

Academic Content

Instructional Materials Evaluation Tool

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

Strong social studies instruction requires that students:

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

Title: Core Knowledge Bayou Bridges: Powered by Kiddom

Grade/Course: 6-7

Publisher: Kiddom

Copyright: 2024

Overall Rating: Tier 1, Exemplifies quality

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

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

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

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

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

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

Click below for complete grade-level reviews:

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

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

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SET THE CONTEXT

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



EXPLORE SOURCES

Read and examine
sources to build
content knowledge
and skills



DEVELOP CLAIMS

Evaluate evidence,
make connections,
compare and
contrast sources



EXPRESS CLAIMS

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

Title: Core Knowledge Bayou Bridges: Powered by Kiddom

Grade/Course: 6

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Overall Rating: Tier 1, Exemplifies quality

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

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

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-Negotiable Criterion 1 for the review to continue to Non-Negotiable Criteria 2 and 3. Materials must meet all of the Non-Negotiable Criteria 1-3 for the review to continue to Section II.			
Non-Negotiable 1. ALIGNMENT AND SEQUENCE: Materials adequately address the Louisiana Student Standards for Social Studies . <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Required 1a) Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies for the identified grade-level/course and require students to engage in thinking at the full depth and rigor of the standards .	Yes	Materials incorporate a majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for the identified grade level and require students to engage in thinking at the full depth and rigor of the standards. The content found within the materials aligns with at least 80% of the content found within the standards. The student activities and tasks reach the full depth and rigor of the LSSSS. Each unit and chapter includes lessons, readings, and activities that align with the standards. Students regularly engage in answering questions that align with the Grade 6 LSSSS throughout the Core Lessons of each unit. Questions, labeled as Literal, Inferential, and Evaluative, include the aligned LSSSS as well as sample student responses. Additionally, students answer Framing Questions that align with the Grade 6 LSSSS at the end of each Core Lesson in all of the units. For example, Unit 1, Chapter 1 discusses the European exploration of North America, addressing LSSSS 6.8.a, “Explain the significance of the land claims made in North America by European powers after 1600, including England, France, the Netherlands, Portugal, Russia, Spain, and

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			<p>Sweden, and their effects on Native Americans.” and LSSSS 6.8.b, “Compare and contrast the motivations, challenges, and achievements related to the exploration and settlement of North America by the British, Dutch, French, and Spanish, including the search for wealth, freedom, and a new life.” Students answer questions such as “Literal - What were European explorers hoping to find in North America?” (LSSSS 6.8.a, 6.8.b) and “Literal - Which Italian explorer was sent by the French government to find the Northwest Passage?” (LSSSS 6.8.b). In Unit 2, students explore the Thirteen Colonies and the similarities and differences between the three colonial regions, including the New England, Southern, and Middle colonies, and how each region impacted the rise of slavery in North America (LSSSS 6.9). During the Unit 2 Performance Task, students respond to the following prompt: “To what extent were the three colonial regions similar and different? Make a claim and support it using evidence from the unit.” (LSSSS 6.6.a, 6.6.b, 6.7.a, 6.7.b, 6.9.c, 6.9.e, 6.9.g). While the student materials incorporate the majority of LSSSS 6.10, the depth and rigor of the Louisiana-specific standard, LSSSS 6.10.e, “Describe the contributions and achievements of Gens de Couleur Libres in colonial Louisiana” is not fully addressed in the student materials. However, the teacher materials include the following Support note: “Discuss the</p>

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			contributions of les gens de couleur libres. They were skilled craftspeople, working as artisans in trades that many of them learned while they were enslaved. They also provided professional labor in construction, transportation, and services such as hairdressing and food service.”
	Required *Indicator for grades 3-8 only 1b) Materials present a clear path for teachers to address content in a coherent and chronological manner that reasonably aligns to the sequence in the 2022 Louisiana Social Studies Course Frameworks.	Yes	Materials present a clear path for teachers to address content in a coherent and chronological manner that aligns with the sequence in the 2022 Louisiana Social Studies Course Frameworks. The materials are organized in a coherent system of units and chapters connected by common topics and ideas that flow in a logical format. All six units have the same title and follow the same sequence as the Grade 6 Framework. The six units include the following: Unit 1, The Exploration and Settlement of North America; Unit 2, Colonial America; Unit 3, Colonial Louisiana; Unit 4, The Road to Independence; Unit 5, Founding a New Nation; and Unit 6, The Government of the New Nation. Similarly, the chapters within each unit align with the sequence and titles of those included in the Grade 6 Framework, including those specific to Louisiana. For example, Unit 3 includes the following chapters: French Colonial Louisiana and Spanish Colonial Louisiana. Unit 4 includes the following chapters: The French and Indian War, The Road to Revolution, and The Course of the American Revolution. Unit 6

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			includes the following chapters: Federalists, Anti-Federalists, and the Bill of Rights; and Structures, Powers, and Functions of the U.S. Government.
	Required 1c) In any one grade or course, instructional materials spend minimal time on content outside of the course, grade, or grade-band.	Yes	Materials spend minimal time on content outside of the course, grade, or grade band. Instructional materials primarily focus on content aligned with the Grade 6 LSSSS. The sample Pacing Guide for each unit is aligned to the number of class periods outlined in the Grade 6 Framework. For example, the Unit 3 sample Pacing Guide provides for 20 instructional days, which correlates to the number of class periods included in Unit 3 of the Grade 6 Framework. Each unit provides access to pacing guidance that coincides with the Grade 6 Framework. The content of the units aligns directly to the Grade 6 Framework and LSSSS. Materials presented include the chronological study of the United States and Louisiana from 1492 to 1791, beginning with the exploration and colonization of North America from both a national and a Louisiana perspective.
Non-Negotiable 2. DISCIPLINARY SKILLS AND PRACTICES: Materials provide opportunities for students to build knowledge and	Required 2a) Materials are structured around engaging questions and big ideas relevant to the grade-level/course's academic content.	Yes	Units are structured around engaging questions and big ideas relevant to the grade level's academic content. Each unit begins with a Big Idea and includes two to three chapters that each feature a Framing Question to encourage critical thinking about the Big Idea and several supporting questions that break down the Framing

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<p>disciplinary literacy² through an integrated approach that is grounded in social studies content and supports development of disciplinary skills and practices.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>Question and the Big Idea into manageable parts. The Framing Question establishes the context and overview of each chapter. Framing Questions within units are connected, and activities and analytical questions within the separate chapters further support students in incrementally building knowledge and skills to answer the Framing Questions. The questions are grade-level appropriate, engaging, easy for students to understand, and prompt them to explore specific aspects, building a comprehensive understanding and, ultimately, enhancing their grasp of the Big Idea. For example, the Big Idea in Unit 4 is, “Following the French and Indian War, Great Britain sought to tighten its control over the American colonies. These efforts, along with disagreements about principles of government, led the colonists to seek and establish their own identity and independence from Britain.” The Framing Questions for the three chapters in Unit 4 include: “How did the British defeat the French in the French and Indian War?” “What events led to the American Revolution?” and “How did the events of the American Revolution lead to independence?” Chapter 1 includes supporting questions such as “Evaluative - Why did tensions increase between Great</p>

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

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

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			Britain and France in North America? What was the effect of these growing tensions?" (LSSSS 6.1, 6.2, 6.11.b) and "Literal - Who were the Acadians, and what happened to them?" (LSSSS 6.11.b). In Unit 6, the Big Idea is, "The Constitution and its Bill of Rights shape the U.S. government." The Framing Questions for the two chapters include: "How did the debate between the Federalists and the Anti-Federalists lead to the Bill of Rights?" and "What is the structure of the U.S. government, and how does it function?" Chapter 2 includes supporting questions such as "Inferential - How does the Bill of Rights relate to the principle of limited government?" (LSSSS 6.12.i, 6.12.j) and "Evaluative - How is representation different in the House of Representatives and the Senate?" (LSSSS 6.12.l).
	Required 2b) Materials require students to engage in the various types of disciplinary thinking that are explicit and embedded in the Louisiana Student Standards for Social Studies.	Yes	Materials require students to engage in the various types of disciplinary thinking that are explicit and embedded in the Louisiana Student Standards for Social Studies. Instructional materials routinely ask students to describe or analyze the causes or effects of events, developments, and ideas. Each unit provides access to a Primary Source Analysis document. This source analysis is a fill-in-the-blank graphic organizer in which students complete the following tasks: Describe the source; Understand the source. Identify its

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			<p>message, purpose, and/or audience; Connect the source to what they know; and draw a conclusion from or about the source. The materials also provide the type of information students should include in each section. For example, in Unit 4, Chapter 1, students analyze the Primary Source, “Alibamo Mingo, Choctaw Leader, Reflects on the British and French (1765).” The teacher introduces the source by reviewing the role of Native Americans in the French and Indian War. After reading the source, the teacher asks questions such as “Evaluative - Based on the source, what kind of relationship did the Choctaw have with the French? What details in the text support your answer?” (LSSSS 6.6.b, 6.7, 6.7.a) and “Inferential - How does focusing on just one source, Mingo’s, affect our historical interpretation of this event? What might we learn from studying other accounts written by Native American leaders at this time?” (LSSSS 6.6.d). Students then complete the Primary Source Analysis Activity Page (AP) 1.2 with a partner. In Unit 2, Chapter 1, students read about the Great Awakening. Students answer cause and effect questions such as, “How did the Great Awakening have an effect on American identity?” (LSSSS 6.2, 6.11a). In Unit 5, Chapter 2, students read about Alexander Hamilton and compare his views with James Madison’s views as they answer questions such as the following: “Evaluative - How was</p>

