4b)</b> A vast majority of written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
		<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 5. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.			
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
I: Content	1. Scope and Quality of Content <b>(Non-Negotiable)</b>	<b>Yes</b>	The materials in the textbook does address 90% of the GLEs.
	2. Range and Volume of Sources <b>(Non-Negotiable)</b>	<b>No</b>	Primary and secondary sources, are not used to develop content knowledge but rather to support the text.
II: Claims	3. Questions and Tasks <b>(Non-Negotiable)</b>	<b>No</b>	The questions and tasks are often basic and lack the level of coherence needed to build and deepen understanding at the grade level.
	4. Response to Sources	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
III: Scaffolding and Support	5. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></b>			



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

**Content:** Students build an understanding of social studies content.

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

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

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

Title: **HMH Social Studies Modern World History**

Grade/Course: **12**

Publisher: **Houghton Mifflin Harcourt Publishing Company**

Copyright: **2018**

Curriculum Type: **Full Curriculum**

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Section I. Content</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. SCOPE AND QUALITY OF CONTENT:</b></p> <p>Materials adequately address the <a href="#">Louisiana’s Grade-Level Expectations (GLEs)</a> at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED (FULL CURRICULUM ONLY)</b></p> <p><b>1a) Materials address the content of 90% of the GLEs.</b></p>	<p><b>Yes</b></p>	<p>HMH Social Studies Modern World History address the content of at least 90% of Social Studies: Grade 12 Louisiana GLEs, which covers topics, events, and people that contributed to the rise of democratic ideas to Global interdependence.</p> <p>Various activities and Lessons in Modules 1 through 26 address the following Standards: Standard 1 – Historical Thinking Skills, Standard 2 – Cultural and Social Development, Standard 3 – Government and Political Ideals, Standard 4 – Economic Ideals, Standard 5 –Rise of Nation States Standard 6 – Conflict and Resolution and Standard 7 - Global Challenges.</p> <p>An example of this indicator can be found in Module 8, Lessons 1-4. Students evaluate the key reasons and people that lead up to the Renaissance. (GLE 2.1). Also in Module 15, Lessons 1-4, Industrial Revolution. Standards 2, 3 and 4 are addressed. Also in Module 22, Lessons 1-5 World War II, standards 6 and 7 are represented.</p> <p>Another example can be found in Module 10: Expansion, Exploration, and Encounter. This Module addresses GLEs WH.2.3 and WH.2.4. Through the Lessons in this Module, students will complete various activities and analyze sources related to European exploration of Asia and North</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>America, including the slave trade and the Columbian Exchange.</p> <p>Also, an example of this indicator can be found in Module 19. Students look at World War I and how the world was thrust into war and its repercussions. (WH.6.1 Identify the key personalities and evaluate the origins, major events, technological advances, and peace settlements of World War I).</p> <p>Furthermore, located in Module 22, World War II addresses GLEs WH.6.6 and WH.6.7. In the Lessons of this Module, students will examine key people, places, and events of World War II as well as a look at the consequences of the war.</p>
	<p><b>1b)</b> Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p><b>Yes</b></p>	<p>The materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p> <p>One example in which students would explore key questions is evident in Module 26, Lesson 1. Students are asked an essential question, followed by a video with questions, and a timeline in which students must determine the outcome of a question by interpreting the timeline. Throughout the course of the Lesson, analysis questions are included. For example, analysis questions are found in Lesson 1 about a quote from Barack Obama and an ISS commander, a photo of a United States Space Probe, a line graph of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>internet statistics, a photo of a computer chip, and of pictures of genetic engineering. At the end of each lesson in the Module, a review question assessing key terms and people and a lesson assessment is included to build knowledge and skills.</p> <p>The following GLEs apply to Module 26, Lessons 1-6, Global Interdependence.</p> <p>7.1 Summarize the origins of the Cold War, including the major differences in the political ideologies and values of the Western democracies versus the Soviet Bloc</p> <p>7.2 Describe the causes and effects of the Cold War crises and military conflicts on the world</p> <p>7.3 Evaluate the changes that occurred in Asia, Africa, and the Middle East as a result of the end of colonial rule</p> <p>7.4 Analyze the role of the United Nations, NATO, and other international organizations in the contemporary world</p> <p>7.5 Explain the causes and consequences of the breakup of the Soviet Union on the world</p> <p>7.6 Analyze terrorist movements in terms of their proliferation and political, economic, and social impact.</p> <p>For example, in Module 3 students are asked an essential question, followed by a video with questions, and a timeline in which students must determine the outcome of a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>question by interpreting the timeline. Throughout the course of the Module, questions about a map of the Fertile Crescent and the Nile Valley Civilizations follow early in the section of Module 3. At the end of each lesson in the Module, a review question assessing key terms and people and a lesson assessment is included to build knowledge and skills.</p> <p>Another example can be found in Module 15, The Industrial Revolution. Students analyze the impact of the Industrial Revolution and its effects on Western economics, politics, and society. Through the module, students analyze primary and secondary documents, pictures, and graphs that help students understand the content knowledge. (WH.4.1 Evaluate the causes and effects of the Industrial Revolution in England, Western Europe, and its spread throughout the world WH.4.2 Describe how the expansion of industrial economies resulted in social and economic change throughout the world.)</p> <p>Also, the Module 12: Enlightenment and Revolution Document-Based Investigation addresses GLEs WH.3.1 and WH.3.3. This activity requires students to examine the changes that Enlightenment thinkers wanted to occur in government and society. Additionally, GLE WH.5.4 is addressed in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Module 18, Lesson 2: Modernization in Japan. Through this Lesson, students will complete activities to analyze the causes and effects of Japan's development.
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>2. RANGE AND VOLUME OF SOURCES:</b></p> <p>Materials include varied types of primary and secondary sources that support students' understanding of social studies content.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>2a)</b> The main focus of the materials is on primary and secondary sources<sup>6</sup> to develop content knowledge and express claims; materials may also include text to support students in using the sources.</p>	<p><b>No</b></p>	<p>The focus of the materials is not on primary and secondary sources to develop content knowledge and express claims. Instead of serving a supporting role in helping students with sources, the text has become the focus of the material for developing content.</p> <p>Module 9, Lesson 1: Luther Leads the Reformation, was a missed opportunity for primary and secondary sources to be the focus of the materials by incorporating into the lesson Martin Luther's 95 Theses and the Edict of Worms.</p> <p>Another example where primary and secondary sources could have been the focus of the material is in Module 17: The Age of Imperialism. Instead of just reading the text supported by the few primary and secondary sources in the Lessons on the causes of Imperialism, Imperialism in Africa, Muslim lands, India, Southeast Asia, and by the United States, these Lessons should be</p>

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>anchored by primary and secondary sources such as political cartoons, maps, and first hand written accounts, among others.</p> <p>An example is found in Module 15, Lesson 2, in which students are given a graph depicting British Cotton Consumption, 1800–1900. The source was placed after briefly discussing Eli Whitney's invention of the Cotton Gin, however, instead of analyzing the source in a way that adds to the content, or to add to the discussion of the impact of Whitney's invention, it just asks: During which decade did British cotton consumption decline?</p> <p>Another example can be found in Module 23, Lesson 1: Cold War Superpowers Face Off. The publisher places an excerpt of Winston Churchill's "Iron Curtain Speech", instead of adding to the content knowledge, the source just provides the excerpt with little to no analysis opportunities.</p> <p>Furthermore, even though the publisher adds primary and secondary sources to each module and throughout most of the lessons, overall, there are a few that do not add to the learning of the students. If the written material in the book were removed, the remaining majority of the sources ask basic recall questions, rather than allowing students to express claims.</p> <p>For example. in Module 13: French</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>REQUIRED</b>  <b>2b)</b> Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.</p>	<p><b>Yes</b></p>	<p>Revolution, Lesson 2: "The Forces of Change." Students are provided with an excerpt from a biography of Marie Antoinette and not asked a question to evaluate her contribution to the French Revolution. Also, a picture of the attack on the Bastille is provided in the same lesson, but no question allowing for student content development exists. The picture supports the text.</p> <p>Materials includes a variety of primary and secondary sources. Throughout the Lessons in each Module, students will engage with a range of sources including print, video, photographs, maps, charts, political cartoons and graphs, among others.</p> <p>For example, Module 8: The Renaissance includes the following primary and secondary sources: a map of Europe in 1500, a letter by Isabella d’Este, a biography on Leonardo da Vinci, the Preface to Giovanni Boccaccio’s Decameron, an excerpt from Thomas More’s Utopia, and an excerpt from Act 2, Scene 2 of Hamlet by William Shakespeare.</p> <p>Additionally, Module 26: Global Interdependence includes the following primary and secondary sources: a video on Renewable Energy, an excerpt from a conversation between President Barack Obama and ISS Commander Jeff Williams in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>2010, a graph of Major Internet Users, an excerpt from former Philippine President Gloria Macapagal Arroyo’s Inauguration Speech, a chart comparing Multinational Corporations in 2014, a map of World Trading Blocs in 2015, an excerpt from the UN’s “Universal Declaration of Human Rights,” biography of Mother Teresa, and a video on the History of Terrorism.</p> <p>Another example to provide justification for this indicator is found in Module 9: The Reformation. Students are given timelines, charts (that allow students to compare and contrast religions), thematic maps, works of art and written works.</p> <p>Furthermore, In Module 19 World War I, the following primary and secondary sources are found: a video of letters from home, a timeline of Europe from 1914 to 1918, a chart of GDP and population of 1913, a chart of the standing armies of WWI, an excerpt from the biography of Kaiser Wilhelm II, a map of Nationalism in WWI, and an excerpt from Sir Edward Grey. More materials are found in the Multi-media section of each lesson.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>2c)</b> Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing<sup>7</sup> and corroboration.<sup>8</sup></p>	<p><b>No</b></p>	<p>Materials includes a variety of primary and secondary sources. Throughout the Lessons in each Module, students will engage with a range of sources including print, video, photographs, maps, charts, political cartoons and graphs, among others.</p> <p>For example, Module 8: The Renaissance includes the following primary and secondary sources: a map of Europe in 1500, a letter by Isabella d’Este, a biography on Leonardo da Vinci, the Preface to Giovanni Boccaccio’s Decameron, an excerpt from Thomas More’s Utopia, and an excerpt from Act 2, Scene 2 of Hamlet by William Shakespeare.</p> <p>Additionally, Module 26: Global Interdependence includes the following primary and secondary sources: a video on Renewable Energy, an excerpt from a conversation between President Barack Obama and ISS Commander Jeff Williams in 2010, a graph of Major Internet Users, an excerpt from former Philippine President Gloria Macapagal Arroyo’s Inauguration Speech, a chart comparing Multinational Corporations in 2014, a map of World Trading Blocs in 2015, an excerpt from the UN’s “Universal Declaration of Human</p>

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

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



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Rights,” biography of Mother Teresa, and a video on the History of Terrorism.</p> <p>Another example to provide justification for this indicator is found in Module 9: The Reformation. Students are given timelines, charts (that allow students to compare and contrast religions), thematic maps, works of art and written works.</p> <p>Furthermore, In Module 19 World War I, the following primary and secondary sources are found: a video of letters from home, a timeline of Europe from 1914 to 1918, a chart of GDP and population of 1913, a chart of the standing armies of WWI, an excerpt from the biography of Kaiser Wilhelm II, a map of Nationalism in WWI, and an excerpt from Sir Edward Grey. More materials are found in the Multi-media section of each lesson.</p>
	<p><b>2d)</b> Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization.<sup>9</sup></p>	<p><b>Yes</b></p>	<p>Throughout many Modules, materials have primary and secondary sources from different time periods to enable students to make connections within and across time periods.</p> <p>For example, Module 16: An Age of Democracy and Progress, Lessons contain primary and secondary sources from varying time periods. Lesson 1: Democratic Reform</p>

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and Activism contains pie charts displaying the expansion of voting rights for men in Britain before 1832, 1832, 1867 and 1884, and 1918, a quote from Emmeline Pankhurst’s Why We Are Militant (1913), a timeline tracing key events related to women’s suffrage from 1790-2008, an excerpt from The Declaration of Sentiments (1848), an 1894 political cartoon. Lesson 2: Self-Rule for British Colonies contains a map of Australia and New Zealand in 1850, quote from William Bennett in Narrative of a Recent Journey of Six Weeks in Ireland (1847), photograph from the 1916 Easter Rising. Lesson 3: War and Expansion in the United States includes quote from William Shorey Coodey on the Trail of Tears (1830), a History Channel video on the Independence of Texas, a map of the Civil War in the United States, 1861-1865, a History Channel video on Lincoln’s Road Toward Emancipation, a photo at Promontory Point Utah (1869). Lesson 4: Nineteenth-Century Progress includes a passage from Paul Johnson’s The Birth of the Modern: World Society, 1815-1830, an excerpt from John Vaughn’s “Thirty Years of the Telephone” (1906), a photograph of the production of a Model T, a History Channel video on Henry Ford and the Model T. At the conclusion of the Module, students will make a speech</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>challenging the conventional idea that progress is always good.</p> <p>Additionally, Module 23: Cold War Conflicts includes a multitude of primary and secondary sources from different time periods. These include a map of Europe at the end of World War II, an excerpt from the Truman Doctrine (1947), a graph of Countries Aided by the Marshall Plan, 1948-1951, a time line of events related to the space race between 1957-1975, map of the War in Korea, 1950-1953, map of the War in Vietnam, 1957-9175, and History Channel videos on Arriving in Vietnam and Ayatollah Khomeini. In the Document-Based Investigation, students will use an excerpt from the “Iron Curtain” speech (1946), a photography of the Red Guards in China, a photograph of the effects of war in Cambodia from the 1970s, an excerpt from a 1962 John F. Kennedy address to the United States, and a memo to Kennedy from CIA director John McCone to describe what was at stake for each side in the Cold War and explain the goals and fears motivating the United States, the Soviet Union, and their allies.</p>
<b>Section II. Claims</b>			
<b>Tier 1 and 2 Non-Negotiable</b> <b>3. QUESTIONS AND TASKS:</b> Materials offer opportunities to	<b>REQUIRED</b> <b>3a)</b> Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources,	<b>Yes</b>	Questions and tasks focus on engaging student with content in varied contexts. Each Module will consist three to five

