

## 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: **K-5**

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 K \(Tier 1\)](#)

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

[Grade 2 \(Tier 1\)](#)

[Grade 3 \(Tier 1\)](#)

[Grade 4 \(Tier 1\)](#)

[Grade 5 \(Tier 1\)](#)

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



#### SET THE CONTEXT

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



#### EXPLORE SOURCES

Read and examine  
sources to build  
content knowledge  
and skills



#### DEVELOP CLAIMS

Evaluate evidence,  
make connections,  
compare and  
contrast sources



#### EXPRESS CLAIMS

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

Title: Core Knowledge Bayou Bridges: Powered by Kiddom

Grade/Course: K

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

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

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

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

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

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

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

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|--|---|------------------------|--|
| <p><b>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b><br/>           Materials must meet Non-Negotiable Criterion 1 for the review to continue to Non-Negotiable Criteria 2 and 3. Materials must meet all of the Non-Negotiable Criteria 1-3 for the review to continue to Section II.</p> |   |                        |  |
| <p><b>Non-Negotiable</b><br/> <b>1. ALIGNMENT AND SEQUENCE:</b></p> <p>Materials adequately address the <a href="#">Louisiana Student Standards for Social Studies</a>.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>  | <p><b>Required</b><br/> <b>1a)</b> Materials incorporate a <b>large majority of the content standards</b> in the Louisiana Student Standards for Social Studies for the identified grade-level/course and require students to engage in thinking at the <b>full depth and rigor of the standards</b>.</p> | <p><b>Yes</b></p>      | <p>Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for Grade K and require students to engage in thinking, practices, and skills at the full depth and rigor of the standards and are developmentally appropriate. Each unit and chapter includes lessons, readings, and activities that align with the standards. For example, in Unit 1, Chapter 2, Core Lesson students use maps to answer questions, such as: “What state does the map on this page show?” “Which ocean is to the left of the United States on a map?” “What symbol represents a forest?” Students point to the tree on the map, find Louisiana on the map, and determine if the forest is close to or far away from Louisiana. Additionally, students use a globe and answer the following questions while pointing out the relative location using the terms right/left, up/down, in/out, and above/below: “Is the Pacific Ocean to the right or left of the United States?” “Is the Atlantic Ocean to the right or left of the United States?” “Are the forty-eight contiguous states inside or outside of North America?” “Is Hawaii to the right or left of the forty-eight contiguous states?” and “Is the Gulf of Mexico above or below</p> |

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|          |                                |                        | <p>Louisiana?” (LSSSS K.18, Use maps and models to describe relative location. For example: locating objects and places to the right or left, up or down, in or out, above or below). Similarly, throughout the materials, student tasks and activities prompt students to use evidence from a variety of sources to support their answers to various questions in alignment with LSSSS K.3 (Select and use appropriate evidence from primary and secondary sources to support claims). For example, Unit 2, Chapter 2 includes a picture of a log cabin and information about Abraham Lincoln’s childhood. Students refer to the image as they make inferences about Lincoln’s experiences growing up. In Unit 1, Chapter 3, students observe various images showing landforms and climates and explain how different environments affect the way people in different areas live. Finally, in Unit 4, Chapter 1, students use an image of a cityscape with a traffic light to support their answer to why people need rules. These examples and several others throughout the materials support Skill/Practice Standard K.3. Further, Framing Standard K.5 requires students to identify examples of different cultures and traditions in Louisiana, including: a. Music: Cajun, jazz, zydeco; b. Traditions: king cake, red beans and rice on Mondays; and c. Cuisine: jambalaya, gumbo, etouffee, bread pudding, meat pies, tamales. The materials address these</p> |