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			Alexander Hamilton’s view of the Articles of Confederation similar to James Madison’s view? Which other national leader agreed with Hamilton and Madison?”(LSSSS 6.7.b, 6.12.d, 6.12.e).
	Required 2c) Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments.	Yes	Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments. Each unit includes at least two informal writing opportunities in which students apply social studies knowledge and skills, cite relevant evidence from sources, or provide reasoning to support a claim or argument. Each unit includes at least one Claims and Evidence writing activity in which students incorporate relevant evidence from multiple sources to write an essay. Students state the claim, state the reason, identify the evidence, recognize a counterclaim, and answer the counterclaim. Additionally, each unit includes a Performance Task in which students write an essay in response to the provided prompt. Students also engage in disciplinary writing when completing the Primary Source Analysis activity. For example, in Unit 6, Activity Page 1.3, students engage in a Claims and Evidence activity and respond to the following prompt: “Should the electoral college be

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			abolished?” The students first watch a TED-Ed video titled, “Does Your Vote Count? The Electoral College Explained,” and then answer a series of questions such as “How does the Electoral College benefit states with smaller populations?” and “If the election can be won by winning eleven large states, why do candidates even pay attention to small states?” Students review election results and then use the Claims and Evidence document to organize their thoughts before debating whether the Electoral College should be abolished. In Unit 3, Chapter 1, Activity Page 1.2, students engage in a Primary Source Analysis activity. They first read an excerpt from “Bienville’s Letter To Count Pontchartrain,” and then engage in a whole group discussion as they respond to questions such as, “According to Bienville, what does the colony need?” and “What is he asking Pontchartrain for?” Students then complete the Primary Source Analysis activity in which they describe the sources, understand the source by identifying its message, purpose, and/or audience, connect the source to what they know, and draw a conclusion from or about the source. At the end of Unit 3, Colonial Louisiana, students engage in a Performance Task in which they write an essay in response to the following prompt: “Which colonial period had the greater influence on the development of Louisiana: French or Spanish? Support your

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			answer with specific examples.” During the activity, students form a claim and provide evidence based on previous learning.
	Required 2d) Materials promote an emphasis on building content-specific and academic vocabulary in social studies.	Yes	<p>Materials promote an emphasis on building content-specific and academic vocabulary in social studies. The teacher materials include a list of Core Vocabulary and embedded vocabulary instruction relevant to the content within the unit. The Core Vocabulary section includes definitions, examples, and variations, and the chapter includes a variety of activities to build understanding of the terms in context. Vocabulary terms and definitions are also embedded in the Student Reader content. Materials include strategies and/or activities to develop students’ academic vocabulary. For example, Unit 5, Chapter 1, provides the following term and definition: “abolitionist, n. a person who worked to end slavery during the 1700s and 1800s Example: The abolitionist worked tirelessly to end slavery once and for all. Variations: abolitionists, abolition (n.), abolish (v.)” Each Student Reader includes a glossary that contains a list of academic and content-specific vocabulary for the chapters within the unit. In Unit 6, Chapter 1, students read the Learning to Compromise section. This section includes the term, ratify, and its definition. The teacher points out the term and explains its meaning. The teacher then points out the diagram and uses it to review</p>

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			the ratification process with the following guidance, “(1) the Constitutional Convention sent the final draft of the Constitution to the states; (2) each state held a ratifying convention, where state delegates debated and then voted whether to ratify, or approve, the Constitution; (3) once nine states voted to ratify, the Constitution became the official law of the land.” Students further develop their understanding of the term by answering the following questions: “How many states were required to ratify the Constitution for it to become law?” and “Why didn’t the Constitutional Convention require that all states ratify the Constitution before it became law?”
	2e) Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions.	Yes	Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions. Materials include a variety of discussion-based approaches for students to engage with the content, along with directions and protocols for student-led discussions, deliberations, and debates. The materials provide guidance for teachers on response look-fors and discussion formats. Several of the Additional Activities provide the opportunity for students to engage in meaningful classroom discussions. Each unit Introduction includes information on various instructional strategies, including how and when they should be used, with an explanation of the research behind it. One of

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			<p>the included strategies is Turn and Talk with the following explanation: “After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach - reading manageable sections of each chapter and then discussing what has been read - is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.” These instructions provide teachers with a framework for when it is appropriate to use this strategy in the context of the materials. Additional instructions provide guidance for how to encourage students to engage in discourse that aligns with the content. Each unit Introduction includes a link to a resource titled “About Class Discussions and Debates,” which provides detailed instructions to teachers. This document includes information about the benefits and challenges of class debates, as well as guidelines for high-quality discussions and debates, sentence starters for accountable talk among students, and a rubric for</p>

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			<p>assessing participation in this type of activity. Additionally, guidance prompts the teacher to check for student understanding using the class discussions. For example, in Unit 3, Chapter 1, Additional Activity, Primary Source Activity, René-Robert Cavelier De La Salle And The Expansion Of New France, students engage in a Turn and Talk activity to discuss the following questions: “Based on Tonti’s letter, what happened in the three years after La Salle claimed Louisiana?” “Based on the letter, what was the relationship between the French and Native Americans like?” “How is this different from La Metairie’s account?” and “What details in the documents support your answer?” In Unit 5, Chapter 2, Additional Activity, students engage in an analysis activity using the source “James Madison’s Letter to Thomas Jefferson, March 19, 1787.” After reading the source and before completing the analysis activity, the teacher facilitates a whole group discussion using the following questions: “What is the ‘political experiment’ Madison refers to?” Why does he view it as an experiment? “Based on the excerpt, what is Madison’s opinion of the Articles of Confederation?” “Do Madison and Jefferson agree that the Articles of Confederation need to be replaced with something new? How do you know?” and “Does Madison seem optimistic that the delegates at the convention will agree on a new constitution?”</p>

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			Explain.”
<p>Non-Negotiable 3. QUALITY OF SOURCES:</p> <p>The sources students engage with are authentic and meaningful and in line with the kinds of knowledge and skills required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 3a) Materials provide many opportunities for students to build and deepen knowledge through a coherent selection of strategically-sequenced, high-quality sources, including written texts that are appropriately <u>complex</u>.</p>	Yes	<p>Materials provide many opportunities for students to build and deepen knowledge about content and concepts through analysis of a coherent selection of strategically sequenced, high-quality primary and secondary sources, including written texts that are appropriately complex. The materials provide students multiple opportunities to authentically engage with high-quality primary and secondary sources. The materials include a variety of sources at varying complexity levels and with appropriate scaffolds that allow for authentic engagement during learning. The sources are relevant to the unit of instruction and sequenced in a way that helps students build and deepen knowledge. Each chapter ends with a primary source activity. For example, Unit 1, Chapter 1, Exploration of North America, contains primary source documents from the early exploration of North America that provide written accounts of the first interactions with indigenous people in Virginia. The sources include “From Thomas Hariot’s A Brief and True Report of the New Found Land of Virginia (1590)” and “The Mississippi Voyage of Jolliet and Marquette (1673).” The Teacher Guide provides scaffolded questions to engage students in the discussion of the documents. The supporting questions begin with Literal</p>

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			questions and end with Inferential and Evaluative questions in which students must provide evidence. Each unit includes a section for Additional Activities. The majority of these Additional Activities require students to engage with a primary source. In Unit 3, Chapter 1, French Colonial Louisiana, Additional Activity, students engage with the primary source, “The Diary of Jacques de La Metairie.” In Unit 5, Chapter 1, Early Challenges and the Articles of Confederation, Additional Activity, students engage with the primary source titled “The Memorial of the Presbytery of Hanover (1776).”
	Required 3b) Available sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined.	Yes	Available sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined. Materials include many opportunities for students to consider a variety of historical events from multiple and diverse perspectives, when applicable. These different viewpoints or accounts are relevant to the content within the unit and provide students with the opportunity to learn from differing perspectives. For example, in Unit 2, Chapter 2, Additional Activity, students engage with the following primary source: “Thomas Phillips, ‘A Journal of a Voyage Made in the Hannibal of London.’” This source shows the viewpoint of a captain on a slave ship who describes his experiences in dealing with the African King

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			(LSSSS 6.6, 6.7.b, 6.9f). In Unit 4, Chapter 1, students engage with the primary source, “Alibamo Mingo, Choctaw Leader, Reflects on the British and French (1765),” which outlines the perspective of Alibamo Mingo, a Choctaw leader who shares his concerns in response to a significant historical event (LSSSS 6.6, 6.7b, 6.11.b). Unit 6, Chapter 1, Primary Source Additional Activity, students engage with the primary source, “Mercy Otis Warren’s Observations on the New Constitution,” which shows a woman’s viewpoint on the Constitution (LSSSS 6.6, 6.7.b, 6.12.H).
	Required 3c) Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units.	Yes	The sources present the achievements and contributions, strengths, skills, and knowledge of individuals referenced in the 2022 LSSSS. For example, in Unit 3, Chapter 1 describes the contributions that the French had on the development of Louisiana and includes individuals such as the following: René-Robert Cavelier, Sieur de La Salle, Louis Jolliet, Jacques Marquette, Jean Baptiste Le Moyne, Sieur de Bienville, Antoine de la Mothe Cadillac, and Antoine Crozat (LSSSS 6.10.c, 6.10.d). Primary sources in Unit 5 allow students to analyze firsthand accounts and viewpoints of the delegates of the convention. In Unit 5, Chapter 1, Additional Activity, Elizabeth Freeman, students first read the section in the Student Reader that discusses Elizabeth Freeman. After reading this section, the