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well students are able to understand social studies content.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p>completing tasks, answering multiple-choice questions, engaging in speaking/listening).</p>		<p>Lessons for students to complete. In these Lessons, students will learn content and develop claims by analyzing sources, completing graphic organizers and guided reading activities, watching videos, taking assessments, completing enrichment activities, and completing document-based and extended writing assignments.</p> <p>For example, Module 14: Revolutions Sweep the West has four Lessons for students to complete on 16 Latin American nations winning independence, Europe facing revolution in several nation-states, nationalism and unity in Italy and Germany, and new artistic movements. In each of these Lessons, students will complete graphic organizers, complete guided reading activities, watch videos, and take an assessment. At the end of each Lesson, three to four enrichment activities are available for students. The Module concludes with a Document-Based Investigation that has students develop an argument on whether or not the benefits of nationalism outweigh its negatives and what great shifts in thinking inspired revolutions in politics and the arts worldwide.</p> <p>Additionally, in Module 8, The Renaissance, Lessons 1-4, students engage with the material through a variation of activities. Such as answering varying levels of questions</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			related to maps, charts, videos and timelines, reading and note-taking guides as well as vocabulary reviews for each Lesson. Students are also given the opportunity to utilize various graphic organizers, research and analyze primary and secondary documents in the Document- Based Investigation part 1 and 2 sections and the media connection of the text.
	<p><b>REQUIRED</b></p> <p><b>3b)</b> Coherent sequences of source-dependent questions<sup>10</sup> and tasks focus students on building, applying, and synthesizing knowledge and skills through various sources, classroom research, conversations, etc. to develop an understanding of social studies content.</p>	<b>No</b>	<p>The questions and tasks should “focus students on building, applying, and synthesizing information.” Although some of the essays in the DBIs do this, the questions in the materials are often too basic and do not prompt students to the level of critical thinking expected (e.g., see Module 8: “What is the name of the family that restored Florence?”, “Which Italian city shown on the map is located on the coast?”).</p> <p>In addition, a coherent sequence of source-dependent questions is required; however, for each source, there is only one question. Furthermore, the questions are often unrelated and don’t build to a deeper understanding of the content. Finally, the students should engage via different ways (research, conversations, etc.) and this only</p>

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>REQUIRED</b>  <b>3c)</b> Source-dependent written and oral tasks require students to make claims which demonstrate understanding of social studies content (e.g., make connections between ideas, people, and events; explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).</p>	<p><b>Yes</b></p>	<p>occurs in enrichment.</p> <p>The materials provide source-dependent written and oral tasks that require students to make claims that demonstrate understanding of the Social Studies content. At the end of each module, the publisher includes a Document Based Investigation which provides several documents that relates to the particular theme/topic. Each module allows students to look at different sources to make connections between certain events and ideas.</p> <p>An example can be found in Module 22: World War II. In the Document Based Investigation, students are given documents, in which they analyze to gain information to write an essay. These documents allow for students to look at societal impact of World War II, the impact of the bombings, and the destruction of World War II. After analyzing the documents, students would then write an essay in which they compare and contrast the ways that the total war approach defined each Allied and Axis nation during World War II.</p> <p>Another example can be found In Module 13: The French Revolution and Napoleon, students will analyze a variety of primary and secondary sources to explain the political, social, and economic causes and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>consequences of the French Revolution. Completion of this activity allows students to make connections between ideas, people, and events, explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas, and evaluate the causes and consequences of events and developments.</p> <p>Additionally, in Module 22, World War II, the Document - based Investigation part 1 students are to answer questions that pertain to the following documents then form a compare and contrast essay to determine the ways that the total war approach defined each Allied and Axis nation during World War II. Students are provided the following documents to justify for their reasoning: a photo of the Battle of Britain, an excerpt from Franklin Roosevelt's address, excerpt from Elie Weisel, a photo from Stalin at Stalingrad, an excerpt from Simon Weisenthal.</p> <p>Furthermore, In Module 11, Absolute Monarchs in Europe, students are to compare and contrast Primary documents and write an essay that compares and contrasts the rules of several of the absolute monarchs that was presented in the Module.</p>
	<p><b>FULL CURRICULUM ONLY</b>  <b>3d)</b> Materials use varied modes of assessment, including a</p>	<p><b>Yes</b></p>	<p>Materials use a wide array of assessment measures that are unbiased and accessible</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.		to all students. Each Lesson has reading check questions, a review of the lesson, as well as an assessment at the end that consists of a variety of question types including multiple choice, multiple-select, and constructed response. Lessons also have two to four Enrichment activities that students may complete to further their learning on various topics from the Lesson. Each Module has a review at the end for students to complete on their own as well as extended writing assignments, one that is document based and one that is not.
	<p><b>FULL CURRICULUM ONLY</b></p> <p><b>3e)</b> Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.</p>	<b>Yes</b>	Materials include aligned rubrics and guidelines that help provide guidance in interpreting student performance. These rubrics are located in the teacher edition and other resources provided to teachers. In addition, students are able to check their answers in each of the document based questions that occur throughout the Modules. This allows students to see if they are interpreting the source correctly. Teachers are also provided aligned rubrics for the document based investigation essays at the end of each Module.
<p><b>4. RESPONSE TO SOURCES:</b> Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the</p>	<p><b>REQUIRED</b></p> <p><b>4a)</b> Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>content and then express their understanding of the content through the development and support of claims in writing.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED (GRADES 3-12 ONLY)</b>  <b>4b)</b> A vast majority of written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>REQUIRED</b>  <b>4c)</b> Materials provide regular opportunities to develop students' skill in organizing and supporting their thinking in speaking and writing, including using evidence from sources and outside knowledge.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>FULL CURRICULUM ONLY</b>  <b>4d)</b> Materials provide regular opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>4e)</b> Materials build students' active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>4f)</b> Materials provide models for writing and student exemplars to support writing development in social studies.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
<p><b>Section III. Scaffolding and Support</b></p>			
<p><b>5. SCAFFOLDING AND SUPPORT:</b>  Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>5a)</b> Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>REQUIRED</b>  <b>5b)</b> The materials are easy to use and well organized for students and teachers.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>5c)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>5d)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>FINAL EVALUATION</b>			
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 5.			
<i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria.			
<i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.			
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
I: Content	1. Scope and Quality of Content ( <b>Non-Negotiable</b> )	<b>Yes</b>	HMH Social Studies Modern World History address the content of at least 90% of Social Studies: Grade 12 Louisiana GLEs, which covers topics, events, and people that contributed to the rise of democratic ideas to Global interdependence.
	2. Range and Volume of Sources ( <b>Non-Negotiable</b> )	<b>No</b>	The focus of the materials is not on primary and secondary sources to develop content knowledge and express claims.
II: Claims	3. Questions and Tasks ( <b>Non-Negotiable</b> )	<b>No</b>	The questions and tasks are often basic and lack the level of coherence needed to build and deepen understanding at the grade level.
	4. Response to Sources	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
III: Scaffolding and Support	5. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></b>			

Appendix I.

Publisher Response



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

**Content:** Students build an understanding of social studies content.

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

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

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

Title: **HMH Social Studies American History: Reconstruction to the Present; HMH Social Studies Modern World History**

Publisher: **Houghton Mifflin Harcourt Publishing Company**      Copyright: **2018**      Grade/Course: **11-12**

Curriculum Type: **Full Curriculum**

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

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

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

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

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

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

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

Click below for complete grade-level reviews:

[U. S. History \(Tier 3\)](#)

[World History \(Tier 3\)](#)



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

**Content:** Students build an understanding of social studies content.

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

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

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

Title: **HMH Social Studies American History: Reconstruction to the Present**

Grade/Course: **11**

Publisher: **Houghton Mifflin Harcourt Publishing Company**

Copyright: **2018**

Curriculum Type: **Full Curriculum**

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<b>Section I. Content</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. SCOPE AND QUALITY OF CONTENT:</b></p> <p>Materials adequately address the <a href="#">Louisiana’s Grade-Level Expectations (GLEs)</a> at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED (FULL CURRICULUM ONLY)</b></p> <p><b>1a)</b> Materials address the content of 90% of the GLEs.</p>	<p><b>Yes</b></p>	<p>The materials in the textbook does address 90% of the GLEs. The text begins with the Settlement on Western Frontier and culminates with the challenges of the 21st Century.</p> <p>Various activities in Modules 1 through 19 address the following Standards: Standard 1 – Historical Thinking Skills, Standard 2 – Western Expansion to Progressivism, Standard 3 – Isolationism through the Great War, Standard 4 – Becoming a World Power through WWII, Standard 5 – Cold War Era, Standard 6 – The Modern Age. Standard 2 are addressed in Modules 1-5. Standard 3 are addressed in Modules 6 and 7. Standard 4 is addressed in Module 7- 11. Standard 5 is addressed in Module 12-17. Standard 6 is addressed in Module 18 and 19. The text begins with content that focuses on a Prologue -American Beginnings and continues through The United States in the 21st Century.</p> <p>For example, In Lesson 4, Module 2, a statement proceeds the essential question and focuses on the Big Idea that reflects GLE 4.2.3. The content determines how farmers united to address their economic problems, giving rise to the Populist movement.</p> <p>For example, Module 4: Immigration and Urbanization addresses under Standard 2. In</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>this module, students will complete a range of activities to learn about new immigrants in the late 1800s, problems resulting from rapid industrialization, new inventions, the beginnings of a mass culture, and the emergence of political machines. These activities address the following GLEs: US.2.4, US.2.5, and US.2.6.</p> <p>Additionally, Module 16: The Vietnam War, allows students to trace and evaluate the United States involvement in the war and its legacy. This module addresses GLEs US.5.2 and US.6.4.</p> <p>Also In Module 2, Lesson 4: Farmers and the Populist Movement, students explore the plight of the farmers and how the Populist Party sought solutions for their problems. (US 2.2: Describe the economic changes that came about on the western frontier as a result of the expansion of the railroad, cattle kingdoms, and farming. US.2.3: Describe the causes of the political, social, and economic problems encountered by farmers on the western frontier and critique the solutions developed by the Populist movement).</p> <p>Another example to justify indicator 1.a is Module 12, Lesson 1: The Origins of the Cold War. Students examine the origins of the Cold War beginning with the ending of World War II through the 1940's and 50's. (US.5.1 Analyze the impact of U.S. domestic</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			and foreign policy on Cold War events during the 1940s and 1950s and explain how these policies attempted to contain the spread of communism).	
	<p><b>1b)</b> Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p><b>Yes</b></p>	<p>The materials provide opportunities for the students to explore questions and build knowledge and skills related to each of these GLEs. Each module starts with one essential question.</p> <p>For example, in Module 2: The Westward Expansion, the following essential question is provided: "Was the "settlement" of the American western frontier inevitable?" Each module contains from 3-7 lessons. Each lesson has a lesson opener that contains a "Big Idea" that can easily be turned into an essential question by adding an interrogative word. For example, the big idea in Lesson 1, Module 2 is: " The culture of the Plains Indians declined as the government encouraged white settlers to move West." This could be presented as a question by turning the Big Idea into the question, "Why did the culture of the Plains Indians decline as the government encouraged white settlers to move West?" This module accurately reflects Standard 2 of the following Louisiana GLEs: 2.1 Evaluate the social, political, and economic antagonism that occurred between ethnic and cultural groups as a result of westward expansion,</p>	



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>2.2 Describe the economic changes that came about on the western frontier as a result of the expansion of the railroad, cattle kingdoms, and farming , and 2.3 Describe the causes of the political, social, and economic problems encountered by farmers on the western frontier and critique the solutions developed by the Populist movement. Another example can be found in Module 9, Lesson 1: The Nation’s Sick Economy, students are to examine the critical problems that threatened the American economy in the late 1920s. (US.4.4 Examine the causes of the Great Depression and its effects on the American people, and evaluate how the Hoover administration responded to this crisis.) Students are provided with sources and materials to make a list of the warning signs that showed there were problems in the economy in the late 1920s.</p> <p>Additionally, to justify the indicator can be found in Module 5, Lesson 1: The Origins of Progressivism, students examine the Origins of Progressivism. The lesson has students explain the four goals of progressivism; summarize progressive efforts to clean up government; and identify progressive efforts to reform state government, protect workers, and reform elections. (US.2.8 Identify the goals of Progressivism; describe</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>the influence of the Muckrakers, political leaders, and intellectuals; and evaluate the movement’s successes and failures) At the end of the lesson, students are able to summarize the goals of the Progressive Era and how they were able to help society. Furthermore, Module 12: The Cold War’s Document-Based Investigation requires students to examine sources related to content and make claims addressing GLEs US.5.1 and US.5.2.</p>	
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>2. RANGE AND VOLUME OF SOURCES:</b>  Materials include varied types of primary and secondary sources that support students’ understanding of social studies content.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>2a)</b> The main focus of the materials is on primary and secondary sources<sup>1</sup> to develop content knowledge and express claims; materials may also include text to support students in using the sources.</p>	<p><b>No</b></p>	<p>Primary and secondary sources, are not used to develop content knowledge but rather to support the text. There are too few opportunities for the students to make claims and support them without using the text. Most opportunities for making claims are found in the lesson enrichment. For example, in Module 5, Progressivism, students are given the opportunity to analyze and answer questions to multiple primary documents such as a photograph of child labor, excerpt from the Atlanta Compromise, excerpt from Sophia Smith, a political cartoon of Theodore Roosevelt, cartoon suggesting about the effects of the</p>	<p><b><i>HMH Social Studies American History Reconstruction to the Present</i></b> is designed to provide comprehensive coverage of the GLEs through a narrative approach. Primary and secondary sources are essential to our core narrative. Supplemental materials and sections including How to Read Like a Historian, Skillbuilder Handbook, and Social Studies Skills instruct students on how to analyze, evaluate, and synthesize the myriad of sources they encounter throughout the program. Some of these components are provided as PDF resources in digital product as well. There may also be more</p>