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|----------|--|------------------------|--|
|          |  |                        | <p>aspects of culture and tradition throughout various chapters and units, such as Unit 2, Chapter 4, Core Lesson, where students learn about types of music and instruments, as well as cultural background for zydeco, jazz music, and Cajun culture/presence in Louisiana. Further, Chapter 5 discusses music types as representative of Louisiana. Additionally, Chapter 4 discusses the king cake, as well as red beans on Mondays, and includes an explanation of local recipes and ingredients for jambalaya, gumbo, bread pudding, meat pies, and tamales. Chapter 5 explains Mardi Gras traditions, such as the symbolism of purple, green, gold. Extra resources include links to related videos and additional content. Chapter 5 discusses gumbo, etouffee, and regional/cultural representations.</p> |
|          | <p><b>Required *Indicator for grades 3-8 only</b><br/> <b>1b) Materials present a clear path for teachers to address content in a coherent and chronological manner that reasonably aligns to the sequence in the 2022 Louisiana Social Studies Course Frameworks.</b></p> | <p><b>Yes</b></p>      | <p>Materials present a clear path for teachers to address content in a coherent and chronological manner that aligns to the sequence in the 2022 Louisiana Social Studies Course Frameworks. The materials are organized in a coherent system of units and chapters connected by common topics and ideas that flow in a logical format. For example, Units 1, 2, 3, and 4 have the same titles and supporting questions as the Grade K Frameworks, including the following: Exploring Our World, Understanding the Past, Understanding Wants and Needs, and Being a Part of a Community. This</p>  |

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|          |                                |                        | <p>organization of units moves from understanding their place in the world and working through the past to their role in their specific community. Further, Unit 3, Understanding Wants and Needs is divided into three chapters, each addressing topics related to economics. For example, Chapter 1: Wants and Needs, includes materials and content explaining the drivers of economic decision-making, including how people decide how to allocate finite resources. Chapter 2: Jobs, teaches students about different occupations in a community and also explains how people gain income to support their wants and needs. Finally, Chapter 3: Spending and Saving, returns to some of the concepts of wants and needs and combines that information with the realities of income limitations in Chapter 2 to help students understand the concept of scarcity. These examples represent an organizational structure that is connected and logical and helps students build on prior learning and concepts. Finally, Unit 1, Exploring Our World, is structured around the big idea that “Our country is a big place with varied geography.” The unit includes three chapters. In Chapter 1, students develop the following skills: “Identify and characterize different types of landforms” (LSSSS K.19), “Describe ways people interact with their environment, specifically how they utilize natural resources and modify their surroundings to create</p> |

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|          |  |                        | shelters” (LSSSS K.20), “Contrast rural, suburban, and urban areas based on their unique characteristics” (LSSSS K.21), and “Analyze the impact of weather on daily life and choices in various regions” (LSSSS K.22). Each chapter includes a Core Lesson and Additional Activities. In Unit 1, Chapter 1, Core Lesson, students build knowledge about different places where people live. Additional Activities in this chapter focus on students understanding where they live, differentiating different bodies of water, as well as rural and urban areas. Similar organizational formats exist in units and chapters throughout the materials.  |
|          | <p><b>Required</b><br/> <b>1c)</b> In any one grade or course, instructional materials spend <b>minimal time on content outside</b> of the course, grade, or grade-band.</p> | <b>Yes</b>             | <p>In any one grade, instructional materials spend minimal time on content outside of the grade. The materials adhere closely to the LSSSS and do not include additional materials that detract from the Grade K LSSSS. For example, in Unit 2, Understanding the Past, teacher guidance highlights the alignment to essential standards and includes the following outline: 1. Chronology: using schedules, calendars, and timelines to order events; 2. Why we study history; 3. Identifying and using primary and secondary sources; 4. State and federal holidays: New Year’s Day, Martin Luther King Jr. Day, Inauguration Day, Washington’s Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans</p> |