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			teacher leads a discussion about what they read. Students then watch a video on Elizabeth Freeman and create a piece of artwork that honors her (LSSSS 6.12.b). Also in Chapter 1, students read Thomas Jefferson’s “From the Virginia Statute for Religious Freedom (1786)” (LSSSS 6.12.e). In Chapter 2, students read about the specific roles of Madison, Hamilton, and Washington in creating the Constitution, including sources such as “James Madison On The Constitutional Convention” and “Hamilton’s Plan Of Government” (LSSSS 6.12.e).
SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY			
4. SCAFFOLDING AND SUPPORT: Materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts using multiple instructional approaches and strategies. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Required 4a) Materials provide appropriate scaffolding that will allow all students to productively engage with content.	Yes	Materials utilize a gradual release of responsibility model to support the introduction of new content and skills. Units provide appropriate scaffolds when introducing new content and/or skills, such as the following supports: graphic organizers, visual aids, text at various reading levels, alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, and suggestions for more advanced texts for extension. Each chapter provides questions that are scaffolded through three different levels, including Literal, Evaluative, and Inferential. The Teacher Guide also includes multiple Support prompts to help scaffold

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			<p>student learning. Additionally, students use graphic organizers to help organize their thoughts as they analyze primary sources and/or engage in Claims and Evidence activities. For example, in Unit 4, Chapter 1, some Evaluative and Inferential questions include the following: “Evaluative — What advantages did the French have over George Washington and his forces?” “Evaluative — What was Fort Necessity? How did its location impact the British forces?” and “Inferential — Why do you think the French required Washington to sign a statement accepting responsibility for the fighting at Fort Necessity?” In Unit 6, Chapter 1, students answer the following questions: “Literal — How many states were required to ratify the Constitution for it to become law?” and “Evaluative - Why didn’t the Constitutional Convention require that all states ratify the Constitution before it became law?” In this same chapter, the teacher materials provide specific vocabulary support for students to differentiate between Federalists and Anti-Federalists. The teacher prompt states, “Support - Help students remember the difference between the Federalists and the Anti-Federalists by reminding them that the prefix anti- means against. The Federalists were in favor of ratifying the Constitution, whereas the Anti-Federalists were against ratification.”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required</p> <p>4b) Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used.</p>	Yes	<p>Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used. Each unit includes a What Students Should Already Know section, a What Students Need to Learn section, and the most important ideas in the unit section. The unit Introduction also includes detailed information about a variety of instructional approaches embedded throughout the chapters in a given unit. The materials outline the cognitive and developmental research behind the structure, content, and activities included to support teachers in executing the instructional approaches effectively. Each unit Introduction includes explanations of the appropriate use of strategies such as Read Aloud, Building Reading Endurance and Comprehension, Picture This, Turn and Talk, and Primary Sources activities. The instructions for using Turn and Talk include the following explanation behind this approach: “After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>themes or topics being discussed. This scaffolded approach - reading manageable sections of each chapter and then discussing what has been read - is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.”</p> <p>The teacher materials include in-depth background information on the content studied in each chapter in the What Teachers Need to Know section. For example, in Unit 6, the Introduction notes that students should already be familiar with topics such as: “early exploration of the Americas by the Spanish, French, British, Portuguese, and Dutch,” “establishment of the first colonies in North America,” and “development of the transatlantic slave trade, including: reasons for the slave trade, experiences of enslaved people on the Middle Passage, experiences of enslaved people in the American colonies.”</p> <p>The most important ideas in Unit 6 section highlight key concepts of the unit, such as the following: “The Federalists wanted a strong central government, while the Anti-Federalists worried that too much power would lead to tyranny.” “The two sides reached a compromise with the addition of the Bill of Rights to the U.S. Constitution.” and “The U.S. Constitution established a government structured according to the principles of limited government, rule of law, federalism, popular sovereignty, separation</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			of powers, and checks and balances.” The What Teachers Need to Know portion of Chapter 1 includes the following sections with detailed information: Federalists vs. Anti-Federalists, Federalist: John Adams, Federalist: Benjamin Franklin, Federalist: Alexander Hamilton, Federalist: James Madison, Anti-Federalist: Thomas Jefferson, Anti-Federalist: George Mason, Anti-Federalist: Patrick Henry, Anti-Federalist: Mercy Otis Warren, The Ratification Process, and The Bill of Rights.
5. USABILITY: Materials are easily accessible, and are viable for implementation given the length of a school year. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Required 5a) The total amount of content is viable for a school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Yes	The total amount of content is viable for a school year, and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take. The pacing guidance allows for all units to be taught within the school year, with additional pacing and timing supports built into the materials, which are broken down by weeks, days, and minutes. Materials include Pacing Guides and calendars with suggested lesson components organized into specific days of a weekly calendar. The pacing of the content allows time for re-teaching content or skills if necessary. The Teacher Guide provides a sample Pacing Guide with a recommended timeline for planning instruction, which aligns with the pacing set by the Grade 6 Frameworks. The combined Pacing Guides of the six units account for 31

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>weeks of instruction, allowing some flexible weeks in a standard school year for teachers to make necessary adjustments. Pacing Guides for each unit include the following amount of time allocated to materials and Additional Activities: Unit 1 - 6 weeks/30 days; Unit 2 - 5 weeks/25 days; Unit 3 - 4 weeks/20 days; Unit 4 - 7 weeks/35 days; Unit 5 - 4 weeks/20 days; Unit 6 - 5 weeks/25 days. The materials also include blank Pacing Guides for teachers to complete independently, depending on student knowledge and needs. Each unit has a Pacing Guide that is set up in five-day weeks. Each day is listed under the chapter name that it corresponds to, and then lists the information and/or activities taught that day. Timing for each part of the lesson is included in the Core Lesson of the Teacher Guide. For example, in Unit 5, Chapter 1, Core Lesson, the lesson is broken down as follows: 5 minutes to introduce the Founding a New Nation Student Reader; 5 minutes to introduce the Early Challenges and Articles of Confederation; 25 minutes for Guided Reading Supports for Early Challenges and the Articles of Confederation; and 10 minutes for Check for Understanding.</p>
	<p>5b) Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning.</p>	Yes	<p>Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning. Materials</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>provide a Letter for Family, Activity Page 1.1, for each unit that includes examples of student learning outcomes and guidance for supporting learning at home. This includes examples of what students will know and be able to do at the end of each unit. The language in the Letter to Family is written in easy-to-understand language. For example, in Unit 4, The Road to Independence, the Letter to Family opens with the following: “During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies Curriculum, your child will be learning about the road to American independence from Great Britain.” The letter outlines key topics addressed in the unit such as the following: “causes and events of the French and Indian War;” “the end of salutary neglect;” “the growing discontent in the colonies related to ‘taxation without representation;” and “events leading to war with Great Britain, as well as the major events and outcomes of the American Revolution.” The letter also includes a brief note about the potential sensitivity of some of the information by stating, “This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular culture, group, or practice. The goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar.” Finally, the letter</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			clarifies that parents can expect that students may have questions, and that teachers may encourage students to ask those questions at home.
	5c) Student and teacher materials are easy to use and well organized.	Yes	Student and teacher materials are easy to use and well organized. Student and teacher materials are concise and easy to navigate. The teacher materials make clear connections to the student materials and are organized in coherent units and chapters that follow an expected chronological sequence. The materials begin with an overall explanation of the unit progressions of all K-8 content and standards and then provide a digital dashboard from which teachers can access each unit. Each unit begins with an Introduction, a Pacing Guide, and a Student Reader. Each unit is broken down into two to three chapters and includes a Unit Performance Task at the end. Units are structured around a Big Idea, and chapters are structured around Framing Questions that help students incrementally build skills and concepts relating to the Big Idea. Each unit is set up in a toolbar to the left of the page, where the teacher can access the Introduction, Pacing Guide, Student Reader, and chapters. Each Chapter includes the following components: The Framing Question, Primary Focus Objectives, Materials Needed, Core Vocabulary, the Core Lesson, What Teachers Need to Know, Additional