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>Payne-Aldrich Tariff on American industry, and pictures of Suffragists. However, students are not given the chance to make claims or provide evidence while engaging with the sources. The document-based investigation activities do not allow ample opportunity for the students to practice making and supporting claims without the help of the text.</p> <p>One example where primary and secondary sources could have been the focus of the material is in Module 2, Lesson 4: Farmers and the Populist Movement. Instead of passively reading text support by limited and very excerpted sources on the development of the Grange, the Populist Party, and the election of 1896, students could have engaged with a variety of sources such as various political cartoons, secondary sources on topics including Gold Bugs versus Silverites and the Omaha platform, William Jennings Bryan’s Cross of Gold speech, and the 1896 election map.</p> <p>Additionally, in Module 13. Lesson 3: Popular Culture opportunity exists for primary and secondary sources to be the driving force of the materials from which students develop content knowledge and express claims. Throughout the module, students engage with primary and secondary sources in a limited context and they are used as</p>	<p>opportunities for students to express claims and provide evidence related to sources than is realized in the DBI Part II activities; the Essential Question essay activity; and in print-only sections of the Module Assessments including Critical Thinking questions; Engage with History; Focus on Writing; and Collaborative Learning activities.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>examples to support the text. Utilizing the graph in the lesson, as well as clips from popular television shows and movies, poems from the beat movement, examples of Rock 'N Roll from Elvis Presley and Chuck Berry, and eyewitness reports supporting and against Rock 'N Roll would allow students to develop their own claims about popular culture in the 1950s.</p> <p>Furthermore, an example where primary and secondary sources could have been the focus of the material is in Module 16 Lesson 3: The Vietnam War: A Nation Divided. The publisher places two anti-war posters for students to analyze and answer the following question: How do each of the posters use patriotic symbolism to express different points of view? The publisher could've expanded this to meet the indicator by publishing anti-war songs, anti-war groups messages to explain how the movement expanded and further divided the nation.</p>	
	<p><b>REQUIRED</b>  <b>2b)</b> Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.</p>	<p><b>Yes</b></p>	<p>Throughout the materials, primary and secondary sources are varied in their type and length.</p> <p>For example, Module 7: World War I includes the following primary and secondary sources: a map of Alliances in Europe in 1914, a video on Europe mobilizing for war, an excerpt of the song "I Didn't</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>Raise My Boy to Be a Soldier,” a British anti-German propaganda poster, a graph of U.S. Exports to Europe between 1912-1917, President Woodrow Wilson’s address to the Senate on January 22, 1917, the Zimmerman Telegram, biography of John J. Pershing, photograph of a victory garden, and Wilson’s Fourteen Points.</p> <p>Additionally, Module 19: The United States in the 21st Century includes the following primary and secondary sources: excerpt from Robert Mueller’s testimony before the U.S. Senate Select Committee on Intelligence, a line graph of the Incarcerated Population between 2000-2013, a pie chart showing Global Military Expenditures in 2013, a map of U.S. Diplomatic Issues Around the World in 2015, a timeline tracing U.S. Government and Poverty from 1935 to 2010, and a video on a world without bees.</p> <p>Another example can be found in Module 9: The Great Depression includes a variety of primary and secondary sources. Sources in this module include: a photo of women serving soup and bread to unemployed men, a video about the Great Depression, a statement by Gordon Parks, a picture of a car lot, a quote by Herbert Hoover, map of the Election of 1928, picture of stock speculation, a quote by Frederick Lewis Allen, a photo of the run on banks, line</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>graphs of business and bank failures during the Great Depression and line graphs of income and spending and unemployment, and a British election poster.</p> <p>Another example of this indicator is in Module 12, The Cold War. Materials in this module include a photo of the Senator McCarthy trials, a video of a nuclear launch, a photo of American and Soviet soldiers at the end of WWII, a quote by Joseph Polowsky, an excerpt from the biography of Harry S. Truman, a video of how America becomes a Superpower, an excerpt from Joseph Stalin, a map of the Iron Curtain, a photo from the UN Security Council, photo of Truman signing the Neutrality Act of 1947, a bar graph of the Aid to European Countries from 1948 to 1951, a picture of sugar being delivered to Great Britain, a picture of the Berlin Airlift, and a map of Postwar Germany 1949.</p> <p>Furthermore, in Module 4: Immigration and Urbanization, the publisher provides interactive charts and population maps that show the settlement of immigrants. The lesson also provides first-hand accounts about the challenges immigrants faced on the way to the United States.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p><b>2c)</b> Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing<sup>2</sup> and corroboration.<sup>3</sup></p>	<p><b>No</b></p>	<p>While materials include primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing and corroboration, they are not the focus of the primary and secondary sources included and are seldom found throughout the materials. Some modules do not have any primary and secondary sources from different perspectives. modules that do contain them, often only have one pairing of sources.</p> <p>Also, since Standard 1 requires that the students specifically use compare/contrast and be able to analyze cause and effects as a part of their historical thinking skills, these skills should be addressed at least once in each module. Although the students are given opportunities to do this with graphic organizers, most are text dependent not source dependent. For example, in Module 12: Lessons 1, the students are exposed to a chart that shows differences between the United States and the Soviet Union based on population, the GDP in 1950, the government and the difference in the economic structures. But the students are not given a question directing students to</p>	<p>In addition to the compare and contrast sources highlighted in this review, <i>HMH Social Studies American History: Reconstruction to the Present</i> provides opportunities in the Student Edition. Point/Counterpoint features combine multiple perspectives on a single issue (e.g., The Legacy of the New Deal, Module 10, Lesson 5) and the Historic Decisions of the Supreme Court illustrate conflicting viewpoints (e.g., Brown v. Board of Education of Topeka, Module 15, Lesson 1). Some Historical Sources features also look at topics from two different perspectives, such as the Interventionists vs. Noninterventionists feature in Module 6, Lesson 2 comparing the positions of Mark Twain and Albert Beveridge on whether to annex the Philippines during the Spanish American War.</p>

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			engage with the comparisons. Another example is found in Module 3, Industrialization, in the Document-based Investigation part 2, an opportunity to write an argumentative paper based on the comparisons of the business owners and workers during the Progressive period is available. But no evidence of whether or not the students are expected to be assigned this DBI is found in the text. There are some exceptions in which the publisher attempts to include some documents/questions that look beyond the time period presented in the module/lesson. For example, Module 6: US Imperialism, students examine a series of documents in the Document Based Investigation dealing with US Imperialism. Students will then summarize the positions of interventionists and non-interventionists with respect to U.S. imperialism and foreign policy in an explanatory essay.	
	<b>2d)</b> Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization. <sup>4</sup>	<b>No</b>	Although these materials present both primary and secondary sources, they are not the primary focus of the lessons. Materials have to be searched for and are not readily available. With very few exceptions, sources found within modules contain sources focusing on events, people, ideas, and places	Throughout the narratives of <i>HMH Social Studies American History: Reconstruction to the Present</i> , sources from differing time periods are referenced. In addition, Now and Then features also employ images from different time periods for student consideration. These resources are further

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



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			from that time period only. Most sources are used as examples for better student comprehension of the text.	supported by activities presented in the Teacher’s Guide offering additional opportunities for make connections across time periods.
<b>Section II. Claims</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>3. QUESTIONS AND TASKS:</b> Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well students are able to understand social studies content.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>3a)</b> Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).</p>	<p><b>Yes</b></p>	<p>Questions and tasks focus on engaging students with content in varied contexts. Each module and lesson provides an assessment section that gives them a variation of multiple choice questions, fill in the blank, choose the correct answer to assess their knowledge. Students are also given short videos that allow them to answer questions based on the information provided.</p> <p>Another set of tasks that are found in each module are document-based questions and document based investigations. Students have the opportunity to read or analyze primary and secondary sources and answer questions based on the documents.</p> <p>In addition to assessments and tasks available to students, teachers are provided with tasks that enhance the students learning. These include, cooperative grouping and outside research tasks, including, power-point presentations, graphic organizers and comparative lists. For example, Module 5: Progressivism has</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>seven lessons for students to complete on topics ranging from the origins of Progressivism to different groups effected by the movement to the Progressive Presidents. In each of these lessons, students will complete graphic organizers, complete guided reading activities, watch videos, and take an assessment. At the end of each lesson, three to four enrichment activities are available for students. The module concludes with a Document-Based Investigation that has students complete a compare and contrast essay on the success of reforms in different progressive arenas and a persuasive essay on the success of the progressive movement.</p> <p>For Example, Module 4: Immigration and Urbanization in the Americas contains questions and tasks that allow students to engage with content in a variety of contexts. The module opens with an essential question, a video that explain that travels of immigrants to Ellis Island and a question students had to answer, a timeline of immigration and a posing question, a circle graph of immigration by region followed by a comparison question about the circle graph, quotes from immigrants as they approached Ellis and Angel Island followed by a question about the dangers that an immigrant faces, a video of the Chinese as they approach</p>	

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			<p>Angel Island and a question about what difficulties that might have at the Immigration Station in San Francisco, a video of the life of Italians in the New World compared to the Old World and a question addressed to student asking why the Italians might have chosen to live in Little Italy, a video of how Irish immigrants were portrayed and a question to students to determine how Irish responded to the prejudice. Each module ends with review questions, an assessment, document- based investigation tasks, and enrichment opportunities for students.</p>	
	<p><b>REQUIRED</b>  <b>3b)</b> Coherent sequences of source-dependent questions<sup>5</sup> and tasks focus students on building, applying, and synthesizing knowledge and skills through various sources, classroom research, conversations, etc. to develop an understanding of social studies content.</p>	<p><b>No</b></p>	<p>The questions and tasks should “focus students on building, applying, and synthesizing information.” Although some of the essays in the DBIs do this, the questions in the materials are often too basic and do not prompt students to the level of critical thinking expected (e.g. For example see Module 11: “Which of the following authoritarian leaders came to power in Italy?”, “By how many different routes did Italian forces invade Ethiopia?”).</p> <p>In addition, a coherent sequence of source-dependent questions is required; however,</p>	<p>By design, the Document-Based Investigations in <i>HMH Social Studies American History: Reconstruction to the Present</i> ask students to analyze document sets in two steps: Part I presents sources with quick analysis questions as highlighted but Part II specifically requires students to analyze relationships between sources and synthesize connections. Additionally, the program’s Benchmark Assessments include sets of questions on a source or written selection that ask students to critically analyze material to arrive at their answers.</p>

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

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			<p>for each source, there is only one question. Furthermore, the questions are often unrelated and don't build to a deeper understanding of the content. Finally, the students should engage via different ways (research, conversations, etc.) and this only occurs in enrichment.</p>	
	<p><b>REQUIRED</b>  <b>3c)</b> Source-dependent written and oral tasks require students to make claims which demonstrate understanding of social studies content (e.g., make connections between ideas, people, and events; explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).</p>	<p><b>Yes</b></p>	<p>The materials provide source-dependent written and oral tasks that require students to make claims that demonstrate understanding of the Social Studies content. In module 10, Lesson 1: The New Deal: A New Deal Fights for the Nation, students are instructed to view three videos that show excerpts from speeches from the three critics of the New Deal. After viewing the speeches, students will compare and contrast the views of Coughlin, Townsend, and Long opposition to the New Deal. In this activity, students are making connections to the perspectives of those who were against the New Deal, rather than for it. Instead of looking at the masses, each focused on a specific group that was not benefiting from the New Deal, itself.</p> <p>Additionally, in Module 13: Postwar Boom, students are given the opportunity to use various sources to determine factors that led to cultural changes in the 1950s and the effect those changes had on American</p>	

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			<p>society as a whole. Students engage with this activity as it allows students to make connections between ideas, people, and events and explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas. Another example can be found in Module 12, Cold War. Students are given the opportunity to explore political cartoons, an excerpt from Harry S. Truman, a video of United States aid to South Korea, a quote from John Kennedy's speech, a propaganda posters, and a quote from Henry Kissinger. Students would use information in those documents to create a compare and contrast essay on the topic: Compare and contrast the approaches taken by various officials in their fight against the Communist threat.</p>	
	<p><b>FULL CURRICULUM ONLY</b>  <b>3d)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.</p>	<p><b>Yes</b></p>	<p>Materials provided use varied modes of assessment, including a range of formative, summative, and self-assessment. These assessments are accessible to all students through the online program. Each lesson has reading check questions, a review of the lesson, as well as an assessment at the end consisting of a variety of questions including multiple choice, multiple-select, and constructed response. Each module also has a review at the end for students to complete on their own as well as extended writing</p>	

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			<p>assignments, one that is document based and one that is not. Some of these questions are based on the document analysis or based on content knowledge.</p> <p>An example of how each lesson ends with a lesson assessment, can be found in Lesson 1, Module 2, "Culture Clash on the Prairie." Students are to complete a multiple-choice question choosing how the buffalo influenced Native American life on the Great Plains.</p> <p>There are also suggestions for differentiating lessons throughout the material for struggling learners, English Language Learners, and Enrichment activities for students. Many assessment materials are also available in Spanish.</p> <p>The varied modes of assessment include module reviews questions for each Section of each module as well as multiple opportunities for alternative assessments in the enrichment section of each module. Writing and project- based assessments are also available to further student knowledge. Another form of assessment are collaborative presentations and projects that help students develop a better understanding of the material. For example, in Module 9: The Great Depression, students are to create a TV Special to explore in-depth aspects of the stock market crash. Have</p>	

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			students write a script for a television program about the stock market crash of 1929, and then present it to the class. In order to write the script, students will research various topics or ideas that center around the Stock Market Crash.	
	<p><b>FULL CURRICULUM ONLY</b></p> <p><b>3e)</b> Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	Materials include aligned rubrics and guidelines that help provide guidance in interpreting student performance. These rubrics are located in the teacher edition and other resources provided to teachers. In addition, students are able to check their answers in each of the document based questions that occur throughout the modules. This allows students to see if they are interpreting the source correctly. Answer keys for items such as graphic organizers, guided reading, and in lesson activities are provided, as are rubrics for various types of tasks students may be assigned. Exemplar responses for essays are not included.	
<p><b>4. RESPONSE TO SOURCES:</b></p> <p>Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing.</p>	<p><b>REQUIRED</b></p> <p><b>4a)</b> Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	<p><b>HMH Social Studies American History: Reconstruction to the Present</b> continuously exercises students' close reading and writing skills through <i>Document-Based Investigations, Essential Question Writing Tasks, Analyze activities, Reading Checks,</i> and other writing prompts. These and other writing tasks offer variations in length and</p>

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<input type="checkbox"/> Yes <input type="checkbox"/> No				<p>time demands and encompass formats such as notes, summaries, short-answer responses, whole-class shared writing, formal essays, on-demand writing, and process writing.</p> <p>Embedded in the online Student Edition is an online writing tool which has resources and collaboration tools built in. The online writing platform facilitates collaboration by allowing teachers to set up peer groups whose members can review and comment on each other's submissions. Teachers can provide immediate feedback with in-line editing and comments.</p> <p>Writing activities from the <b><i>HMH Social Studies American History: Reconstruction to the Present</i></b> Student Edition and additional prompts are in the online writing tool. While in the tool, students can research and return to the Student Edition's pages, access the annotations and textual evidence they saved in their notes, and rely on the tool's embedded support for the task of writing.</p>



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	<p><b>REQUIRED (GRADES 3-12 ONLY)</b>  <b>4b)</b> A vast majority of written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>Questions that engage students in written and verbal responses clearly state that clear explanations and source-based evidence are required.</p>
	<p><b>REQUIRED</b>  <b>4c)</b> Materials provide regular opportunities to develop students' skill in organizing and supporting their thinking in speaking and writing, including using evidence from sources and outside knowledge.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>The <b><i>HMH Social Studies American History: Reconstruction to the Present</i></b> digital texts (online and offline compatible) include an embedded note-taking and annotation tool. This tool allows students to highlight, take notes, tag citations and notes, and save and organize entries. This streamlines the process of choosing, saving, organizing, and retrieving the text-based evidence needed for verbal and written responses.</p> <p>Additionally, the <b><i>HMH Social Studies American History: Reconstruction to the Present</i></b> program includes <i>Interactive Lesson Graphic Organizers</i> that help students organize and support their thinking and writing. Students can launch the lesson-specific <i>Interactive Lesson Graphic Organizers</i> directly from the pages of the Interactive Student Edition. These interactive resources put students in control of their learning and help them process, summarize, and keep track of the</p>