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|          |                                |                        | <p>Day, Thanksgiving Day, and Christmas Day; 5. Historical figures: George Washington, Abraham Lincoln, and Dr. Martin Luther King Jr.; 6. Symbols and customs of Louisiana and the United States: United States flag and the Pledge of Allegiance; 7. Cultures and traditions of Louisiana: music including Cajun, jazz, zydeco, traditions including king cake, and red beans and rice on Mondays, cuisine including jambalaya, gumbo, bread pudding, meat pies, and tamales. Units 1, 3, and 4 similarly include structures and organization in alignment with the Grade K LSSSS, with unit guidance clearly identifying the specific content and order in which it appears with minimal superfluous or off-topic content. For example, in Unit 3, Chapter 1, students develop the following skills aligned with the indicated standards: “Identify examples of goods and services” (LSSSS K.13), “Differentiate between wants and needs” (LSSSS K.15), and “Describe the concept of scarcity” (LSSSS K.17). In Unit 3, Chapter 2, students learn how to “Identify jobs and industries within a school and community” (LSSSS K.16), “Understand how jobs are related to goods and services” (LSSSS K.13), and “Explain the importance of certain jobs within a community” (LSSSS K.16). In Unit 3, Chapter 3, students “Explain the difference between spending and saving” (LSSSS K.14), “Describe why people spend and save money” (LSSSS K.14), and “Compare reasons to spend and save</p> |

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|--|---|------------------------|---|
|  |   |                        | money” (LSSSS K.14), all of which align directly to the standards.  |
| <p><b>Non-Negotiable</b><br/> <b>2. DISCIPLINARY SKILLS AND PRACTICES:</b></p> <p>Materials provide opportunities for students to build knowledge and disciplinary literacy<sup>2</sup> through an integrated approach that is grounded in social studies content and supports development of disciplinary skills and practices.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> | <p><b>Required</b><br/> <b>2a)</b> Materials are structured around <b>engaging questions and big ideas</b> relevant to the grade-level/course’s academic content.</p> | <p><b>Yes</b></p>      | <p>Units are structured around big ideas, with each unit containing several chapters that 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. These questions are grade-level appropriate, engaging, and easy for students to understand, and prompt them to explore specific aspects, building a comprehensive understanding, and ultimately supporting their understanding of the Big Idea. Units are structured around a common shared Big Idea presented in the Unit Introduction. Then, each chapter is organized around a Framing Question that helps students better understand the unit’s Big Idea. For example, the Big Idea of Unit 3, Understanding Wants and Needs. is “People make decisions based on their wants and needs.” Chapter 1 is organized around the Framing Question, “What’s the difference between wants and needs?” Chapter 2 is organized around the Framing Question, “Why do people have jobs?” Chapter 3 is organized around the Framing Question, “Why do people spend and save money?” Each question helps students understand</p> |

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

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

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|          |                                |                        | <p>the decisions that people need to make based on the resources they have. Unit 1, Chapter 1, Where People Live, is anchored around the Big Idea, “Our country is a big place with varied geography” and is aligned with LSSSS K.19 (Identify basic landforms and bodies of water in a variety of visual representations, including mountains, hills, coasts, islands, lakes, and rivers), LSSSS K.20 (Identify ways people interact with their environment, including using natural resources, modifying their environment to create shelter), LSSSS K.21 (Identify rural, suburban, and urban areas), LSSSS K.22 (Explain how weather impacts daily life and choices), and LSSSS K.23 (Explain why people may move from place to place). Similarly, in Unit 4, which contains five chapters, students explore what it means to be part of a community, including topics on local government and symbols of the United States and Louisiana. This is aligned with the Big Idea, “Rules and laws help us be responsible members of the community. Symbols represent the ideas and cultures of our state and country,” and LSSSS K.2, K.3, K.4, K.5, K.6, K.7, K.8, K.9, K.10, K.11, and K.12. Chapter 2’s Framing Question, “How does a community work together to make rules?” is supported by several Literal, Inferential, and Evaluative supporting questions listed in the Core Lesson section for teachers to ask students, such as: “Who makes the rules for the classroom?” (a Literal question aligned</p> |