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Activities, Activity Pages, and Chapter Assessment. The materials include linked resources throughout each component when applicable. The Student Reader includes the unit chapters as well as a glossary of terms used within the unit. Each chapter begins with a Framing Question and includes embedded vocabulary and primary and secondary sources, such as excerpts, images, maps, and tables.
6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit evidence of the degree to which students can independently demonstrate the assessed standards. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Required 6a) Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments.	Yes	Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments. Materials include a variety of formative and summative assessments throughout the material that help teachers gather evidence of student knowledge of standards, such as the following: various Activity Pages to utilize throughout the chapters to enhance learning; standards-based traditional Chapter Assessments; and a Performance Task for each unit. Materials also include formative assessment questions embedded throughout the lessons. For example, in Unit 5, Founding a New Nation, Chapters 1 and 2 include a variety of teacher questions within the Core Lesson to assess student learning. The questions, labeled as Literal, Inferential, and Evaluative, help scaffold student learning and provide formative assessment opportunities. For example, in Chapter 1, after students read Elizabeth Freeman and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>The Freedom Trials, the teacher asks questions such as the following: “Literal - How did early state constitutions limit the power of state governments?” (LSSSS 6.12.b); “What was the name of the document that limited the rights of British monarchs?” (LSSSS 6.12.b); “Literal - What is freedom of speech?” (LSSSS 6.12); “Evaluative - How is the idea of freedom of religion related to the idea of freedom of conscience?” (LSSSS 6.2, 6.12); and “Evaluative - How did Elizabeth Freeman use the Massachusetts constitution to gain her freedom?” (LSSSS 6.7.c, 6.12.b). At the end of Chapter 1, students engage in the Chapter Assessment: Early Challenges and the Articles of Confederation. Chapter 2 includes Additional Activities that teachers can use as formative assessments, such as James Madison at the Constitutional Convention (LSSSS 6.6, 6.6.a, 6.12.e), in which the teacher facilitates a whole group discussion to prepare students for the Primary Source Analysis. At the end of Chapter 2, students engage in the Chapter Assessment: The Constitutional Convention. Finally, at the end of Unit 5, students use information from their Student Reader and Additional Activities to complete the Performance Task in which they write an essay in response to the following prompt: “In the first decade after independence, to what degree was the United States united?” (LSSSS 6.1, 6.2, 6.3, 6.6, 6.7, 6.12).</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required 6b) Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or provided sources.	Yes	<p>Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or provided sources. The assessments in the materials reflect the content and full depth and rigor of the standards. The assessments in the materials require students to apply content knowledge and skills representative of the field of social studies. The assessments include the use of appropriate primary and secondary sources, when applicable. Assessments include opportunities for students to express understanding through both concise and extended writing. Each chapter includes a standards-based assessment that contains multiple-choice, multiple-select, and written response question types. For example, in Unit 2, Chapter 2 Assessment, students engage in a variety of question types. In item 1, students use a map to determine where the greatest number of enslaved persons were sent (LSSSS 6.5, 6.9f). In item 2, students use a graph of the population of free and enslaved Africans in the Thirteen Colonies to determine which statement explains the pattern shown on the graph (LSSSS 6.4, 6.9f). Students use an excerpt from Olaudah Equiano’s description of the Middle Passage and the diagram of the slave ship to answer items 5 and 6 (LSSSS 6.6, 6.6.a, 6.6b, 6.9f). In Unit 3, Chapter 2 Assessment, item 6,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>students examine an image and make inferences based on a provided image. The question states: “The architectural style of this building is common evidence of Spanish rule in New Orleans today. What led to this style being common?” (LSSSS 6.10.c, 6.10.d, 6.10.e). In Unit 4, Chapter 2 Assessment, item 7, students answer the following question: “What were the effects of the Boston Tea Party? Select the two correct answers.” (LSSSS 6.11). In Unit 5, Chapter 1 Assessment, item 1, students respond to the following questions: “Which provisions were included in all early state constitutions? Select the two correct answers.” (LSSSS 6.12b). In Unit 6, Chapter 2, item 11, students write a response to the following question: “How does separation of powers support checks and balances in the United States government?” (LSSSS 6.12.j, 6.12.k, 6.12.l). In Unit 6, the Performance Task prompts the teacher to “Ask students to give a presentation in response to the following prompt. Encourage students to use information from their Student Reader and Additional Activities in their responses. Have students use the Claims and Evidence Activity Page (AP 1.3) to organize their thoughts and plan their presentations.” To complete the task, students respond to the following prompt: “To what extent is the U.S. government ‘of the people, by the people, and for the people?’” (LSSSS 6.1, 6.2, 6.3, 6.6.a, 6.6.b, 6.6.c, 6.6.d, 6.7.a, 6.7.b, 6.7.c,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			6.7.d, 6.12.f, 6.12.h, 6.12.i, 6.12.j, 6.12.k, 6.12.l).
	Required 6c) Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards.	Yes	<p>Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards. Materials often include exemplar or anticipated student responses and/or specific look-fors in student work. Materials provide clear rubrics and assessment guidelines. Materials provide Support prompts throughout the Core Lesson to support students in demonstrating proficiency of knowledge and skills. Each chapter provides a Chapter Assessment, which includes an answer key, as well as a Note for Evaluating Responses for the written response item types. Performance Tasks include anticipated student responses and rubrics. For example, in Unit 6, Chapter 2 provides several teacher Support questions to scaffold student learning as necessary, such as the following: “Support - Take time to discuss the ideas of power and authority. The challenge at the Constitutional Convention was to create a government that had power and authority, but in the right measure. Help students understand the difference between power (the ability to influence others) and authority (the right to influence others) by sharing examples.” (LSSSS 6.12) and “Explain that European leaders did not expect the United States to last, in part because of the United States’ republican</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>government. They had a hard time believing that ordinary people could govern themselves. Historically, democracies and republics had tended to be unstable. Have students discuss why Europeans had these views. (Some students may say that Europeans were used to being led by royalty and had low opinions of common people).” (LSSSS 6.2). In Unit 1, Chapter 1 Assessment, item 12, students write a response to the following prompt: “‘European settlement impacted Indigenous peoples in a mostly negative way.’ Use evidence from the Chapter to support this claim.” (LSSSS 6.7, 6.7a, 6.7.c, 6.8, 6.8.a). The Note for Evaluating Responses states: “Students should clearly state an accurate claim and support it with relevant evidence, such as how new settlers pushed Native Americans off their land, exploited and depleted the natural resources of a region, and brought new diseases from Europe, which led to the death of many Native people, and how the traditions of Native peoples were forever changed because of European settlement.” In Unit 3, students engage in a Performance Task in which they use their Student Reader and Additional Activities to write a response to the following prompt: “Which colonial period had the greater influence on the development of Louisiana: French or Spanish? Support your answer with specific examples.” (LSSSS 6.1, 6.2, 6.3, 6.6.a, 6.6.b,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			6.6.c, 6.7.a, 6.7.b, 6.7.c, 6.7.d, 6.9.e, 6.9.f, 6.9.g, 6.9.h, 6.10.a, 6.10.b, 6.10.c, 6.10.d, 6.10.f). The materials provide a student exemplar in addition to a rubric, which establishes the criteria for grading. Teacher guidance for the student exemplar states, “A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.” The rubric details criteria for each level of understanding, including 0 to 3 points, in addition to details that should be included in the student's response.
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-Negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-Negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-Negotiable Criteria.			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiable Criteria of Superior Quality³	1. Alignment and Sequence	Yes	Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies for the identified grade level and require students to engage in thinking at the full depth and rigor of the standards. Materials present a clear path for teachers to address content in a coherent and chronological manner that

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			aligns with the sequence in the 2022 Louisiana Social Studies Course Frameworks. In any one grade or course, instructional materials spend minimal time on content outside of the course, grade, or grade band.
	2. Disciplinary Skills and Practices	Yes	Materials are structured around engaging questions and big ideas relevant to the grade-level/course's academic content. Materials require students to engage in the various types of disciplinary thinking that are explicit and embedded in the Louisiana Student Standards for Social Studies. Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments. Materials promote an emphasis on building content-specific and academic vocabulary in social studies. Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions.
	3. Quality of Sources	Yes	Materials provide many opportunities for students to build and deepen knowledge through a coherent selection of strategically sequenced, high-quality sources, including written texts that are appropriately complex. When applicable, available, and appropriate, sources are

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			representative of multiple viewpoints or accounts on the issue, event, or topic being examined. Sources present the achievements and contributions, strengths, skills, and knowledge of the wide range of individuals and groups throughout the units.
II: Additional Criteria of Superior Quality⁴	4. Scaffolding and Support	Yes	Materials provide appropriate scaffolding that will allow all students to productively engage with content. Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used.
	5. Usability	Yes	The total amount of content is viable for a school year, and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take. Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning. Student and teacher materials are easy to use and well organized.
	6. Assessment	Yes	Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments. Assessments are high quality, with questions that are standards-aligned, represent a range of

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or provided sources. Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards.
FINAL DECISION FOR THIS MATERIAL: <u>Tier 1, Exemplifies quality</u>			

Academic Content

Instructional Materials Evaluation Tool

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

Strong social studies instruction requires that students:

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



SET THE CONTEXT

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



EXPLORE SOURCES

Read and examine
sources to build
content knowledge
and skills



DEVELOP CLAIMS

Evaluate evidence,
make connections,
compare and
contrast sources



EXPRESS CLAIMS

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

Title: **Core Knowledge Bayou Bridges: Powered by Kiddom**

Grade/Course: **7**

Publisher: **Kiddom**

Copyright: **2024**

Overall Rating: **Tier 1, Exemplifies quality**

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

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

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-Negotiable Criterion 1 for the review to continue to Non-Negotiable Criteria 2 and 3. Materials must meet all of the Non-Negotiable Criteria 1-3 for the review to continue to Section II.			
Non-Negotiable 1. ALIGNMENT AND SEQUENCE: Materials adequately address the Louisiana Student Standards for Social Studies . <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Required 1a) Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies for the identified grade-level/course and require students to engage in thinking at the full depth and rigor of the standards .	Yes	Materials incorporate a majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for the identified grade level and require students to engage in thinking at the full depth and rigor of the standards. The content found within the materials aligns with at least 80% of the content found within the standards. The student activities and tasks reach the full depth and rigor of the LSSSS. Each unit and chapter includes lessons, readings, and activities that align with the standards. Students regularly engage in answering questions that align with the Grade 7 LSSSS throughout the Core Lessons of each unit. Questions, labeled as Literal, Inferential, and Evaluative, include the aligned LSSSS as well as sample student responses. Additionally, students answer Framing Questions that align with the Grade 7 LSSSS at the end of each Core Lesson in all of the units. For example, Unit 2, Chapter 1, discusses the Lewis and Clark expedition, including the exploration of the northern Louisiana Territory, the Dunbar-Hunter Expedition of the Ouachita River, and the Red River Expedition, aligning with LSSSS 7.8.h, “Analyze the major events of Thomas

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Jefferson’s presidency, including the Louisiana Purchase, Lewis and Clark expeditions, Dunbar-Hunter Expedition of the Ouachita River, Red River Expedition, and Twelfth Amendment.” Students answer questions such as, “Literal - What were the goals of the expedition across the Louisiana Territory?” and “Evaluative - How were the Lewis and Clark, Dunbar-Hunter, and Red River expeditions similar and different?” In Unit 5, Chapter 1, students analyze the causes and effects of secession, specifically Louisiana’s role and the formation of the Confederate States of America, aligning to LSSSS 7.13.b, “Explain Louisiana’s decision to secede from the Union and its effects, including the state seizure of federal properties in Louisiana (the United States Arsenal and Barracks at Baton Rouge; United States Branch Mint).” Students answer questions such as, “Evaluative - How did Louisianans initially view the issue of secession? How did this view change over time?” and “Evaluative - Why was the seizure of the U.S. Mint in New Orleans significant?” Unit 5, Chapter 2 discusses the major battles and events of the Civil War, aligning with LSSSS 7.13.d, “Describe the importance and outcomes of the major military engagements of the Civil War, including Manassas, Shiloh, Capture of New Orleans, Antietam, Gettysburg, Vicksburg, Siege of Port Hudson, Sherman’s March to the Sea, and the surrender at Appomattox</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Court House.” Students answer questions such as, “Evaluative - What was the outcome of the Battle of Manassas?” and “What did the Union and Confederacy use railroads for?” Additionally, students analyze a diary entry from a confederate girl, Sarah Dawson, in which she describes the occupation of New Orleans by Union troops, aligning with LSSSS 7.13.f, “Analyze the role of Louisiana in the Civil War and how the conflict affected Louisiana and its people, including the importance of its ports and the occupation of New Orleans.”
	Required *Indicator for grades 3-8 only 1b) Materials present a clear path for teachers to address content in a coherent and chronological manner that reasonably aligns to the sequence in the 2022 Louisiana Social Studies Course Frameworks.	Yes	Materials present a clear path for teachers to address content in a coherent and chronological manner that aligns with the sequence in the 2022 Louisiana Social Studies Course Frameworks. The materials are organized in a coherent system of units and chapters connected by common topics and ideas that flow in a logical format. All six units have the same title and follow the same sequence as the Grade 7 Framework. The six units include the following: Unit 1, Governing the New Nation; Unit 2, Growth of the New Nation; Unit 3, The Developing and Expanding Nation; Unit 4, A Spirit of New Change; Unit 5, A Nation at War; and Unit 6, Reconstructing the Nation. Similarly, the chapters within each unit align with the sequence and titles of those included in the Grade 7 Framework, including those specific to Louisiana. For example, Unit 3 includes

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the following chapters: Westward Expansion and the American Indian Experience; Continued Expansion, Conflict, and Compromise; and Regional Development and Interactions. Unit 4 includes the following chapters: Reform Movements and Growing Sectionalism, and the Experiences of Enslaved People.
	Required 1c) In any one grade or course, instructional materials spend minimal time on content outside of the course, grade, or grade-band.	Yes	Materials spend minimal time on content outside of the course, grade, or grade band. Instructional materials primarily focus on content aligned with the Grade 7 LSSSS. The sample Pacing Guide for each unit is aligned to the number of class periods outlined in the Grade 7 Framework. For example, the Unit 5 sample Pacing provides for 30 instructional days, which correlates to the number of class periods included in Unit 5 of the Grade 7 Framework. Each unit provides access to pacing guidance that coincides with the Grade 7 Framework. The content of the units aligns directly to the Grade 7 Framework and LSSSS. Materials presented include the chronological study of the United States and Louisiana including early republic, the Louisiana Purchase, the War of 1812, westward expansion, social and political reform movements of the nineteenth century, the growth of nationalism and sectionalism, the Civil War, and the Reconstruction period from both a national and a Louisiana perspective.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>Non-Negotiable 2. DISCIPLINARY SKILLS AND PRACTICES:</p> <p>Materials provide opportunities for students to build knowledge and disciplinary literacy² through an integrated approach that is grounded in social studies content and supports development of disciplinary skills and practices.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 2a) Materials are structured around engaging questions and big ideas relevant to the grade-level/course’s academic content.</p>	<p>Yes</p>	<p>Units are structured around engaging questions and big ideas relevant to the grade level’s academic content. Each unit begins with a Big Idea and includes two to three chapters that each feature a Framing Question to encourage critical thinking about the Big Idea and several supporting questions that break down the Framing Question and the Big Idea into manageable parts. The Framing Question establishes the context and overview of each chapter. Framing Questions within units are connected, and activities and analytical questions within the separate chapters further support students in incrementally building knowledge and skills to answer the Framing Questions. The questions are grade-level appropriate, engaging, easy for students to understand, and prompt them to explore specific aspects, building a comprehensive understanding and, ultimately, enhancing their grasp of the Big Idea. For example, the Big Idea for Unit 2 is “In the early days of the United States, the country grew in size and population and engaged in a major conflict: the War of 1812.” The Framing Questions for the three chapters in Unit 2 include the following: “How did the United States expand in the late 1700s and early 1800s?” “What were the characteristics of Louisiana’s territorial</p>

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

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

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			<p>period?” and “How did the United States grow and change during the Era of Good Feelings?” Chapter 2 includes supporting questions such as “Literal - What happened to African Americans and Native Americans in Louisiana during the territorial period? (LSSSS 7.2, 7.7.b, 7.8.g, 7.10.d, 7.10.g, 7.10.e)” and “Literal - What happened to the economy of the Territory of Orleans after it came under American control? (LSSSS 7.2, 7.9.e).” The Big Idea for Unit 5 is “Slavery and the Civil War sharply divided citizens and states throughout the United States and led to more than six hundred thousand deaths in one of the nation’s greatest conflicts, and how the Big Idea directly correlates to what students need to know.” The Framing Questions for the two chapters in Unit 5 include the following: “What factors led to the outbreak of the American Civil War?” and “How did the events of the Civil War transform the United States?” Chapter 2 includes supporting questions such as “Evaluative - What were some of the effects of the Civil War? (LSSSS 7.13).” and “Evaluative - How did the Civil War create new opportunities for women? (LSSSS 7.13, 7.13.e).”</p>
	<p>Required 2b) Materials require students to engage in the various types of disciplinary thinking that are explicit and embedded in the Louisiana Student Standards for Social Studies.</p>	Yes	<p>Materials require students to engage in the various types of disciplinary thinking that are explicit and embedded in the Louisiana Student Standards for Social Studies. Instructional materials routinely ask</p>

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			<p>students to describe or analyze the causes or effects of events, developments, and ideas. Students regularly source relevant documents and corroborate reliability. Each unit provides access to a Primary Source Analysis document. This source analysis is a fill-in-the-blank graphic organizer in which students complete the following tasks: Describe the source; Understand the source. Identify its message, purpose, and/or audience; Connect the source to what they know; and draw a conclusion from or about the source. The materials also provide the type of information students should include in each section. For example, in Unit 1, Governing the New Nation, Chapter 2, the New Nation and the First Party System, students learn about the effects of various events, ideas, and people had on the United States at the turn of the nineteenth century. After students read “An Old Problem” in the Student Reader, the teacher facilitates a classroom discussion by asking questions such as, “Literal - How did the war between France and Great Britain affect the United States? (LSSSS 7.8, 7.8.c, 7.8.g)” and “What did President Adams do that prevented U.S. entry into the war already being fought between Great Britain and France? (LSSSS 7.8, 7.8.c, 7.8.g).” In Unit 6, Chapter 3, students engage in the Primary Source Activity, The Election of 1876. After students read the primary source, The Louisiana Democrat (1876), the teacher asks</p>