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				lesson's content.
	<p><b>FULL CURRICULUM ONLY</b>  <b>4d)</b> Materials provide regular opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p><b><i>HMH Social Studies American History: Reconstruction to the Present</i></b> provides regular opportunities to conduct collaborative activities and research projects.</p> <p>For example, a <i>Collaborative Learning</i> activity in The Age of Railroads lesson begins with student pairs researching the experiences of people who built the transcontinental railroad. Using the evidence each student pair finds, the class discusses the different challenges faced by workers on the Union Pacific Railroad and Central Pacific Railroad. Then, students use evidence to compose five diary entries from the point of view of a worker on the Central Pacific Railroad in the late 1860s, and volunteers present their entries to the class. A teacher rubric is provided in the <i>Integrated Assessment Handbook</i>.</p> <p><b><i>HMH Social Studies American History:</i></b></p>

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				<p><i>Reconstruction to the Present</i> offers components with which students can conduct research for a project or for leisure.</p> <ul style="list-style-type: none"> <li>• <i>HMH Current Events</i> website, <a href="http://hmhcurrentevents.com">hmhcurrentevents.com</a>, delivers age-appropriate current events stories every month about world history, world geography, American history, economics, psychology, sociology, civics, government, and African American history. It connects students to informational articles from around the world from news sources such as CNN, the BBC, The New York Times, Fox News, NPR, and the Washington Post.</li> <li>• Students can conduct research on the <i>Map Connections</i> site on <a href="http://Maps.com">Maps.com</a>. <i>Map Connections</i> provides a wealth of maps and other resources that support geography instruction and geography’s significance in the history of America and the world.</li> <li>• The <i>Channel One News Video Library</i> houses an archive of newscasts that offer research opportunities for students.</li> </ul>

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				<ul style="list-style-type: none"> <li>The <b><i>HMH Social Studies American History: Reconstruction to the Present</i></b> program helps students develop the research skills needed for success in high school, college, and career. For example, the <i>Social Studies Skills</i> lessons in the Student Edition provide explicit instruction and meaningful guided practice for content-area skills. Included in the lessons are topics that sharpen students' research skills, such as <i>Conducting Research, Assessing Primary and Secondary Sources, and Identifying Central Issues</i>.</li> </ul>
	<p><b>4e)</b> Materials build students' active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p><b><i>HMH Social Studies American History: Reconstruction to the Present</i></b> includes carefully designed components and features that build students' active listening skills. Some highlights are described in the following list.</p> <ul style="list-style-type: none"> <li>The <b><i>HMH Social Studies American History: Reconstruction to the Present</i></b> digital Student Editions include a natural-voice text reader that builds active listening skills and enhances focus and comprehension. The bilingual glossary also includes audio in both</li> </ul>

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				<p>Spanish and English.</p> <ul style="list-style-type: none"> <li>• <i>Close Read Screencasts</i> are audio-visual models of student conversations about lesson-specific critical historical content and primary sources. These features help develop students' ability to have effective academic discussions about the program's content.</li> <li>• The <i>History Multimedia Connections</i> build students' active listening skills with captivating content. <i>HISTORY Multimedia Connections</i> includes high-quality video and audio from the respected HISTORY Channel. The video, audio, and corresponding activities spark inquiry, discussion, note-taking, analysis, and critical thinking.</li> </ul>
	<p><b>4f)</b> Materials provide models for writing and student exemplars to support writing development in social studies.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>The program does not include writing models and student exemplars.</p>
<p><b>Section III. Scaffolding and Support</b></p>				
<p><b>5. SCAFFOLDING AND SUPPORT:</b> Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies</p>	<p><b>REQUIRED</b>  <b>5a)</b> Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p><b><i>HMH Social Studies American History: Reconstruction to the Present</i></b> uses a scaffolded framework that guides students to deep conceptual understanding. Instructional guidance in the Teacher Guide</p>

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<p>content.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>				<p>and embedded supports in the student text and materials facilitate a gradual release of responsibility. Lessons begin with guided explorations, discussions, and activities and progress to independent applications of higher-level thinking skills. Content and support is presented in multiple modalities, with audio, video, simulations, <i>Close Read Screencasts</i>, and interactive maps and illustrations. Along the way, <i>Reading Checks</i> help students stay on track with their comprehension.</p> <p>Students in Louisiana’s schools who need reading support and/or English-language support will benefit from the scaffolding in the <i>Guided Reading Workbooks</i>. The English-only and the Spanish/English versions of the <i>Guided Reading Workbooks</i> help students master the content and build vocabulary and reading skills. For each lesson, the <i>Guided Reading Workbooks</i> provide the critical information and note-taking templates. <i>Key Vocabulary</i> and definitions, <i>Main Ideas</i>, and a <i>Lesson Summary</i> are presented in a simplified format. Active reading prompts and comprehension questions are interspersed</p>

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				<p>in the Lesson Summary to help studies maintain focus and check their understanding. The <i>Lesson Summary</i> is followed by a <i>Challenge Activity</i>, which requires students to use critical thinking skills to answer text-based questions.</p>
	<p><b>REQUIRED</b>  <b>5b)</b> The materials are easy to use and well organized for students and teachers.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p><b><u>Student Materials</u></b></p> <p>The <b><i>HMH Social Studies American History: Reconstruction to the Present</i></b> content flows in an appropriate, logical progression that moves students from a simple to a more complex understanding of American history. The materials have a consistent and logical organization, with content organized into modules, lessons, and segments. Modules are the broadest content category. Each module opens with an <i>Essential Question</i> that sparks interests, starts discussion, and provides connections between content and context. Rich imagery, <i>HISTORY</i> videos, and timelines engage students throughout every module. At the culmination of a module, learning is reinforced in the Module Review and Module Assessment.</p> <p>Lessons present module content in focused,</p>

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				<p>manageable divisions that are based on subtopics and/or contributing events. Lesson Plans include objectives and are organized around a three-step teaching plan: 1) Pre-teach, 2) Direct Teach, and 3) Review &amp; Assess. This clear and simple plan makes the teaching guides effective, efficient, and easy to use. Each lesson opens with a <i>Big Idea</i> that encapsulates the primary point of the lesson. <i>Key Terms and People/Places</i> are presented throughout the lessons, and graphic organizers and flipcards in <i>Lesson Reviews</i> prepare students for <i>Lesson Assessments</i>.</p> <p>Segments organize lesson content into discrete sections and are the smallest content category. Each segment ends with a <i>Reading Check</i> question to check comprehension. There are features between lessons that cover a broad range of topics and focus on engagement, specific skill instruction, and/or social studies strands.</p> <p><u><b>Teacher Materials</b></u></p>



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				<p>The <b><i>HMH Social Studies American History: Reconstruction to the Present</i></b> Teacher Guide is well-organized, comprehensive, and easy to use. <b><i>HMH Social Studies American History: Reconstruction to the Present</i></b> includes embedded professional development that provides background information, content knowledge, and instructional guidance. Suggestions for demonstrating and modeling skills or concepts appear throughout every lesson in <b><i>HMH Social Studies American History: Reconstruction to the Present</i></b>. The Teacher Guide also includes instructional information about the <i>Essential Question</i> and <i>Big Ideas</i> that contribute to background and content knowledge.</p> <p>The Teacher Guide includes <i>Module Planners</i> and <i>Lesson Planners</i>, which are clean, at-a-glance tables that detail the elements of modules and lessons. Color-coding visually identifies print and digital components and organizes module, lesson, and segment content.</p> <p><i>Module Highlights</i> and <i>Lesson Highlights</i></p>

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				<p>provide overviews of integral module and lesson elements. They include features that detail the overarching module themes, skills instruction, whole-class collaborative activities, and review tools that include flipcards, graphic organizers, sequencing activities, and more.</p> <p>Instructional resources in the Teacher Guide are presented at point-of-use for ease of navigation, time management, and efficiency. The Teacher Guide bridges the print and digital Student Editions, providing seamless instruction for both. Instruction for elements, including visuals, maps, graphs, and <i>Document-Based Investigations</i> is provided in the Teacher Guide, and all elements are identified as digital, print, or shared. Content extension activities, differentiated activities, scaffolded supports, answers, suggestions for engagement, multimedia resources, and content-based information are presented in sequence with student materials. Assessment items and answers are also presented at point-of-use and differentiated individual and group activities are provided throughout.</p>

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				<p><b><u>Technology for Students and Teachers</u></b></p> <p>HMH conveniently houses all of the program’s materials, resources, and tools in one user-friendly location. The Ed: Your Friend in Learning online platform gives teachers and students quick and easy access to all of the program’s resources. This contributes to increased levels of efficiency and organization, and it gives teachers more time to teach and student more time to learn. Through the user-friendly Ed online platform, students are able to access the Student Edition and materials, read and respond to the text in <i>myWriteSmart</i>, complete assignments, take tests, and access additional resources.</p> <p>On the Ed platform, the Teacher Dashboard gives teachers access to the Teacher Guide, Student Edition, and all <b><i>HMH Social Studies American History: Reconstruction to the Present</i></b> materials and resources. PDF versions of the materials and resources can be downloaded to devices and used later when Internet access may be unavailable to teachers and/or students. From the Ed</p>

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				<p>platform, teachers can create and schedule assignments and lesson plans, launch resources, and generate reports. Users of the <i>HMH Player App</i> get the same benefits as Ed platform users, plus collaborative functionality and both online and offline availability.</p> <p><b><i>HMH Social Studies American History: Reconstruction to the Present</i></b> digital materials are easy to enter, exit, and navigate. The e-Reader for the Teacher Guide, Student Edition, and other digital resources feature easy navigation with a clickable table of contents and word-level content search. The e-Reader also has Page View controls, which allow the user to choose single-page or double-page view, scrolling or turning page functionality, and page zoom in or out. The navigation tools and embedded resources are easy to find and easy to use. Digital texts also include embedded tools for note-taking and entering responses, making it possible to “write” in the digital books.</p> <p>The online audio capabilities and</p>

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				<p>embedded highlighting, bookmarking, and note-taking enhance students' interaction and comprehension. Multimedia options present the material in multiple ways, further enhancing students' understanding and retention. The online writing tool provides meaningful support as students work to publish documents using technology.</p>
	<p><b>5c)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p><b><i>HMH Social Studies American History: Reconstruction to the Present</i></b> provides differentiated instruction, strategies, activities, and assessments that meet the needs of diverse learners.</p> <ul style="list-style-type: none"> <li>● The digital Student Edition's embedded audio text reader supports cognitive focus and reading comprehension.</li> <li>● The digital texts and resources have a page-zoom feature that is especially helpful for users with visual impairments.</li> <li>● Students can highlight, take notes, tag citations and notes, and save and access entries with the embedded note-taking tool.</li> <li>● Students can complete writing assignments in an interactive writing and performance</li> </ul>

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				<p>assessment tool that delivers scaffolded support for each phase of the writing process. Teachers can assign activities, add comments and feedback to student work, access rubrics, track progress, and link to additional tools and resources.</p> <ul style="list-style-type: none"> <li>• The <i>HMH Player App</i> gives students instant access to teacher support and feedback, while providing all of the program’s texts and materials in an online or offline digital system.</li> <li>• Tiered and differentiated activities appear throughout the Teacher Guide.</li> <li>• The <i>Guided Reading Workbook</i> and <i>Spanish/English Guided Reading Workbook</i> help guide students as they read the key information and adapted-level summaries and take notes.</li> <li>• Remediation activities offer re-teaching and assessment at the end of every lesson.</li> <li>• <i>Close Read Screencasts</i> are audio-visual models of student conversations about critical historical content and primary sources.</li> <li>• Collaborative activities and projects exercise students’ 21<sup>st</sup> century skills and provide memorable ways to acquire understanding of the content.</li> </ul>

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				<ul style="list-style-type: none"> <li>• Reading and social studies skills supports are embedded within the pages of the student text. The <i>Social Studies Skills</i> lessons build crucial content-area skills that beget sustainable competencies for success in high school, college, and careers.</li> <li>• Frequent <i>Reading Checks</i> confirm students' understanding or prod them to return to the text for re-reading and clarification.</li> <li>• Multisensory strategies and activities engage students through visual, auditory, kinesthetic, tactile, and technological methods.</li> <li>• <i>Enrichment</i> extension activities at the end of every lesson provide opportunities for students to explore additional topics in greater depth, exercise critical thinking skills, produce written and verbal pieces, and apply their learning actively in the community.</li> </ul>
	<p><b>5d)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>The <b><i>HMH Social Studies American History: Reconstruction to the Present</i></b> program can be reasonably completed within a regular school year. The program delivers thorough standards-based content coverage and devotes the time needed for maximum student understanding. Planning and pacing resources are included in the teacher</p>

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				materials. The program also offers teachers the flexibility to adjust pacing to meet the needs of their students.
<b>FINAL EVALUATION</b>				
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 5. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.				
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Content	1. Scope and Quality of Content ( <b>Non-Negotiable</b> )	<b>Yes</b>	The materials in the textbook does address 90% of the GLEs.	
	2. Range and Volume of Sources ( <b>Non-Negotiable</b> )	<b>No</b>	Primary and secondary sources, are not used to develop content knowledge but rather to support the text.	
II: Claims	3. Questions and Tasks ( <b>Non-Negotiable</b> )	<b>No</b>	The questions and tasks are often basic and lack the level of coherence needed to build and deepen understanding at the grade level.	
	4. Response to Sources	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
III: Scaffolding and Support	5. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <b>Tier III, Not representing quality</b>				





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

**Content:** Students build an understanding of social studies content.

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

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

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

Title: **HMH Social Studies Modern World History**

Grade/Course: **12**

Publisher: **Houghton Mifflin Harcourt Publishing Company**

Copyright: **2018**

Curriculum Type: **Full Curriculum**

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<b>Section I. Content</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. SCOPE AND QUALITY OF CONTENT:</b></p> <p>Materials adequately address the <a href="#">Louisiana’s Grade-Level Expectations (GLEs)</a> at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED (FULL CURRICULUM ONLY)</b></p> <p><b>1a)</b> Materials address the content of 90% of the GLEs.</p>	<p><b>Yes</b></p>	<p>HMH Social Studies Modern World History address the content of at least 90% of Social Studies: Grade 12 Louisiana GLEs, which covers topics, events, and people that contributed to the rise of democratic ideas to Global interdependence.</p> <p>Various activities and Lessons in Modules 1 through 26 address the following Standards: Standard 1 – Historical Thinking Skills, Standard 2 – Cultural and Social Development, Standard 3 – Government and Political Ideals, Standard 4 – Economic Ideals, Standard 5 –Rise of Nation States Standard 6 – Conflict and Resolution and Standard 7 - Global Challenges.</p> <p>An example of this indicator can be found in Module 8, Lessons 1-4. Students evaluate the key reasons and people that lead up to the Renaissance. (GLE 2.1). Also in Module 15, Lessons 1-4, Industrial Revolution. Standards 2, 3 and 4 are addressed. Also in Module 22, Lessons 1-5 World War II, standards 6 and 7 are represented.</p> <p>Another example can be found in Module 10: Expansion, Exploration, and Encounter. This Module addresses GLEs WH.2.3 and WH.2.4. Through the Lessons in this Module, students will complete various activities and analyze sources related to European exploration of Asia and North</p>	