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|          |  |                        | <p>with LSSSS K.9), “How do teachers decide what rules are needed?” (an Evaluative question aligned with LSSSS K.8, K.9, and K.10), and “What might happen if you do not follow classroom rules?” (an Inferential question aligned with LSSSS K.8 and K.10). In the chapter, students differentiate between primary and secondary sources and select and use appropriate evidence from these sources to support their answers to many of the questions. At the end of the lesson, teachers check students’ understanding by having them Turn and Talk about “How does a community work together to make rules?” The questions listed in the Core Lesson guide students to make appropriate claims about rules and laws, which help them understand how to be responsible members of the community.</p> |
|          | <p><b>Required</b><br/> <b>2b)</b> Materials require students to engage in the various types of <b>disciplinary thinking</b> that are explicit and embedded in the Louisiana Student Standards for Social Studies.</p> | <p><b>Yes</b></p>      | <p>Materials require students to engage in the various types of disciplinary thinking that are explicit and embedded in the Louisiana Student Standards for Social Studies. The materials require students to engage in a range of disciplinary thinking, including cause/effect analysis, contextualization of past/present, and sourcing activities that are appropriate to the grade level and aligned with the Grade K LSSSS. Throughout the materials, students differentiate between primary and secondary sources, use appropriate evidence from both to support claims,</p>  |

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|          |                                |                        | <p>describe causes and effects of events, observe basic characteristics of people, places, and objects, and identify similarities and differences among places and people. For example, Unit 1, Chapter 1, Where People Live, includes images of children fishing in a lake after a discussion of water features such as lakes, rivers, and oceans. As students observe the image, the materials provide the following guidance: “SUPPORT – Ask students to point to the top image. Explain that the girl in the image is fishing. She is using a fishing pole to catch fish that live in the water. Ask students if they have ever been fishing. If they have, ask them to share their experience. Direct students to the bottom image. Ask: What is happening in this image?” The sample student response states, “A boy is traveling by boat on water.” The teacher then asks an Evaluative question, “Why do people live near lakes and rivers?” (LSSSS K.3, K.20.a) with the following sample student response, “People live near lakes and rivers because they provide fresh water for drinking and fish for food. People can also use lakes and rivers to travel by boat.” Prompting students to think about this connection is reflective of cause/effect disciplinary thinking at the depth and rigor suggested by the LSSSS. Additionally, in Unit 2, Chapter 3, students differentiate between primary and secondary sources by answering “How are</p> |

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|----------|--------------------------------|------------------------|--|
|          |                                |                        | <p>letters and textbooks different?” and “How are letters and speeches alike?” as required by LSSSS K.2.a and K.2.b. Students then examine two sources as the teacher explains that “these images show students learning in the past and in the present.” Students compare the images and answer the questions, “What is similar and different in the images?” and “What parts of the photos tell you that the students are interested in what they are learning?” as required by LSSSS K.2 and K.3. In Unit 2, Chapter 3, students observe an image of King George III as the teacher reads aloud. Students answer the following question, “Does this image show someone from the past, the present, or the future? How do you know?” a required skill and practice outlined in LSSSS K.3. Moreover, the Cause and Effect Additional Activity, aligned LSSSS K.6, provides students with an opportunity to describe the cause of effects of events, developments, and ideas. The teacher introduces the activity by “reminding students that things that happened in the past impact how we live today,” and students create “their own cause-and-effect statements about something in their school, neighborhood, or parish using the sentence frame ___ because ___.” In Unit 4, Chapter 3: Local Government introduces students to various elected representatives. The chapter also includes an activity in which students describe the roles of mayors and</p> |