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			several questions to guide a classroom discussion, such as the following: “How do you think the author felt about the Compromise of 1877? What evidence supports your answer?” and “If a historian used this as their only source, would they have an accurate picture of the election? Why or why not?” In Unit 3, Chapter 1, students examine an excerpt from Memorial of the Cherokee Nation (1830), and then Turn and Talk with a Partner to determine what basis the Cherokee claimed ownership of their native lands (LSSSS 7.1, 7.6, 7.6.b, 7.10.e).
	Required 2c) Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments.	Yes	Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments. Each unit includes at least two informal writing opportunities in which students apply social studies knowledge and skills, cite relevant evidence from sources, or provide reasoning to support a claim or argument. Each unit includes at least one Claims and Evidence writing activity in which students incorporate relevant evidence from multiple sources to write an essay. Students state the claim, state the reason, identify the evidence, recognize a counterclaim, and answer the counterclaim. Additionally, each

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			<p>unit includes a Performance Task in which students write an essay in response to the provided prompt. Students also engage in disciplinary writing when completing the Primary Source Analysis activity. For example, in Unit 4, at the end of Chapter 2, students write a short answer to the following questions: “How did arguments regarding slavery contribute to the growth of sectionalism and rising tensions?” On the Unit 3 Performance Task, students use information from their Student Reader and Additional Activities to support or refute the following statement: “Technology had a greater impact on the United States in the 1800s than westward expansion did.” Students use the Claims and Evidence Activity Page to organize their thoughts and plan their essays. On the Unit 6 Performance Task, students create and give a presentation in response to the following prompt: “To what degree was Reconstruction a success or a failure?” To prepare for the presentation, students complete the Claims and Evidence Activity page to organize their thoughts and plan their presentations in which they develop a claim, provide reasoning, evidence, and a counterclaim. In Unit 2, Chapter 1, read a primary source, “Meriwether Lewis’s Report to Thomas Jefferson” (1806), and then complete a Primary Source Analysis activity in which they write in response to the following questions: “What type of</p>

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			document is it? What does it say?" "Who created this source? When?" "What is the purpose of the source? Who is the intended audience?" "What was going on where and when this was created?" "How does this source relate to the context? How does it relate to what you already know?" "What point of view is being expressed? What examples of bias or judgment does it include, if any?" and "Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?"
	Required 2d) Materials promote an emphasis on building content-specific and academic vocabulary in social studies.	Yes	Materials promote an emphasis on building content-specific and academic vocabulary in social studies. The teacher materials include a list of Core Vocabulary and embedded vocabulary instruction relevant to the content within the unit. The Core Vocabulary section includes definitions, examples, and variations, and the chapter includes a variety of activities to build understanding of the terms in context. Materials include strategies and/or activities to develop students' academic vocabulary. Vocabulary terms and definitions are also embedded in the Student Reader content. Each Student Reader also includes a glossary that contains a list of academic and content-specific vocabulary for the chapters within the unit. For example, Unit 5, Chapter 1,

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			provides the following term, definition, and example: “Mint, n. a place where money is coined under governmental authority. Example: The mint introduced a commemorative coin into circulation to celebrate the historic leader. Variations: mint (v.).” In Unit 3, Chapter 3, students read Industrialization of the North in the Student Reader. The teacher points out the term, industrialization, and explains its meaning. To further support students in understanding the term, the teacher emphasizes the connection between the importance of rivers for transporting goods and materials, the growth of the canal system, and the rapid industrialization of the North. The teacher continues to use the term in support of students’ vocabulary development in questions such as, “When did the industrialization of America begin? What kinds of products did early American factories produce?” “Explain the connection between the industrialization of America and the growth of cities in the North.” and “How do you think the First Industrial Revolution affected the supply and price of consumer goods in the United States? Explain.”
	2e) Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions.	Yes	Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions. Materials include a variety of discussion-based approaches for students to engage

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			<p>with the content, along with directions and protocols for student-led discussions, deliberations, and debates. The materials provide guidance for teachers on response look-fors and discussion formats. Several of the Additional Activities provide the opportunity for students to engage in meaningful classroom discussions. Each unit Introduction includes information on various instructional strategies, including how and when they should be used, with an explanation of the research behind them. One of the included strategies is Turn and Talk with the following explanation: “After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach - reading manageable sections of each chapter and then discussing what has been read - is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.” These instructions provide teachers with a framework for when it is appropriate to use this strategy in the context of the materials.</p>

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			<p>Additional instructions provide guidance for how to encourage students to engage in discourse that aligns with the content. Each unit Introduction includes a link to a resource titled “About Class Discussions and Debates,” which provides detailed instructions to teachers. This document includes information about the benefits and challenges of class debates, as well as guidelines for high-quality discussions and debates, sentence starters for accountable talk among students, and a rubric for assessing participation in this type of activity. Additionally, guidance prompts the teacher to check for student understanding using the class discussions. For example, in Unit 3, Chapter 1, after reading Moving West, the teacher leads a whole group discussion and asks the following questions: “By 1800, the borders of the United States were being pushed in which direction? “How had transportation improved in the United States by 1800?” and “Why did the United States need to improve its transportation system in the early 1800s?” In the same chapter, students Turn and Talk to discuss the Supreme Court Case, Worcester v. Georgia. Students discuss what that case says about the limits of the system of checks and balances. Students then share what they discussed with their partner. In Unit 4, Chapter 1, Additional Activity 1, Primary Source Activity, Ralph Waldo Emerson’s Self-Reliance (1841), students</p>

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			first define the term self-reliance by sharing what they think it means and what they expect to find in an essay with that title. Students then read the excerpt and reflect on their expectations as the teacher asks questions such as, “Based on the first paragraph of the excerpt, what does Emerson believe all people eventually come to realize about self-reliance?” and “What does Emerson mean by the statement “Trust thyself: every heart vibrates to that iron string”? How does this idea relate to the concept of individuality and self-reliance?”
Non-Negotiable 3. QUALITY OF SOURCES: <p>The sources students engage with are authentic and meaningful and in line with the kinds of knowledge and skills required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	Required 3a) Materials provide many opportunities for students to build and deepen knowledge through a coherent selection of strategically-sequenced, high-quality sources , including written texts that are appropriately <u>complex</u> .	Yes	Materials provide many opportunities for students to build and deepen knowledge about content and concepts through analysis of a coherent selection of strategically sequenced, high-quality primary and secondary sources, including written texts that are appropriately complex. The materials provide students multiple opportunities to authentically engage with high-quality primary and secondary sources. The materials include a variety of sources at varying complexity levels and with appropriate scaffolds that allow for authentic engagement during learning. The sources are relevant to the unit of instruction and sequenced in a way that helps students build and deepen knowledge. Each chapter ends with a primary source activity. For example, Unit 1 Governing the New Nation, Chapter 1,

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			George Washington's Presidency and Precedents, the Student Reader provides access to "George Washington's Farewell Address" and to excerpts from "From Letters By Thomas Jefferson And Alexander Hamilton About Establishing A National Bank." Chapter 2, The New Nation and the First Party System, provides access to a "Letter from Thomas Jefferson to Robert R. Livingston, April 18, 1802" and "John Marshall, Marbury v. Madison" (1803). Unit 3, Chapter 1, Westward Expansion: Cultures and Conflicts, contains primary source documents that examine perspective, point of view, and written accounts of the impacts of westward expansion on Native Americans. The sources include the following: "Sagoyewatha's Address to the Iroquois Confederacy and Missionary Cram;" "Anti-Railroad Poster" (1839); "The Petition Against the Treaty of New Echota;" and "Perspectives on Native American Removal." The Teacher Guide provides scaffolded questions to engage students in the discussion of the documents. Unit 5, Chapter 2 provides access to "Lincoln's Second Inaugural Address" (1865) and an "Excerpt from a Confederate's Girl's Dreams By Sarah Morgan Dawson."
	Required 3b) Available sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined.	Yes	Available sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined. Materials include many opportunities for

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			students to consider a variety of historical events from multiple and diverse perspectives, when applicable. These different viewpoints or accounts are relevant to the content within the unit and provide students with the opportunity to learn from differing perspectives. For example, Unit 3, Chapter 1, the Student Reader contains the section, Progress for some, Pain for others, which describes how Westward Expansion had a negative impact on the Native Americans. In Unit 3, Chapter 2, Additional Activity, students engage with the following primary source: “Henry David Thoreau on Civil Disobedience” (LSSSS 7.6, 7.6.a, 7.10.h). This source shows the viewpoint of Thoreau on government, which states, “The best government is one with an extremely limited role, in which individuals have the maximum amount of liberty possible.” In Unit 4, Chapter 1, Additional Activities, students engage in a Primary Source Activity, “Voices of Abolition” which includes perspectives on slavery from William Lloyd Garrison and Frederick Douglass (LSSSS 7.6, 7.6.a, 7.6.c, 7.11.c, 7.11.d).
	Required 3c) Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units.	Yes	The sources present the achievements and contributions, strengths, skills, and knowledge of individuals referenced in the 2022 LSSSS. For example, Unit 1 focuses on the Big Idea, “The first presidencies of the United States established a path for the