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			<p>America, including the slave trade and the Columbian Exchange.</p> <p>Also, an example of this indicator can be found in Module 19. Students look at World War I and how the world was thrust into war and its repercussions. (WH.6.1 Identify the key personalities and evaluate the origins, major events, technological advances, and peace settlements of World War I).</p> <p>Furthermore, located in Module 22, World War II addresses GLEs WH.6.6 and WH.6.7. In the Lessons of this Module, students will examine key people, places, and events of World War II as well as a look at the consequences of the war.</p>	
	<p><b>1b)</b> Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p><b>Yes</b></p>	<p>The materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p> <p>One example in which students would explore key questions is evident in Module 26, Lesson 1. Students are asked an essential question, followed by a video with questions, and a timeline in which students must determine the outcome of a question by interpreting the timeline. Throughout the course of the Lesson, analysis questions are included. For example, analysis questions are found in Lesson 1 about a quote from Barack Obama and an ISS commander, a photo of a United States Space Probe, a line graph of</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>internet statistics, a photo of a computer chip, and of pictures of genetic engineering. At the end of each lesson in the Module, a review question assessing key terms and people and a lesson assessment is included to build knowledge and skills.</p> <p>The following GLEs apply to Module 26, Lessons 1-6, Global Interdependence.</p> <p>7.1 Summarize the origins of the Cold War, including the major differences in the political ideologies and values of the Western democracies versus the Soviet Bloc</p> <p>7.2 Describe the causes and effects of the Cold War crises and military conflicts on the world</p> <p>7.3 Evaluate the changes that occurred in Asia, Africa, and the Middle East as a result of the end of colonial rule</p> <p>7.4 Analyze the role of the United Nations, NATO, and other international organizations in the contemporary world</p> <p>7.5 Explain the causes and consequences of the breakup of the Soviet Union on the world</p> <p>7.6 Analyze terrorist movements in terms of their proliferation and political, economic, and social impact.</p> <p>For example, in Module 3 students are asked an essential question, followed by a video with questions, and a timeline in which students must determine the outcome of a</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>question by interpreting the timeline. Throughout the course of the Module, questions about a map of the Fertile Crescent and the Nile Valley Civilizations follow early in the section of Module 3. At the end of each lesson in the Module, a review question assessing key terms and people and a lesson assessment is included to build knowledge and skills.</p> <p>Another example can be found in Module 15, The Industrial Revolution. Students analyze the impact of the Industrial Revolution and its effects on Western economics, politics, and society. Through the module, students analyze primary and secondary documents, pictures, and graphs that help students understand the content knowledge. (WH.4.1 Evaluate the causes and effects of the Industrial Revolution in England, Western Europe, and its spread throughout the world WH.4.2 Describe how the expansion of industrial economies resulted in social and economic change throughout the world.)</p> <p>Also, the Module 12: Enlightenment and Revolution Document-Based Investigation addresses GLEs WH.3.1 and WH.3.3. This activity requires students to examine the changes that Enlightenment thinkers wanted to occur in government and society.</p> <p>Additionally, GLE WH.5.4 is addressed in</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			Module 18, Lesson 2: Modernization in Japan. Through this Lesson, students will complete activities to analyze the causes and effects of Japan’s development.	
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>2. RANGE AND VOLUME OF SOURCES:</b></p> <p>Materials include varied types of primary and secondary sources that support students’ understanding of social studies content.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>2a)</b> The main focus of the materials is on primary and secondary sources<sup>6</sup> to develop content knowledge and express claims; materials may also include text to support students in using the sources.</p>	<p><b>No</b></p>	<p>The focus of the materials is not on primary and secondary sources to develop content knowledge and express claims. Instead of serving a supporting role in helping students with sources, the text has become the focus of the material for developing content.</p> <p>Module 9, Lesson 1: Luther Leads the Reformation, was a missed opportunity for primary and secondary sources to be the focus of the materials by incorporating into the lesson Martin Luther’s 95 Theses and the Edict of Worms.</p> <p>Another example where primary and secondary sources could have been the focus of the material is in Module 17: The Age of Imperialism. Instead of just reading the text supported by the few primary and secondary sources in the Lessons on the causes of Imperialism, Imperialism in Africa, Muslim lands, India, Southeast Asia, and by the United States, these Lessons should be anchored by primary and secondary sources</p>	<p><b>HMH Social Studies Modern World History</b> is designed to provide comprehensive coverage of the GLEs through a narrative approach. Primary and secondary sources are essential to our core narrative. Supplemental materials and sections including How to Read Like a Historian, Skillbuilder Handbook, and Social Studies Skills instruct students on how to analyze, evaluate, and synthesize the myriad of sources they encounter throughout the program. Some of these components are provided as PDF resources in digital product as well. There may also be more opportunities for students to express claims and provide evidence related to sources than is realized in the DBI Part II activities; the Essential Question essay activity; and in print-only sections of the Module Assessments including Critical Thinking questions; Engage with History;</p>

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>such as political cartoons, maps, and first hand written accounts, among others.</p> <p>An example is found in Module 15, Lesson 2, in which students are given a graph depicting British Cotton Consumption, 1800–1900. The source was placed after briefly discussing Eli Whitney's invention of the Cotton Gin, however, instead of analyzing the source in a way that adds to the content, or to add to the discussion of the impact of Whitney's invention, it just asks: During which decade did British cotton consumption decline?</p> <p>Another example can be found in Module 23, Lesson 1: Cold War Superpowers Face Off. The publisher places an excerpt of Winston Churchill's "Iron Curtain Speech", instead of adding to the content knowledge, the source just provides the excerpt with little to no analysis opportunities.</p> <p>Furthermore, even though the publisher adds primary and secondary sources to each module and throughout most of the lessons, overall, there are a few that do not add to the learning of the students. If the written material in the book were removed, the remaining majority of the sources ask basic recall questions, rather than allowing students to express claims.</p> <p>For example. in Module 13: French Revolution, Lesson 2: "The Forces of</p>	<p>Focus on Writing; and Collaborative Learning activities.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>Change." Students are provided with an excerpt from a biography of Marie Antoinette and not asked a question to evaluate her contribution to the French Revolution. Also, a picture of the attack on the Bastille is provided in the same lesson, but no question allowing for student content development exists. The picture supports the text.</p>	
	<p><b>REQUIRED</b>  <b>2b)</b> Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.</p>	<p><b>Yes</b></p>	<p>Materials includes a variety of primary and secondary sources. Throughout the Lessons in each Module, students will engage with a range of sources including print, video, photographs, maps, charts, political cartoons and graphs, among others.</p> <p>For example, Module 8: The Renaissance includes the following primary and secondary sources: a map of Europe in 1500, a letter by Isabella d’Este, a biography on Leonardo da Vinci, the Preface to Giovanni Boccaccio’s Decameron, an excerpt from Thomas More’s Utopia, and an excerpt from Act 2, Scene 2 of Hamlet by William Shakespeare.</p> <p>Additionally, Module 26: Global Interdependence includes the following primary and secondary sources: a video on Renewable Energy, an excerpt from a conversation between President Barack Obama and ISS Commander Jeff Williams in 2010, a graph of Major Internet Users, an</p>	



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p><b>2c)</b> Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing<sup>7</sup> and corroboration.<sup>8</sup></p>	<p><b>No</b></p>	<p>excerpt from former Philippine President Gloria Macapagal Arroyo’s Inauguration Speech, a chart comparing Multinational Corporations in 2014, a map of World Trading Blocs in 2015, an excerpt from the UN’s “Universal Declaration of Human Rights,” biography of Mother Teresa, and a video on the History of Terrorism.</p> <p>Another example to provide justification for this indicator is found in Module 9: The Reformation. Students are given timelines, charts (that allow students to compare and contrast religions), thematic maps, works of art and written works.</p> <p>Furthermore, In Module 19 World War I, the following primary and secondary sources are found: a video of letters from home, a timeline of Europe from 1914 to 1918, a chart of GDP and population of 1913, a chart of the standing armies of WWI, an excerpt from the biography of Kaiser Wilhelm II, a map of Nationalism in WWI, and an excerpt from Sir Edward Grey. More materials are found in the Multi-media section of each lesson.</p>	<p>In addition to the compare and contrast sources highlighted in this review, <b><i>HMH Social Studies Modern World History</i></b></p>

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

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			<p>range of sources including print, video, photographs, maps, charts, political cartoons and graphs, among others.</p> <p>For example, Module 8: The Renaissance includes the following primary and secondary sources: a map of Europe in 1500, a letter by Isabella d’Este, a biography on Leonardo da Vinci, the Preface to Giovanni Boccaccio’s Decameron, an excerpt from Thomas More’s Utopia, and an excerpt from Act 2, Scene 2 of Hamlet by William Shakespeare.</p> <p>Additionally, Module 26: Global Interdependence includes the following primary and secondary sources: a video on Renewable Energy, an excerpt from a conversation between President Barack Obama and ISS Commander Jeff Williams in 2010, a graph of Major Internet Users, an excerpt from former Philippine President Gloria Macapagal Arroyo’s Inauguration Speech, a chart comparing Multinational Corporations in 2014, a map of World Trading Blocs in 2015, an excerpt from the UN’s “Universal Declaration of Human Rights,” biography of Mother Teresa, and a video on the History of Terrorism.</p> <p>Another example to provide justification for</p>	<p>provides opportunities in the Student Edition. Some Historical Sources features look at topics from two different perspectives, such as the feature on the Crusades in Module 5, Lesson 2 providing the viewpoints of William of Tyre and Saladin and the analysis on the French Revolution in Module 13, Lesson 2 comparing the positions of Edmund Burke and Thomas Paine.</p>

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

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			<p>this indicator is found in Module 9: The Reformation. Students are given timelines, charts (that allow students to compare and contrast religions), thematic maps, works of art and written works.</p> <p>Furthermore, In Module 19 World War I, the following primary and secondary sources are found: a video of letters from home, a timeline of Europe from 1914 to 1918, a chart of GDP and population of 1913, a chart of the standing armies of WWI, an excerpt from the biography of Kaiser Wilhelm II, a map of Nationalism in WWI, and an excerpt from Sir Edward Grey. More materials are found in the Multi-media section of each lesson.</p>	
	<p><b>2d)</b> Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization.<sup>9</sup></p>	<p><b>Yes</b></p>	<p>Throughout many Modules, materials have primary and secondary sources from different time periods to enable students to make connections within and across time periods.</p> <p>For example, Module 16: An Age of Democracy and Progress, Lessons contain primary and secondary sources from varying time periods. Lesson 1: Democratic Reform and Activism contains pie charts displaying the expansion of voting rights for men in Britain before 1832, 1832, 1867 and 1884,</p>	

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

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			<p>and 1918, a quote from Emmeline Pankhurst’s <i>Why We Are Militant</i> (1913), a timeline tracing key events related to women’s suffrage from 1790-2008, an excerpt from <i>The Declaration of Sentiments</i> (1848), an 1894 political cartoon. Lesson 2: <i>Self-Rule for British Colonies</i> contains a map of Australia and New Zealand in 1850, quote from William Bennett in <i>Narrative of a Recent Journey of Six Weeks in Ireland</i> (1847), photograph from the 1916 Easter Rising. Lesson 3: <i>War and Expansion in the United States</i> includes quote from William Shorey Coodey on the Trail of Tears (1830), a History Channel video on the Independence of Texas, a map of the Civil War in the United States, 1861-1865, a History Channel video on Lincoln’s Road Toward Emancipation, a photo at Promontory Point Utah (1869). Lesson 4: <i>Nineteenth-Century Progress</i> includes a passage from Paul Johnson’s <i>The Birth of the Modern: World Society, 1815-1830</i>, an excerpt from John Vaughn’s “Thirty Years of the Telephone” (1906), a photograph of the production of a Model T, a History Channel video on Henry Ford and the Model T. At the conclusion of the Module, students will make a speech challenging the conventional idea that progress is always good. Additionally, Module 23: <i>Cold War Conflicts</i></p>	

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			<p>includes a multitude of primary and secondary sources from different time periods. These include a map of Europe at the end of World War II, an excerpt from the Truman Doctrine (1947), a graph of Countries Aided by the Marshall Plan, 1948-1951, a time line of events related to the space race between 1957-1975, map of the War in Korea, 1950-1953, map of the War in Vietnam, 1957-1975, and History Channel videos on Arriving in Vietnam and Ayatollah Khomeini. In the Document-Based Investigation, students will use an excerpt from the “Iron Curtain” speech (1946), a photography of the Red Guards in China, a photograph of the effects of war in Cambodia from the 1970s, an excerpt from a 1962 John F. Kennedy address to the United States, and a memo to Kennedy from CIA director John McCone to describe what was at stake for each side in the Cold War and explain the goals and fears motivating the United States, the Soviet Union, and their allies.</p>	
<b>Section II. Claims</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>3. QUESTIONS AND TASKS:</b>  Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate</p>	<p><b>REQUIRED</b>  <b>3a)</b> Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).</p>	<p><b>Yes</b></p>	<p>Questions and tasks focus on engaging student with content in varied contexts. Each Module will consist three to five Lessons for students to complete. In these Lessons, students will learn content and develop claims by analyzing sources,</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well students are able to understand social studies content.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>			<p>completing graphic organizers and guided reading activities, watching videos, taking assessments, completing enrichment activities, and completing document-based and extended writing assignments.</p> <p>For example, Module 14: Revolutions Sweep the West has four Lessons for students to complete on 16 Latin American nations winning independence, Europe facing revolution in several nation-states, nationalism and unity in Italy and Germany, and new artistic movements. In each of these Lessons, students will complete graphic organizers, complete guided reading activities, watch videos, and take an assessment. At the end of each Lesson, three to four enrichment activities are available for students. The Module concludes with a Document-Based Investigation that has students develop an argument on whether or not the benefits of nationalism outweigh its negatives and what great shifts in thinking inspired revolutions in politics and the arts worldwide.</p> <p>Additionally, in Module 8, The Renaissance, Lessons 1-4, students engage with the material through a variation of activities. Such as answering varying levels of questions related to maps, charts, videos and timelines, reading and note-taking guides as well as vocabulary reviews for each Lesson.</p>	

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			Students are also given the opportunity to utilize various graphic organizers, research and analyze primary and secondary documents in the Document- Based Investigation part 1 and 2 sections and the media connection of the text.	
	<p><b>REQUIRED</b>  <b>3b)</b> Coherent sequences of source-dependent questions<sup>10</sup> and tasks focus students on building, applying, and synthesizing knowledge and skills through various sources, classroom research, conversations, etc. to develop an understanding of social studies content.</p>	<b>No</b>	<p>The questions and tasks should “focus students on building, applying, and synthesizing information.” Although some of the essays in the DBIs do this, the questions in the materials are often too basic and do not prompt students to the level of critical thinking expected (e.g., see Module 8: “What is the name of the family that restored Florence?”, “Which Italian city shown on the map is located on the coast?”).</p> <p>In addition, a coherent sequence of source-dependent questions is required; however, for each source, there is only one question. Furthermore, the questions are often unrelated and don’t build to a deeper understanding of the content. Finally, the students should engage via different ways (research, conversations, etc.) and this only occurs in enrichment.</p>	By design, the Document-Based Investigations in <i>HMH Social Studies Modern World History</i> ask students to analyze document sets in two steps: Part I presents sources with quick analysis questions as highlighted but Part II specifically requires students to analyze relationships between sources and synthesize connections. Additionally, the program’s Benchmark Assessments include sets of questions on a source or written selection that ask students to critically analyze material to arrive at their answers.
	<p><b>REQUIRED</b>  <b>3c)</b> Source-dependent written and oral tasks require</p>	<b>Yes</b>	The materials provide source-dependent written and oral tasks that require students	