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			<p>nation to follow.” Chapter 1, George Washington’s Presidency and Precedents, focuses on the Framing Question, “What precedents were set for the new nation during George Washington’s presidency?” Students learn of his contributions to the country during his term as president, aligning with LSSSS 7.8.b, “Explain the precedents set by George Washington’s presidency.” In Unit 4, Chapter 1, students read the section, Other Heroes and Susan B. Anthony, and learn of the contributions of Susan B. Anthony toward the women’s suffrage movement as well as Sojourner Truth’s contributions toward the women’s rights movement (LSSSS 7.11.a). Students continue to learn of the achievements of Sojourner Truth in the following section, The Abolitionist Movement. In Unit 5, Chapter 2, students read the section, A War of the People, and learn of the roles and contributions of Clara Barton and Mary Edwards Walker during the Civil War (LSSSS 7.13.h). In the same chapter, students read the section, The Battle of Shiloh, and learn the role of Ulysses S. Grant in the Civil War (LSSSS 7.13.h)</p>
SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY			
4. SCAFFOLDING AND SUPPORT: Materials provide teachers with guidance to build their	Required 4a) Materials provide appropriate scaffolding that will allow all students to productively engage with content.	Yes	Materials provide appropriate scaffolding that will allow all students to productively engage with content. Materials utilize a gradual release of responsibility model to support the introduction of new content and

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<p>own knowledge and to give all students extensive opportunities and support to explore key concepts using multiple instructional approaches and strategies.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>skills. Units provide appropriate scaffolds when introducing new content and/or skills, such as the following supports: graphic organizers, visual aids, text at various reading levels, alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, and suggestions for more advanced texts for extension. Each chapter provides questions that are scaffolded through three different levels, including Literal, Evaluative, and Inferential. The Teacher Guide also includes multiple Support prompts to help scaffold student learning. Additionally, students use graphic organizers to help organize their thoughts as they analyze primary sources and/or engage in Claims and Evidence activities. For example, in the Core Lesson of Unit 3, Chapter 1, after students read the section, Moving West, the teacher asks the following questions: “Evaluative - How was a turnpike different from a regular road? (LSSSS 7.10.a).” “Literal - Which geographical feature made it difficult for settlers to travel west? (LSSSS 7.1, 7.2).” and “Inferential - What were the benefits of canals in the mid-1800s? (LSSSS 7.1, 7.8.g, 7.10, 7.10.a).” In the Core Lesson of Unit 5, Chapter 1, after students read the section, The Election of 1860, teacher support is provided as follows: “Support - Call</p>

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			attention to the 1860 election map on page 6. Ask: What states did John Bell win, and what do they have in common? Why do you think he carried these states? (LSSSS 7.1, 7.4, 7.5, 7.12). Sample student responses are provided. Then, the teacher asks the following questions: “Evaluative - What factor made the Republican Party successful during the election of 1860? (LSSSS 7.12);” “Literal - What was the outcome of the election of 1860? (LSSSS 7.12).” and “Inferential - Why do you think Abraham Lincoln was left off of the ballot in Southern states that later seceded? (LSSSS 7.12).”
	Required 4b) Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used.	Yes	Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used. Each chapter includes a What Teachers Need to Know section that includes background information related to the content of the chapter. This section summarizes the content and provides additional details and explanations. Additionally, the unit Introduction includes a list of recommended books for more information. Each unit includes a What Students Should Already Know section, a What Students Need to Learn section, and the most important ideas in the unit section. The unit Introduction also includes detailed information about a variety of instructional

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			<p>approaches embedded throughout the chapters in a given unit. The materials outline the cognitive and developmental research behind the structure, content, and activities included to support teachers in executing the instructional approaches effectively. Each unit Introduction includes explanations of the appropriate use of strategies such as Read Aloud, Building Reading Endurance and Comprehension, Picture This, Turn and Talk, and Primary Sources activities. The instructions for using Turn and Talk include the following explanation behind this approach: “After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach - reading manageable sections of each chapter and then discussing what has been read - is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.” The teacher materials include in-depth background information on the content studied in each chapter in the What</p>

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			Teachers Need to Know section. For example, in Unit 5, Chapter 1, the teacher asks the question, “Why was the Republican Party founded? (LSSSS 7.1, 7.12, 7.12.c)” The following answer is provided: “The Republican Party was founded with the mission of opposing slavery.” In Unit 6, Reconstructing the Nation, Chapter 3, Then End of Reconstruction and Its Immediate Aftermath, the What Teachers Need to Know includes background information regarding Congressional Reconstruction, Voting Restrictions, Violence and Intimidation, The Opelousas and Colfax Massacres, The End of Reconstruction, The Presidential Election of 1876 and Compromise of 1877, The Rise of Jim Crow, and The Impact of Reconstruction. This section aligns with the Primary Focus Objectives of the chapter, which include the following: “Analyze the major events, key people, and effects of Reconstruction. (LSSSS 7.14); Explain the impact of the presidential election of 1876 and the Compromise of 1877 on Reconstruction. (LSSSS 7.14.g); Analyze how Black Codes impacted the lives of African Americans. (LSSSS 7.14.h), and Analyze how national events and constitutional amendments influenced Louisiana in the postwar period. (LSSSS 7.14.i).”
5. USABILITY:	Required 5a) The total amount of content is viable for a	Yes	The total amount of content is viable for a school year, and the pacing of content

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<p>Materials are easily accessible, and are viable for implementation given the length of a school year.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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>allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take. The pacing guidance allows for all units to be taught within the school year, with additional pacing and timing supports built into the materials, which are broken down by weeks, days, and minutes. Materials include Pacing Guides and calendars with suggested lesson components organized into specific days of a weekly calendar. The pacing of the content allows time for re-teaching content or skills if necessary. The Teacher Guide provides a sample Pacing Guide with a recommended timeline for planning instruction, which aligns with the pacing set by the Grade 7 Frameworks. The combined Pacing Guides of the six units account for 31 weeks of instruction, allowing some flexible weeks in a standard school year for teachers to make necessary adjustments. Pacing Guides for each unit include the following amount of time allocated to materials and Additional Activities: Unit 1 - 4 weeks/20 days; Unit 2 - 5 weeks/25 days; Unit 3 - 6 weeks/30 days; Unit 4 - 6 weeks/30 days; Unit 5 - 6 weeks/30 days; Unit 6 - 4 week/20 days. The materials also include blank Pacing Guides for teachers to complete independently, depending on student knowledge and needs. Each unit has a Pacing Guide that is set up in five-day weeks. Each day is listed under the chapter</p>

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			name that it corresponds to, and then lists the information and/or activities taught that day. Timing for each part of the lesson is included in the Core Lesson of the Teacher Guide. For example, Unit 3, Chapter 1, Westward Expansion, the Core Lesson takes 35 minutes with the following lesson component breakdown: 5 minutes to introduce the Developing and Expanding Nation Student Reader, 5 minutes to introduce Westward Expansion: Cultures and Conflicts; 25 minutes for Guided Reading Supports for Westward Expansion: Cultures and Conflicts; and 10 minutes for Check for Understanding.
	5b) Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning.	Yes	Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning. Materials provide a Letter for Family, Activity Page 1.1, for each unit that includes examples of student learning outcomes and guidance for supporting learning at home. This includes examples of what students will know and be able to do at the end of each unit. The language in the Letter to Family is written in easy-to-understand language. For example, in Unit 2, Chapter 1, Letter to the Family informs the family that students will learn about “the development and expansion of the United States in the early to mid-1800s” and about “the growth of industry and the development of transportation networks.”

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			The letter outlines key activities and topics addressed in the unit noting that students will “examine the ideas and motivations that contributed to westward expansion, including the concept of Manifest Destiny; analyze the causes and effects of Indian Removal policies in the early to mid-1800s; explore the issues surrounding territorial disputes with Mexico and Great Britain, including the Mexican-American War; learn about the impact of immigration during this period; and analyze primary sources related to these issues.” Because students will learn about the treatment of Native Americans by settlers and the government as well as the lives of enslaved people and the discrimination of immigrants, the letter states, “This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular culture or group.” Finally, the letter clarifies that parents can expect that students may have questions, and that teachers may encourage students to ask those questions at home.
	5c) Student and teacher materials are easy to use and well organized.	Yes	Student and teacher materials are easy to use and well organized. Student and teacher materials are concise and easy to navigate. The teacher materials make clear connections to the student materials and are organized in coherent units and chapters that follow an expected chronological sequence. The materials begin with an

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			<p>overall explanation of the unit progressions of all K-8 content and standards and then provide a digital dashboard from which teachers can access each unit. Each unit begins with an Introduction, a Pacing Guide, and a Student Reader. Each unit is broken down into two to three chapters and includes a Unit Performance Task at the end. Units are structured around a Big Idea, and chapters are structured around Framing Questions that help students incrementally build skills and concepts relating to the Big Idea. Each unit is set up in a toolbar to the left of the page, where the teacher can access the Introduction, Pacing Guide, Student Reader, and chapters. Each Chapter includes the following components: The Framing Question, Primary Focus Objectives, Materials Needed, Core Vocabulary, the Core Lesson, What Teachers Need to Know, Additional Activities, Activity Pages, and Chapter Assessment. The materials include linked resources throughout each component when applicable. The Student Reader includes the unit chapters as well as a glossary of terms used within the unit. Each chapter begins with a Framing Question and includes embedded vocabulary and primary and secondary sources, such as excerpts, images, maps, and tables.</p>
6. ASSESSMENT:	Required 6a) Materials encompass a balanced system of	Yes	Materials encompass a balanced system of assessments that includes a variety of

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<p>Materials offer assessment opportunities that genuinely measure progress and elicit evidence of the degree to which students can independently demonstrate the assessed standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>assessments that includes a variety of formative, performance, and traditional summative assessments.</p>		<p>formative, performance, and traditional summative assessments. Materials include a variety of formative and summative assessments throughout the material that help teachers gather evidence of student knowledge of standards, such as the following: various Activity Pages to utilize throughout the chapters to enhance learning; standards-based traditional Chapter Assessments; and a Performance Task for each unit. Materials also include formative assessment questions embedded throughout the lessons. For example, in Unit 5, A Nation at War, Chapters 1 and 2 include a variety of teacher questions within the Core Lesson to assess student learning. The questions, labeled as Literal, Inferential, and Evaluative, help scaffold student learning and provide formative assessment opportunities. For example, in Chapter 2, after students read A Nation at War and The War Begins, the teacher asks questions such as the following: “Evaluative - What were some of the effects of the Civil War? (LSSSS 7.13);” “Evaluative - Why was Fort Sumter significant to the Union? (LSSSS 7.13, 7.13.c);” and “Literal - What was the reaction to the fighting at Fort Sumter in the North and in the South? (LSSSS 7.13, 7.13.c).” At the end of Chapter 2, students engage in the Chapter Assessment that includes multi-select items, multiple choice items, and a written response item to summatively assess student understanding</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			of the content of the chapter. Chapter 2 also includes Additional Activities that the teacher can use as formative assessments, such as the Map of the Civil War (LSSSS 7.4, 7.5, 7.13), in which students analyze the geography of the Civil War. Finally, at the end of Unit 5, students use information from their Student Reader and Additional Activities to complete the Performance Task in which they write an essay in response to the following prompt: “Which Civil War event was the most important? (LSSSS 7.6.a, 7.6.b, 7.7, 7.7.a, 7.7.c, 7.7.d, 7.13, 7.13.c, 7.13.d, 7.13.f, 7.13.g, 7.13.i).” The Performance Task works as a summative assessment of all the content presented in Unit 2. Each of the units follows this similar structure.
	Required 6b) Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking , and require students to use their content knowledge , skills, practices, and/or provided sources.	Yes	Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or provided sources. The assessments in the materials reflect the content and full depth and rigor of the standards. The assessments in the materials require students to apply content knowledge and skills representative of the field of social studies. The assessments include the use of appropriate primary and secondary sources, when applicable. Assessments include opportunities for students to express understanding through

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>both concise and extended writing. Each chapter includes a standards-based assessment that contains multiple-choice, multiple-select, and written response question types. For example, the Unit 4, Chapter 1 Assessment, item 1 includes an image of the Seneca Falls Convention and includes the following multiple choice question: “What does this image show about the Seneca Falls Convention?” (LSSSS 7.11a). In item 8, students use an excerpt from Frederick Douglass, “The Constitution of the United States: Is It Pro-Slavery or Anti-Slavery?” to answer the question, According to the excerpt, what is Frederick Douglass’s belief regarding the U.S. Constitution and slavery?” (LSSSS 7.11.c, 7.11.d). For item 11, students write a paragraph in response to the following prompt: “What did the reform movements of the early 1800s have in common? Use evidence from the chapter to support your claim.” (LSSSS 7.2, 7.3, 7.7, 7.7.a, 7.7.b, 7.11). In Unit 4, the Performance Task prompts the teacher to “Ask students to give a presentation in response to the following prompt. Encourage students to use information from their Student Volume and Additional Activities in their responses. Have students use the Claims and Evidence Activity Page (AP 1.3) to organize their thoughts and plan their presentations.” To complete the task, students respond to the following prompt: “Reformers had a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			significant impact on the problems in American society before 1860. Support or refute this claim with evidence from the unit.” (LSSSS 7.1, 7.2, 7.3, 7.7, 7.7.a, 7.7.b, 7.7.c, 7.8.g, 7.11, 7.11.a, 7.11.b, 7.11.c, 7.11.e). In Unit 6, Chapter 1 Assessment, item 4, students respond to the following multiple-select item: “Which of the following statements about Black Codes are accurate? Select the two correct answers.” (LSSSS 7.14h). Item 6 includes a Comparison of Reunification Plans table that compares three Reconstruction Plans proposed by Abraham Lincoln, Andrew Johnson, and Radical Republicans in Congress. Students examine the table and respond to the following question, “Which of the following details correctly completes the Presidential Reconstruction column?” (LSSSS 7.14, 7.14.a). For item 12, students write a paragraph in response to the following prompt: “Which plan was the best way to reunite the North and South: Presidential Reconstruction or Congressional Reconstruction? Use evidence from the chapter to support your claim.” (LSSSS 7.7, 7.7.a, 7.7.b, 7.7.d, 7.14.a).
	Required 6c) Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards.	Yes	Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards. Materials often include exemplar or anticipated student responses and/or specific look-fors in student work. Materials

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			<p>provide clear rubrics and assessment guidelines. Materials provide Support prompts throughout the Core Lesson to support students in demonstrating proficiency of knowledge and skills, allowing teachers to adjust instruction based on real-time learning evidence. Each chapter provides a Chapter Assessment, which includes an answer key, as well as a Note for Evaluating Responses for the written response item types. Performance Tasks include anticipated student responses and rubrics. The materials include rubrics, assessment guidance, exemplar student responses, and specific look-fors to support accurate and consistent evaluation. Core Lessons also feature embedded support prompts that help students demonstrate proficiency. For example, in Unit 5, Chapter 1, item 12, students write a paragraph in response to the question, “The election of President Abraham Lincoln decreased the likelihood of secession. Using evidence from the chapter, support or refute this claim.” (LSSSS 7.1, 7.6. 7.7, 7.12, 7.13, 7.13a). The item includes a Note for Evaluating Responses which states, “Students should clearly and accurately support or disprove the claim using evidence, including Southern concern about Lincoln’s promises to uphold slavery where it already existed, the secession of South Carolina following the election and before Lincoln’s inauguration, and the role of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Lincoln’s election in increasing support for secession in Louisiana. Answers should include explanations of how the evidence supports the claim.” In Unit 2, Chapter 3, Jefferson’s Second Term, the materials provide several teacher Support questions to scaffold student learning as necessary, such as the following: “Support - George III, the king from whom the colonies declared independence, was still the king of Britain at this time. However, the monarchy was in what’s known as the Regency period. George III’s mental health had deteriorated significantly, rendering him unfit to rule. George IV, his son, acted in his stead.” and “Support — France at this time was ruled by Napoleon Bonaparte, who came to power at the end of the French Revolution. The conflict between France and Britain was part of the intermittent Napoleonic Wars that lasted from 1803 to 1815. Napoleon sold Louisiana to the United States in part to pay for his wars with Britain.” In Unit 1, students respond to the following prompt for the Performance Task: “Whose presidency had the greatest influence on the development of the United States: Washington, Adams, or Jefferson?” (LSSSS 7.7, 7.7.a, 7.7.c, 7.7.d, 7.8, 7.8.g). The materials provide a sample table with possible notes that serves “as a reference for teachers should some prompting or scaffolding be needed to help students get started.” Additionally, the materials provide a Note for Evaluating</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Responses that includes a rubric for evaluating student responses. The rubric details criteria for each level of understanding, including 0 to 3 points, in addition to details that should be included in the student's response.
FINAL EVALUATION Tier 1 ratings receive a “Yes” for all Non-Negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. Tier 2 ratings receive a “Yes” for all Non-Negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. Tier 3 ratings receive a “No” for at least one of the Non-Negotiable Criteria.			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiable Criteria of Superior Quality³	1. Alignment and Sequence	Yes	Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies for the identified grade level and require students to engage in thinking at the full depth and rigor of the standards. Materials present a clear path for teachers to address content in a coherent and chronological manner that aligns with the sequence in the 2022 Louisiana Social Studies Course Frameworks. In any one grade or course, instructional materials spend minimal time on content outside of the course, grade, or grade band.
	2. Disciplinary Skills and Practices	Yes	Materials are structured around engaging questions and big ideas relevant to the

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>grade-level/course's academic content. Materials require students to engage in the various types of disciplinary thinking that are explicit and embedded in the Louisiana Student Standards for Social Studies. Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments. Materials promote an emphasis on building content-specific and academic vocabulary in social studies. Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions.</p>
	3. Quality of Sources	Yes	<p>Materials provide many opportunities for students to build and deepen knowledge through a coherent selection of strategically sequenced, high-quality sources, including written texts that are appropriately complex. When applicable, available, and appropriate, sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined. Sources present the achievements and contributions, strengths, skills, and knowledge of the wide range of individuals and groups throughout the units.</p>
II: Additional Criteria of	4. Scaffolding and Support	Yes	<p>Materials provide appropriate scaffolding that will allow all students to productively</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Superior Quality ⁴			engage with content. Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used.
	5. Usability	Yes	The total amount of content is viable for a school year, and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take. Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning. Student and teacher materials are easy to use and well organized.
	6. Assessment	Yes	Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments. Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or provided sources. Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards.
FINAL DECISION FOR THIS MATERIAL: <u>Tier 1, Exemplifies quality</u>			

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

Reviewer Information

Instructional Materials Review

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

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

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

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

Appendix I.

Publisher Response



The publisher had no response.

Appendix II.

Public Comments



There were no public comments submitted.