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>students to make claims which demonstrate understanding of social studies content (e.g., make connections between ideas, people, and events; explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).</p>		<p>to make claims that demonstrate understanding of the Social Studies content. At the end of each module, the publisher includes a Document Based Investigation which provides several documents that relates to the particular theme/topic. Each module allows students to look at different sources to make connections between certain events and ideas.</p> <p>An example can be found in Module 22: World War II. In the Document Based Investigation, students are given documents, in which they analyze to gain information to write an essay. These documents allow for students to look at societal impact of World War II, the impact of the bombings, and the destruction of World War II. After analyzing the documents, students would then write an essay in which they compare and contrast the ways that the total war approach defined each Allied and Axis nation during World War II.</p> <p>Another example can be found In Module 13: The French Revolution and Napoleon, students will analyze a variety of primary and secondary sources to explain the political, social, and economic causes and consequences of the French Revolution. Completion of this activity allows students to make connections between ideas, people, and events, explain how society, the</p>	



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas, and evaluate the causes and consequences of events and developments.</p> <p>Additionally, in Module 22, World War II, the Document - based Investigation part 1 students are to answer questions that pertain to the following documents then form a compare and contrast essay to determine the ways that the total war approach defined each Allied and Axis nation during World War II. Students are provided the following documents to justify for their reasoning: a photo of the Battle of Britain, an excerpt from Franklin Roosevelt's address, excerpt from Elie Weisel, a photo from Stalin at Stalingrad, an excerpt from Simon Weisenthal.</p> <p>Furthermore, In Module 11, Absolute Monarchs in Europe, students are to compare and contrast Primary documents and write an essay that compares and contrasts the rules of several of the absolute monarchs that was presented in the Module.</p>	
	<p><b>FULL CURRICULUM ONLY</b>  <b>3d)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.</p>	<p><b>Yes</b></p>	<p>Materials use a wide array of assessment measures that are unbiased and accessible to all students. Each Lesson has reading check questions, a review of the lesson, as well as an assessment at the end that consists of a variety of question types</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			including multiple choice, multiple-select, and constructed response. Lessons also have two to four Enrichment activities that students may complete to further their learning on various topics from the Lesson. Each Module has a review at the end for students to complete on their own as well as extended writing assignments, one that is document based and one that is not.	
	<p><b>FULL CURRICULUM ONLY</b></p> <p><b>3e)</b> Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	Materials include aligned rubrics and guidelines that help provide guidance in interpreting student performance. These rubrics are located in the teacher edition and other resources provided to teachers. In addition, students are able to check their answers in each of the document based questions that occur throughout the Modules. This allows students to see if they are interpreting the source correctly. Teachers are also provided aligned rubrics for the document based investigation essays at the end of each Module.	
<p><b>4. RESPONSE TO SOURCES:</b> Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing.</p>	<p><b>REQUIRED</b></p> <p><b>4a)</b> Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	<p><b><i>HMH Social Studies Modern World History</i></b> continuously exercises students' close reading and writing skills through <i>Document-Based Investigations, Essential Question Writing Tasks, Analyze activities, Reading Checks</i>, and other writing prompts. These and other writing tasks offer variations in length and time demands and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<input type="checkbox"/> Yes <input type="checkbox"/> No				<p>encompass formats such as notes, summaries, short-answer responses, whole-class shared writing, formal essays, on-demand writing, and process writing.</p> <p>Embedded in the online Student Edition is an online writing tool which has resources and collaboration tools built in. The online writing platform facilitates collaboration by allowing teachers to set up peer groups whose members can review and comment on each other's submissions. Teachers can provide immediate feedback with in-line editing and comments.</p> <p>Writing activities from the <i>HMH Social Studies Modern World History</i> Student Edition and additional prompts are in the online writing tool. While in the tool, students can research and return to the Student Edition's pages, access the annotations and textual evidence they saved in their notes, and rely on the tool's embedded support for the task of writing.</p>
	<b>REQUIRED (GRADES 3-12 ONLY)</b> <b>4b)</b> A vast majority of written and speaking tasks require	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	Questions that engage students in written

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge.			and verbal responses clearly state that clear explanations and source-based evidence are required.
	<p><b>REQUIRED</b></p> <p><b>4c)</b> Materials provide regular opportunities to develop students' skill in organizing and supporting their thinking in speaking and writing, including using evidence from sources and outside knowledge.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	<p>The <i><b>HMH Social Studies Modern World History</b></i> digital texts (online and offline compatible) include an embedded note-taking and annotation tool. This tool allows students to highlight, take notes, tag citations and notes, and save and organize entries. This streamlines the process of choosing, saving, organizing, and retrieving the text-based evidence needed for verbal and written responses.</p> <p>Additionally, the <i><b>HMH Social Studies Modern World History</b></i> program includes <i>Interactive Lesson Graphic Organizers</i> that help students organize and support their thinking and writing. Students can launch the lesson-specific <i>Interactive Lesson Graphic Organizers</i> directly from the pages of the Interactive Student Edition. These interactive resources put students in control of their learning and help them process, summarize, and keep track of the lesson's content.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p><b>FULL CURRICULUM ONLY</b></p> <p><b>4d)</b> Materials provide regular opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p><b><i>HMH Social Studies Modern World History</i></b> provides regular opportunities to conduct collaborative activities and research projects.</p> <p>For example, a <i>Collaborative Learning</i> activity in The Age of Railroads lesson begins with student pairs researching the experiences of people who built the transcontinental railroad. Using the evidence each student pair finds, the class discusses the different challenges faced by workers on the Union Pacific Railroad and Central Pacific Railroad. Then, students use evidence to compose five diary entries from the point of view of a worker on the Central Pacific Railroad in the late 1860s, and volunteers present their entries to the class. A teacher rubric is provided in the <i>Integrated Assessment Handbook</i>.</p> <p><b><i>HMH Social Studies Modern World History</i></b> offers components with which students can conduct research for a project or for leisure.</p> <ul style="list-style-type: none"> <li>• <i>HMH Current Events</i> website, <a href="http://hnhcurrentevents.com">hnhcurrentevents.com</a>, delivers</li> </ul>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>age-appropriate current events stories every month about world history, world geography, American history, economics, psychology, sociology, civics, government, and African American history. It connects students to informational articles from around the world from news sources such as CNN, the BBC, The New York Times, Fox News, NPR, and the Washington Post.</p> <ul style="list-style-type: none"> <li>• Students can conduct research on the <i>Map Connections</i> site on Maps.com. <i>Map Connections</i> provides a wealth of maps and other resources that support geography instruction and geography's significance in the history of America and the world.</li> <li>• The <i>Channel One News Video Library</i> houses an archive of newscasts that offer research opportunities for students.</li> </ul> <p>The <b><i>HMH Social Studies Modern World History</i></b> program helps students develop the research skills needed for success in high school, college, and career. For example, the <i>Social Studies Skills</i> lessons in the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>Student Edition provide explicit instruction and meaningful guided practice for content-area skills. Included in the lessons are topics that sharpen students’ research skills, such as <i>Conducting Research, Assessing Primary and Secondary Sources, and Identifying Central Issues.</i></p>
	<p><b>4e)</b> Materials build students’ active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p><b><i>HMH Social Studies Modern World History</i></b> includes carefully designed components and features that build students’ active listening skills. Some highlights are described in the following list.</p> <ul style="list-style-type: none"> <li>● The <b><i>HMH Social Studies Modern World History</i></b> digital Student Editions include a natural-voice text reader that builds active listening skills and enhances focus and comprehension. The bilingual glossary also includes audio in both Spanish and English.</li> <li>● <i>Close Read Screencasts</i> are audio-visual models of student conversations about lesson-specific critical historical content and primary sources. These features help develop students’ ability to have effective academic discussions about the program’s content.</li> </ul>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<ul style="list-style-type: none"> <li>The <i>History Multimedia Connections</i> build students' active listening skills with captivating content. <i>HISTORY Multimedia Connections</i> includes high-quality video and audio from the respected HISTORY Channel. The video, audio, and corresponding activities spark inquiry, discussion, note-taking, analysis, and critical thinking.</li> </ul>
	4f) Materials provide models for writing and student exemplars to support writing development in social studies.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	The program does not include writing models and student exemplars.
<b>Section III. Scaffolding and Support</b>				
<p><b>5. SCAFFOLDING AND SUPPORT:</b> Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>5a)</b> Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	<p><b><i>HMH Social Studies Modern World History</i></b> uses a scaffolded framework that guides students to deep conceptual understanding. Instructional guidance in the Teacher Guide and embedded supports in the student text and materials facilitate a gradual release of responsibility. Lessons begin with guided explorations, discussions, and activities and progress to independent applications of higher-level thinking skills. Content and support is presented in multiple modalities, with audio, video, simulations, <i>Close Read Screencasts</i>, and interactive maps and illustrations. Along the</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>way, <i>Reading Checks</i> help students stay on track with their comprehension.</p> <p>Students in Louisiana’s schools who need reading support and/or English-language support will benefit from the scaffolding in the <i>Guided Reading Workbooks</i>. The English-only and the Spanish/English versions of the <i>Guided Reading Workbooks</i> help students master the content and build vocabulary and reading skills. For each lesson, the <i>Guided Reading Workbooks</i> provide the critical information and note-taking templates. <i>Key Vocabulary</i> and definitions, <i>Main Ideas</i>, and a <i>Lesson Summary</i> are presented in a simplified format. Active reading prompts and comprehension questions are interspersed in the Lesson Summary to help students maintain focus and check their understanding. The <i>Lesson Summary</i> is followed by a <i>Challenge Activity</i>, which requires students to use critical thinking skills to answer text-based questions.</p>
	<p><b>REQUIRED 5b)</b> The materials are easy to use and well organized for students and teachers.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p><b><u>Student Materials</u></b></p> <p>The <b><i>HMH Social Studies Modern World History</i></b> content flows in an appropriate,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>logical progression that moves students from a simple to a more complex understanding of American history. The materials have a consistent and logical organization, with content organized into modules, lessons, and segments. Modules are the broadest content category. Each module opens with an <i>Essential Question</i> that sparks interests, starts discussion, and provides connections between content and context. Rich imagery, <i>HISTORY</i> videos, and timelines engage students throughout every module. At the culmination of a module, learning is reinforced in the <i>Module Review</i> and <i>Module Assessment</i>.</p> <p>Lessons present module content in focused, manageable divisions that are based on subtopics and/or contributing events. Lesson Plans include objectives and are organized around a three-step teaching plan: 1) Pre-teach, 2) Direct Teach, and 3) Review &amp; Assess. This clear and simple plan makes the teaching guides effective, efficient, and easy to use. Each lesson opens with a <i>Big Idea</i> that encapsulates the primary point of the lesson. <i>Key Terms and People/Places</i> are presented throughout</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>the lessons, and graphic organizers and flipcards in <i>Lesson Reviews</i> prepare students for <i>Lesson Assessments</i>.</p> <p>Segments organize lesson content into discrete sections and are the smallest content category. Each segment ends with a <i>Reading Check</i> question to check comprehension. There are features between lessons that cover a broad range of topics and focus on engagement, specific skill instruction, and/or social studies strands.</p> <p><b><u>Teacher Materials</u></b></p> <p>The <b><i>HMH Social Studies Modern World History</i></b> Teacher Guide is well-organized, comprehensive, and easy to use. <b><i>HMH Social Studies Modern World History</i></b> includes embedded professional development that provides background information, content knowledge, and instructional guidance. Suggestions for demonstrating and modeling skills or concepts appear throughout every lesson in <b><i>HMH Social Studies Modern World History</i></b>.</p>

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				<p>The Teacher Guide also includes instructional information about the <i>Essential Question</i> and <i>Big Ideas</i> that contribute to background and content knowledge.</p> <p>The Teacher Guide includes <i>Module Planners</i> and <i>Lesson Planners</i>, which are clean, at-a-glance tables that detail the elements of modules and lessons. Color-coding visually identifies print and digital components and organizes module, lesson, and segment content.</p> <p><i>Module Highlights</i> and <i>Lesson Highlights</i> provide overviews of integral module and lesson elements. They include features that detail the overarching module themes, skills instruction, whole-class collaborative activities, and review tools that include flipcards, graphic organizers, sequencing activities, and more.</p> <p>Instructional resources in the Teacher Guide are presented at point-of-use for ease of navigation, time management, and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>efficiency. The Teacher Guide bridges the print and digital Student Editions, providing seamless instruction for both. Instruction for elements, including visuals, maps, graphs, and <i>Document-Based Investigations</i> is provided in the Teacher Guide, and all elements are identified as digital, print, or shared. Content extension activities, differentiated activities, scaffolded supports, answers, suggestions for engagement, multimedia resources, and content-based information are presented in sequence with student materials. Assessment items and answers are also presented at point-of-use and differentiated individual and group activities are provided throughout.</p> <p><b><u>Technology for Students and Teachers</u></b></p> <p>HMH conveniently houses all of the program’s materials, resources, and tools in one user-friendly location. The Ed: Your Friend in Learning online platform gives teachers and students quick and easy access to all of the program’s resources. This contributes to increased levels of efficiency and organization, and it gives teachers more time to teach and student</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>more time to learn. Through the user-friendly Ed online platform, students are able to access the Student Edition and materials, read and respond to the text in <i>myWriteSmart</i>, complete assignments, take tests, and access additional resources.</p> <p>On the Ed platform, the Teacher Dashboard gives teachers access to the Teacher Guide, Student Edition, and all <b><i>HMH Social Studies Modern World History</i></b> materials and resources. PDF versions of the materials and resources can be downloaded to devices and used later when Internet access may be unavailable to teachers and/or students. From the Ed platform, teachers can create and schedule assignments and lesson plans, launch resources, and generate reports. Users of the <i>HMH Player App</i> get the same benefits as Ed platform users, plus collaborative functionality and both online and offline availability.</p> <p><b><i>HMH Social Studies Modern World History</i></b> digital materials are easy to enter, exit, and navigate. The e-Reader for the Teacher Guide, Student Edition, and other digital</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>resources feature easy navigation with a clickable table of contents and word-level content search. The e-Reader also has Page View controls, which allow the user to choose single-page or double-page view, scrolling or turning page functionality, and page zoom in or out. The navigation tools and embedded resources are easy to find and easy to use. Digital texts also include embedded tools for note-taking and entering responses, making it possible to “write” in the digital books.</p> <p>The online audio capabilities and embedded highlighting, bookmarking, and note-taking enhance students’ interaction and comprehension. Multimedia options present the material in multiple ways, further enhancing students’ understanding and retention. The online writing tool provides meaningful support as students work to publish documents using technology.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p><b>5c)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p><b><i>HMH Social Studies Modern World History</i></b> provides differentiated instruction, strategies, activities, and assessments that meet the needs of diverse learners.</p> <ul style="list-style-type: none"> <li>● The digital Student Edition’s embedded audio text reader supports cognitive focus and reading comprehension.</li> <li>● The digital texts and resources have a page-zoom feature that is especially helpful for users with visual impairments.</li> <li>● Students can highlight, take notes, tag citations and notes, and save and access entries with the embedded note-taking tool.</li> <li>● Students can complete writing assignments in an interactive writing and performance assessment tool that delivers scaffolded support for each phase of the writing process. Teachers can assign activities, add comments and feedback to student work, access rubrics, track progress, and link to additional tools and resources.</li> <li>● The <i>HMH Player App</i> gives students instant access to teacher support and feedback, while providing all of the program’s texts and materials in an online or offline digital system.</li> <li>● Tiered and differentiated activities</li> </ul>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>appear throughout the Teacher Guide.</p> <ul style="list-style-type: none"> <li>• The <i>Guided Reading Workbook</i> and <i>Spanish/English Guided Reading Workbook</i> help guide students as they read the key information and adapted-level summaries and take notes.</li> <li>• Remediation activities offer re-teaching and assessment at the end of every lesson.</li> <li>• <i>Close Read Screencasts</i> are audio-visual models of student conversations about critical historical content and primary sources.</li> <li>• Collaborative activities and projects exercise students' 21<sup>st</sup> century skills and provide memorable ways to acquire understanding of the content.</li> <li>• Reading and social studies skills supports are embedded within the pages of the student text. The <i>Social Studies Skills</i> lessons build crucial content-area skills that beget sustainable competencies for success in high school, college, and careers.</li> <li>• Frequent <i>Reading Checks</i> confirm students' understanding or prod them to return to the text for re-reading and clarification.</li> <li>• Multisensory strategies and</li> </ul>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>activities engage students through visual, auditory, kinesthetic, tactile, and technological methods.</p> <ul style="list-style-type: none"> <li>• <i>Enrichment</i> extension activities at the end of every lesson provide opportunities for students to explore additional topics in greater depth, exercise critical thinking skills, produce written and verbal pieces, and apply their learning actively in the community.</li> </ul>
	<p><b>5d)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>The <b><i>HMH Social Studies Modern World History</i></b> program can be reasonably completed within a regular school year. The program delivers thorough standards-based content coverage and devotes the time needed for maximum student understanding. Planning and pacing resources are included in the teacher materials. The program also offers teachers the flexibility to adjust pacing to meet the needs of their students.</p>
<p><b>FINAL EVALUATION</b></p>				
<p><i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 5.</p>				
<p><i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria.</p>				
<p><i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.</p>				
<p><b>Compile the results for Sections I-VII to make a final decision for the material under review.</b></p>				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Content	1. Scope and Quality of Content ( <b>Non-Negotiable</b> )	Yes	HMH Social Studies Modern World History address the content of at least 90% of Social	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			Studies: Grade 12 Louisiana GLEs, which covers topics, events, and people that contributed to the rise of democratic ideas to Global interdependence.	
II: Claims	2. Range and Volume of Sources <b>(Non-Negotiable)</b>	<b>No</b>	The focus of the materials is not on primary and secondary sources to develop content knowledge and express claims.	
	3. Questions and Tasks <b>(Non-Negotiable)</b>	<b>No</b>	The questions and tasks are often basic and lack the level of coherence needed to build and deepen understanding at the grade level.	
	4. Response to Sources	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
III: Scaffolding and Support	5. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier III, Not representing quality</u></b>				

Appendix II.

Public Comments

April 13, 2017

Dr. Jackie Bobbett, Ph.D. K-12 Administration and Supervision  
Supervisor, Instructional Material Reviews  
Office of Academic Content  
Louisiana Department of Education  
<http://www.louisianabelieves.com>

Dear Dr. Bobbett and the Louisiana Department of Education,

The Jewish Federation of Greater New Orleans, North Louisiana Jewish Federation and the Jewish Federation of Baton Rouge are partnering with the Institute for Curriculum Services (ICS) to ensure accurate social studies content standards on Jews, Judaism, and Israel in the instructional materials being evaluated for the students and educators in the state of Louisiana. The Institute for Curriculum Services promotes accurate instructional materials and instruction on Jews, Judaism, and Israel for American K-12 students. We greatly appreciate the opportunity to give input on the proposed the textbooks so Louisiana educators can provide more accurate and pedagogically sound instruction to their students.

Attached please a review for HMH text #17050 submitted by Houghton Mifflin Harcourt (HMH). We provide some corrections of inaccuracies and offer suggestions for improvement. We hope you will give these recommendations your careful consideration and look forward to working with you to ensure accurate and pedagogically sound instructional materials. We share your goals of accuracy and excellence in educational materials for the educators and students of Louisiana. This online review process of social studies instructional review is an important step in furthering this aim. ICS sincerely appreciates your leadership and the excellent work of your staff.

For additional information or questions on the review, please contact Dr. Lisa Wurtele at

██████████ .

We look forward to working with you on this very meaningful task. If you have any questions, please contact me at ██████████

Thank you very much for your time and consideration.

Sincerely,

Peter Haas

**Institute for Curriculum Services (ICS) Review on behalf of**  
**the Jewish Federation of Greater New Orleans,**  
**the Jewish Federation of Baton Rouge,**  
**and the North Louisiana Jewish Federation of**  
**Houghton Mifflin Harcourt (HMH)**  
*Modern World History*  
**Social Studies Grade 12**  
**Module 24: The Colonies Become New Nations**  
**Lesson 4: Conflicts in the Middle East**  
**Louisiana Adoption**  
**#17050**  
**April 2017**

**General Comments:** This high school world history textbook provides an excellent and engaging introduction to modern world history. ICS reviewed this digital textbook, with a focus on Module 24: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, and with particular attention paid to references related to Jews, Judaism, and Israel. The writing style in this digital textbook is clear and interesting, and it is written in an engaging fashion. The method of organization will help students remember important facts and concepts. This text explains well the influences of religion on society. Skills are taught through activities that are age-appropriate and clearly explained. The Reference Materials section's "Reading Like a Historian with its "How to ..." pages are excellent. The text's lessons and its assessments are pedagogically strong and well thought out. ICS greatly appreciates the many thorough and detailed improvements made to this text through the editions on the topics of Jewish history and Judaism. ICS thanks the publisher for the impressive efforts made to keep its instructional materials accurate and informative for the students and teachers of Louisiana.

Module 24: The Colonies Become New Nations, Module 24 Opener, The Colonies Become New Nations: Independence Movements Swept Africa and Asia After WWII, Timeline, **Change:** "1948 State of Israel is created, [Pop-up:] At the end of World War II, In 1947, the UN General Assembly voted to partition the Palestine Mandate divides land in the Middle East into an Arab state and a Jewish state (Israel). when the Mandate would end in 1948. The Arab state does not come into being. The Jews accepted the plan; the Arabs rejected it. saying that the UN does not have the right to partition a territory against the wishes of the majority. The establishment of the State of Israel was proclaimed in 1948."

**Comments:** The pop-up text that serves as a brief background and explanation for this timeline event is missing key information about the UN vote on the Partition Plan of 1947 necessary for students to comprehend its significance.

The text should not add a comment or argument from only one side without adding a view from the other side. Rather, the summary should stick to a neutral account of the establishment of the State of Israel in 1948. While mention of the reasons given by the Arabs for their rejection of the plan is informative in the larger context, it is not appropriate in a brief timeline description of the 1948 event.

Module 24: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Israel Becomes a State, Palestine, para. 1, **Change:**” After being forced out of Jerusalem during the second century AD, many Jews were dispersed throughout the world. Those who remained in the newly named Roman province of Syria Palaestina were unable to reestablish their own rule state. The global forced dispersal of the Jews beyond their homeland, which had begun many centuries before, created is known as the Diaspora. While some Jews remained in the land and some returned to it throughout history. During the late 19<sup>th</sup> and early 20th centuries, a Jewish nationalist movement, Zionism, began supporting the large-scale return of Jews to the region, with the goal known as Zionists, they planned to of reestablishing the Jewish national home in the historic homeland. At this time, the region known as Palestine was still part of the Ottoman Empire, ruled by Islamic Turks. After the Ottomans’ defeat in World War I, the League of Nations gave Britain a mandate to oversee Palestine until it the areas under the authority of the British Mandate was were ready for independence.”

**Comments:** The Romans renamed Judea as “Syria Palaestina;” it was referred to by the shortened version, “Palaestina” and later as “Palestina.” The word Palestina contains a typo in the text.

The Jews remaining in the area renamed Syria Palaestina could only have hoped to reestablish a kingdom, not a state, in the face of Roman domination of the region. This has been rephrased as “to reestablish their own rule” for clarity.

The dispersal was a forced migration; while the Diaspora extended to many parts of the world, it was not of global proportions when it began with the Babylonian Exile in 586 BCE.

In the Diaspora, many Jews were forced to leave their homeland; some Jews were able to maintain a presence in their homeland over the centuries.

The movement whose goal was to support the return of Jews to the region on a large scale should be identified for students by name (Zionism), rather than by its adherents (Zionists).

Zionism is the name of the national movement supporting the return of the Jewish people to their historic homeland (the Land of Israel), and the reestablishment there of a Jewish national home.

Article 22 of the Covenant of the League of Nations states that the British Mandate was to be in effect until they (i.e., the areas under its authority) were “able to stand by themselves.”

(See [http://avalon.law.yale.edu/20th\\_century/leagcov.asp#art22](http://avalon.law.yale.edu/20th_century/leagcov.asp#art22).)

Module 24: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Israel Becomes a State, Palestine, para. 2, **Change:** “Both Jews and Arabs had moved to the area in large numbers, and the Jews were pressing for their own nation in the territory. The Arabs living in the region strongly opposed such a move. In a 1917 letter to Zionist leaders, British Foreign Secretary Sir Arthur Balfour promoted the idea of creating a Jewish homeland in Palestine while protecting ensuring that action would not negatively affect either the “rights of existing non-Jewish communities, or the rights and political status enjoyed by Jews in any other country.” The British also promised the

Arabs a state and gave part of the Palestine Mandate — Transjordan — to Abdullah for a kingdom in 1921.”

**Comments:** It is important to point out that the terms of the British Mandate included protection not only of existing non-Jewish communities, Jews’ rights not only within the area of the Mandate, but “in any other country.” (The word “protecting” was replaced to accommodate the extended quote from the Balfour Declaration.)

Module 24: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Israel and Arab States in Conflict, Arab-Israeli Wars Continue, para. 6, **Change:** “The Israelis, under their pPrimister, Golda Meir (MY•uhr), launched a counterattack and regained most of the lost territory.”

**Comments:** When “prime minister” refers to a particular prime minister, it is capitalized as a title. Note: This is done when referencing President Jimmy Carter below.

Module 24: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Israel and Arab States in Conflict, Arab-Israeli Wars Continue, BIOGRAPHY, Golda Meir (1898-1978), para. 3, **Add:** “Meir served as aAmbassador to the Soviet Union, mMinister of lLabor, and fForeign mMinister before becoming pPrimister. She was Prime Minister of Israel during the 1973 Yom Kippur War.”

**Comments:** See above regarding capitalization of “prime minister” and these other titles.

Module 24: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Israel and Arab States in Conflict, Arab-Israeli Wars Continue, The Palestine Liberation Organization, para. 2, **Change:** “In 1964, Palestinian officials formed the Palestine Liberation Organization (PLO) to push for the formation of an Arab Palestinian state that would include all the area of the State of Israel.”

**Comments:** One of the explicit goals in the platform of the PLO Charter was the elimination of the State of Israel. See “Article 2: Palestine, with the boundaries it had during the British Mandate, is an indivisible territorial unit.”

([http://avalon.law.yale.edu/20th\\_century/plocov.asp](http://avalon.law.yale.edu/20th_century/plocov.asp)).

Module 24: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Efforts at Peace, para. 3 (the second paragraph after Analyze Sources), **Change:** “U.S. President Jimmy Carter recognized that Sadat had created a historic opportunity for peace. In 1978, Carter invited Sadat and Israeli pPrimister Menachem Begin (mehn•AHK•hehm BAY•gihn) to Camp David, the presidential retreat in rural Maryland.”

**Comments:** See comments above.

Module 24: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Efforts at Peace, **The Israeli-Arab Struggle** (timeline), **Add:** “1948 State of Israel is created”

**Comments:** This timeline event is included in the Opener’s Timeline earlier in the text, and should be included here. Without it, students will be missing key information necessary for students to comprehend the following timeline event: “**1949** Israel repels attack by Arab states; Jordan controls the West Bank and Jerusalem; Egypt controls the



Gaza Strip.” See related comments above for Module 24 Opener, The Colonies Become New Nations: Independence Movements Swept Africa and Asia After WWII, Timeline.

Module 24: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Efforts at Peace, Israeli-Palestinian Tensions Increase, Analyze Videos, **Change:** **History** ~~What event did Rabin consider to be the end of his childhood~~ The video’s narrator introduces Yitzhak Rabin’s life by saying it “mirrored the history of Israel itself.” What are some examples of this from his early life?”

**Comments:** The question presented here, “What event did Rabin consider to be the end of his childhood?,” which is presented under the Analyze Videos heading, puts a human face on one of the key historical figures in the Middle East Conflict. But that question and the answer suggested in a pop-up, “The death of his mother Rosa Cohen Rabin,” does little to further student understanding of the history and of this figure who was central to it.

The key message of this video clip is given at its start (0:01-0:04), that is: Rabin’s life “mirrored the history of Israel itself.” The replacement question offered above is more germane to the video, to the lesson, and to an understanding of Israel’s history and its establishment. There is more than enough information provided in the video that may be used to answer this new question: It explains that “he was born in 1922, the year the League of Nations gave Britain the Mandate to rule Palestine...the first step towards the creation of a Jewish state. His parents were pioneers in that effort.” His parents came from Russia, and his mother “was active in the Zionist movement and was well known in the Yishuv (Palestine’s Jewish community),” and “instilled in Yitzhak...a sense of public service. Early on, he knew his purpose in life was to serve his country.” The film goes on to say that after the 1936 Arab strike and riots, he entered the Haganah (underground Jewish army). While there, he met Moshe Dayan, who invited him to join the Palmach (an elite commando force). This suggested question better answers the goal of asking students to analyze the video in a way that reinforces the key learnings of this Lesson.

Module 24: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Efforts at Peace, The Oslo Peace Accords, para. 1, Pop-up Glossary Term, **Change:** “Rabin, Yitzhak (1922–1995) Israeli statesman and soldier who, as Pprime Minister of Israel led his nation toward a peace treaty with the Palestine Liberation Organization.”

**Comments:** The Oslo Accords were signed with the PLO, the Palestine Liberation Organization representing the Palestinian people; any future nation of Palestine is not mentioned. See [http://avalon.law.yale.edu/20th\\_century/isrplo.asp](http://avalon.law.yale.edu/20th_century/isrplo.asp)

The title Prime Minister should be capitalized as explained above.

Module 24: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Peace Slips Away, para. 2, **Change:** “In July of 2000, the U.S. President, Bill Clinton, hosted a 15-day summit meeting at Camp David between Ehud Barak and Yasir Arafat. Arafat rejected American and Israeli proposals and offered no alternatives, so the peace process once again stalled. Just two months later, Israeli political leader Ariel Sharon visited Jerusalem’s Temple Mount, a site holy to both Jews and Muslims. The next day,

the Voice of Palestine, the Palestinian Authority's official radio station, called upon Palestinians to protest the visit. Riots ~~broke out~~ began in Jerusalem and the West Bank, and a the sSecond iIntifada, sometimes called the Al-Aqsa iIntifada, was launched.

**Comments:** The title "U.S. President" was separated by a comma from Bill Clinton to avoid the necessity for using titles for all three statesmen, for consistency's sake.

Both Palestinian and American sources verify that the violence had been planned prior to Sharon's Temple Mount visit and that the riots did not spontaneously break, but were planned ahead of time:

- 1) Imad Falouji, the Palestinian Authority Communications Minister, stated at a rally in Lebanon on March 3, 2001, that the violence had been planned in July, far in advance of Sharon's visit: "Whoever thinks that this [war] started as a result of Sharon's despicable visit to Al Aksa is in error. It was planned since Arafat's return from Camp David [where he] firmly stood up to Clinton and rejected the U.S. terms."
- 2) The Mitchell Report, which states at the outset that it was not a tribunal set up to determine guilt or innocence of the parties involved, states unequivocally that "The Sharon visit did not cause the 'Al-Aqsa Intifada.'"
- 3) Dennis Ross, the chief American Middle East peace negotiator stated the visit was a "pretext" for the violence (*The Missing Peace*, p. 730).

The Second Intifada is usually capitalized as a proper noun.

Module 24: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Peace Slips Away, Who Am I?, **Move:** ICS recommends moving the identification review "Who Am I" to the Module Review subsection within the final "Close" part of Module 24.

**Comments:** The "Who Am I?" activity is not entirely related to this lesson (Lesson 4), and should be moved to the Close section of the Module, where it can appropriately serve as a part of the review of the entire module. Its use here, in Lesson 4, is out of place, since much of its contents relate to figures are not included in Lesson 4 (for example, Ali Jinnah, Mohandas Gandhi, Indira Gandhi, Aung Sun Su Kyi, Jomo Kenyatta, Mobutu Sese Seko).

Module 24: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Peace Slips Away, The Conflict Intensifies, para. 1, **Change:** "The sSecond iIntifada began much like the first with demonstrations, attacks on Israeli soldiers, and rock throwing. Palestinian groups also used suicide bombers as a weapon against Israelis. Their attacks on Jewish settlements and on civilian locations throughout Israel significantly raised the level of bloodshed. As the sSecond iIntifada continued through 2007, thousands of Israelis and Palestinians had died in the conflict."

**Comments:** See comments above.

Module 24: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Lesson 4 Review, Review Key Terms and People, 1. **Change:** "Anwar Sadat (1918-1981) Egyptian soldier and statesman; he launched the Yom Kippur wWar against Israel, and later signed the Camp David Accords that led to signing the Egypt-Israel Peace Treaty, for which he shared the Nobel Peace Prize with Israel's Menachem Begin."

**Comments:** The word “War” should be capitalized a part of the name “Six-Day War.”

Sadat’s actions that led to his signing the Camp David Accords and the Egypt-Israel Peace Treaty should be included because the peace treaty was one of Sadat’s key accomplishments discussed in Lesson 4.

Module 24: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Lesson 4 Review, Review Key Terms and People, **Change:** “Golda Meir (1898-1978) Israeli politician and diplomat; she was Israel’s first female prime minister, and she was the p~~Prime m~~inister of Israel during the Yom Kippur w~~War and sought assistance and supplies from the united States”~~

**Comments:** Meir helped created policy as a politician, and implemented it as a diplomat, engaging with other states on behalf of Israel.

Meir’s position as Israel’s first female prime minister should be highlighted. There is no need to include that she “sought assistance and supplies from the United States;” that was to be expected because the Yom Kippur War broke out while she held that position, and the same had been done in the run up to the 1967 Six Day War when her predecessor, Levi Eshkol held the same position. Deleting that line allows more space for mentioning her achievement as belonging to the small group of women who have been heads of state, along with Indira Gandhi of India and Margaret Thatcher of Great Britain. Meir was the third woman to have achieved that position.

The title Prime Minister should be capitalized as explained above.

Module 24: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Lesson 4 Review, Review Key Terms and People, **Change:** “Yasir Arafat (1929-2004) co-founder and a leader of the Palestine Liberation Organization. He dedicated most of his life to fighting Israel, directing countless terrorist attacks against Israelis. He also took some steps toward peace as President of the Palestinian National Authority through the Oslo Accords.”

**Comments:** Arafat deserves a more complete description here. He was one of the architects of the PLO, and was involved in the planning and execution of the First Intifada, and initiated and led the Second Intifada. He dedicated most of his life to fighting Israel. While first leading the PLO, he became the President of the Palestinian National Authority in July 1994.

Module 24: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Lesson 4 Review, Review Key Terms and People, **Change:** “**Oslo Peace Accords** an 1993 agreement in 1993 between Israel and the PLO that included mutual recognition and a Palestinian commitment to renounce terrorism and accept peaceful coexistence with Israel. This led to the creation of the Palestinian Authority in which Israeli Prime Minister Yitzhak Rabin granted and included limited Palestinian self-rule in the Gaza Strip and the West Bank”

**Comments:** The Accords were a set of agreements between two parties (Israel and the PLO), and particulars describing the commitments of both parties should be included here. The Oslo Accords led to the creation of the Palestinian Authority, which had responsibility for administering the territory under its control. It also called on Israel to gradually withdraw its military presence from the Gaza Strip and a small area around

Jericho. The Oslo Accords left Israel the right to defend itself and its citizens, including those in the territories. Along with the Declaration of Principles (DOP), Israel and the PLO exchanged Letters of Mutual Recognition. For the first time, the PLO formally recognized Israel, renounced violence, and publicly expressed acceptance of peaceful coexistence with Israel. Also, for the first time, Israel formally recognized the PLO as the representative of the Palestinian people. The Oslo Accords were intended to be an interim agreement that would lead to a permanent settlement with Israel giving up land in return for peace and security.

Module 24: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Lesson 4 Review, Review Key Terms and People, 8., **Change:** “Menachem Begin (1913-1992) Israeli politician and ~~p~~Prime ~~m~~Minister, he signed a peace treaty with Anwar Sadat that ended thirty years of conflict between Israel and Egypt”

**Comments:** As noted elsewhere, the title “prime minister” is capitalized when referring to a particular prime minister.

A “c” was added to Begin’s first name, to be consistent with his name in the text (Lesson 4: Conflicts in the Middle East, Efforts at Peace, second paragraph beneath Analyze Sources); see also mention of Begin in additions above, Lesson 4: Conflicts in the Middle East, Efforts at Peace, para. 3, and Lesson 4 Review, Review Key Terms and People, in entry on Sadat).

Module 24: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Lesson 4 Review, Review Key Terms and People, 9., **Change:** “Yitzhak Rabin (1922-1995) Israeli statesman and soldier; as ~~p~~Prime ~~m~~Minister of Israel, ~~led his nation toward a peace treaty with Palestine~~ he became a champion of peace with the Palestinians, signing the Oslo Accords”

**Comments:** See above regarding capitalization of Prime Minister.

Rabin did not conclude a peace treaty with an entity (state) named Palestine. Rather, Rabin signed the 1993 *Israel–PLO letters of recognition* (1993), documents indicating mutual recognition of Israel and the PLO, with the leader (Chairman) of the PLO.

Rabin was a warrior-statesman whose legacy is shaped by his dedicated to the cause of peace with the Palestinians and a broader peace in the Middle East.

Module 24: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Lesson 4 Review, **Draw Conclusions**, **Change:** “Which military or political event in the Middle East between Israel and its existing Arab neighbors was most important? Why? [Suggested answer in pop-up:] “1) Six-Day War. It is the war in which Israel seized gained control of much of the now-disputed land, after which Arab countries refused to negotiate land for peace. 2) The 1948 War of Israeli Independence. It is the war that was started because of the Arab rejection of the creation of the State of Israel. It changed the face of the Middle East and posed a challenge to the Arab states in the area.”

**Comments:** There is no objective “right” answer to this question, because how people answer it will depend on their positions/sympathies to the parties involved. Jews might

answer “the founding of the State of Israel in 1948,” and Palestinians might answer “1967, when Israel replaced Jordan and Egypt in control of the West Bank and Gaza.”

If the question currently in the text is used, the suggested answer offered in the pop-up should be enlarged for accuracy, with a second possible answer given. The Six-Day War is a good response to the question “Which military or political event in the Middle East between Israel and its existing Arab neighbors was most important?” But it is not the only one. The 1948 War of Israeli Independence might well seem more obvious an answer, because had Israel not prevailed in that war, the face of the Middle East would be quite different, and the changes that have followed would not have happened.

When highlighting that Israel gained control of territories in the 1967 War, it is important to give an accurate and unbiased summary of the key impact of that war and to present the important fact the Arab countries refused to negotiate land for peace. In the answer suggested in the text, the word “seized” was replaced because its use implies that the war was fought to seize land. But as the text correctly notes, the war occurred because “Arab armies massed on Israel’s borders.” There is no reason to imply that the war was waged for expansionist reasons. The outcome of the war was that Israel gained control of territories, which it expected to return in negotiations with its combatants, but in the Khartoum Resolution, the Arab states refused to negotiate with Israel.

ICS suggests a replacement question that focuses on one event and asks students to consider the meaning for both Arabs and Jews: “What is the significance of the 1967 War to Jews and to Palestinians? (Possible Answer: To Jews, the war resulted in the unification of Jerusalem, enabling them to pray at their holiest site, the Western Wall. To Palestinians, the war resulted in Israel’s control of the West Bank and Gaza Strip.)”

Module 24: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Lesson 4 Assessment, Conflicts in the Middle East, **Change:** “Select the correct answer. What was one of the terms for the partition of the Palestine Mandate?”

- Jerusalem would be an international city.
- United Nations officials would set up the government.
- Jews would be allowed to live in any region of Palestine.
- ~~Arabs could travel from one region to another without harassment~~ Arab residents of Jerusalem had the option of becoming citizens of Jordan.

**Comments:** The name of the Palestine Mandate was corrected above.

The final (incorrect) answer does not seem to address the period of the partition of the Palestine Mandate. It should also not be used because it references current travel challenges for Palestinians without presenting a balanced view of the issue. This suggested replacement for an incorrect answer falls in the time period of the question asked and is a plausible but not confusing choice.

Module 24: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Lesson 4 Assessment, Conflicts in the Middle East, **Change:** “How did Israel respond to the Second Intifada?”

- It selected a new Palestinian prime minister.

- It allowed Arafat to form his own government.
- It refused to meet with U.S. President George W. Bush.
- It clamped down on terrorists in Palestinian refugee camps”

**Comments:** As noted above, the Second Intifada is usually capitalized as a proper noun.

Module 24: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Lesson 4 Assessment, Conflicts in the Middle East, **Change:** “Write a brief response to the question below. **Draw Conclusions** Why ~~would~~ did Israel ~~have~~-refused to recognize the new Hamas government that won control of the Palestinian Authority elections in 2006?”

**Comments:** Students should be asked to reflect on, and assess, historical fact. Israel did refuse to recognize Hamas.

Module 24: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Lesson 4 Enrichment, West Bank Settlements, **Change:** “~~Write an unbiased essay that explores all sides of the issue of West Bank settlements.~~”

**Comments:** This entire writing exercise should be deleted and another exercise substituted. Included below are reasons why this specific essay should not be assigned, followed by a suggested replacement for it.

Students will be unable to write a full essay using information in the text itself, since there is a lack of information in the text on the topic of West Bank settlements.

Focus on this issue also leads students to believe that the settlements are the main obstacle to peace when, in fact, Israel had removed settlements from the Sinai in return for peace and has also removed settlements from Gaza in the hope of peace, though that hope was not fulfilled.

Students searching for “West Bank Settlements” on the Internet would encounter a wide range of extremist positions from all sides. The instructions tell students to be “unbiased,” which is very challenging when gaining information from polarized web sites. If students are sent to the Internet to gather information, it will be challenging for them to gather unbiased information from more than one side, since searches yield mainly one-sided items about West Bank Settlements. ICS observes the same bias in national newspapers, magazines, and other media.

It will not be possible for students to discern the settlements’ “effect on the Palestinian and Jewish [Israeli] populations and the prospects for peace in the region” from the readily available sources. Thus, ICS does not think that the goals of the exercise can be met.

It would be very hard even for an adult knowledgeable about the history of the West Bank to complete this activity in a short time frame, as the issues are complex, fraught with misunderstandings, and politically charged. Therefore, ICS recommends that the publisher choose a less contentious issue to meet those goals.

ICS suggests that students write an essay on environmental challenges and the ways in which countries in the Middle East can, and do, cooperate to address them. ICS would be happy to share some resources in this area.

Another possible replacement for this essay topic relates to education. The goal of writing an unbiased and well-balanced essay on a topic covered in this section could

be achieved by designing an activity researching the educational systems in the West Bank, Gaza, and Israel, and comparing the different curricula, languages, organization, examinations, literacy and higher education rates.

Module 24: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Lesson 4 Enrichment, Hanan Ashrawi (b. 1946), **Change:** “Read about the ~~contributions~~ role of Hanan Ashrawi ~~to~~ in the Middle East Peace Process, “Hanan Ashrawi (b. 1946).”

**Comments:** Based on the information provided in the text, students learn about Hanan Ashrawi’s role (as spokesperson, commentator, etc.), rather than about her contributions to the Middle East Peace Process.

The exercise presented in the text as an enrichment activity is, rather, a reading selection focused on Ashrawi’s activities, and the reception of them, followed by a reading check with two related questions. This activity would be more accurately and appropriately presented as a “Reading Check.” If the publisher wishes to present an activity that could more clearly be characterized as an enrichment activity, this section could be replaced by an essay activity as follows: “Write an essay on the outstanding issues in the Palestinian-Israeli Conflict from the perspectives of both sides of the conflict.”