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|          |   |                        | <p>parish councils, and includes the following teacher support suggestions: “Explain that parishes divide Louisiana into smaller areas. Each parish has its own government. The parish system started hundreds of years ago. Review what students learned in Unit 2, Understanding the Past, about how we learn about the past.” The teacher then asks, “What sources from the past could tell you about how the parish system started?” with a possible student response, “newspapers, letters, and diaries.” This question is followed by, “What source from the present could tell you about how the parish system started?” with the possible student response, “textbooks written by people who study history for their job” (LSSSS K.2, K.2.a, K.2.b). Asking students to consider where they might find information is aligned with the disciplinary thinking requirement of sourcing at a level appropriate for the grade-level.</p> |
|          | <p><b>Required</b><br/> <b>2c)</b> Materials provide regular and varied opportunities for students to engage in <b>disciplinary writing</b> that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments.</p> | <p><b>Yes</b></p>      | <p>Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments. Throughout the materials, students engage in grade-appropriate disciplinary writing using drawing, dictating, or writing to support and develop claims or arguments with accurate</p>   |

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|          |                                |                        | <p>information, evidence, and reasoning. The materials include written activities that are appropriate to this level and require students to engage in connecting what they have learned with their own ideas on paper-based assignments. Each unit includes at least two informal writing opportunities in which students apply social studies knowledge. For example, in Unit 1, Chapter 2, Additional Activity, A Map of my House, students create a map key with adult assistance. Students draw the symbols, and an adult writes the labels. In another Additional Activity, Let’s Take a Trip, students take an imaginary trip and work with their families to decide where they want to travel to, fill in the airplane ticket, pack their suitcases with the correct type of clothing, and write a postcard to the class about their trip. At the end of the unit, students complete Unit 1 Performance Task: Exploring Our World in which they draw an image on one side of a card and dictate a brief message for the other side. Additionally, Unit 2, Chapter 4: Culture, students engage in a writing activity in which they identify elements of their own culture and illustrate them. The teacher introduces the activity by “reviewing what students read about culture by showing the Sesame Street video ‘Culture with Jacob Batalon.’” After watching the video, the teacher asks students to think about their own culture and then guides a class</p> |

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|          |                                |                        | <p>discussion with the following questions: “What languages do you and your family speak?” “What foods do you and your family eat?” “What traditions and celebrations do you and your family have?” and “What music is included in those traditions and celebrations?” Then, students complete My Culture (AP 4.2) by drawing a picture that represents their culture. This activity requires students to interpret what they have learned about culture in a drawn image representing those elements in their own lives, which is both developmentally appropriate and in a written expression of disciplinary thinking in alignment with the standards. Further, in Unit 4, Chapter 1, Additional Activity, Rules Posters, students work in groups to draw a poster that shows what it looks like when they follow their assigned rule. In another, in Additional Activity, Why do I have to be responsible? students draw a picture of themselves acting responsibly and share that picture with a partner as a requirement for completion of Supporting Question 1. Furthermore, as a requirement for the completion of Supporting Question 3, students explore the implications of not being responsible and create a two-panel comic depicting what would happen if they were not responsible at home or at school. On one side, students draw a problem and on the other, they draw the results of the problem if they do not act responsibly in</p> |

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|          |  |                        | that situation. In Unit 4 Performance Task: Being Part Of A Community, students draw images of being part of a community on one side of each card and dictate a brief message about its meaning for the other side.   |
|          | <p><b>Required</b><br/> <b>2d) Materials promote an emphasis on building content-specific and academic vocabulary in social studies.</b></p> | <b>Yes</b>             | <p>Materials promote an emphasis on building content-specific and academic vocabulary in social studies. Materials include a list of key vocabulary and the introduction section of the Teacher’s Guide for each unit allow for embedded vocabulary instruction. As a broad overview, the Unit Introduction for each unit regarding Core Vocabulary instruction includes the following instructions for teachers: “Within each Read Aloud, Core Vocabulary words appear in boldface color (like this). You may sometimes wish to preview one or two of these vocabulary words before a segment of the Read Aloud. In most instances, however, it may be more effective to pause and explain the meanings of the words as they are encountered when reading aloud. It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific vocabulary. If students hear these words used in context by the teacher</p> |

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|          |                                |                        | <p>over the entire unit, they will gain an increasingly nuanced understanding of these words. With support and encouragement from the teacher, students may even begin to use these same words in their own oral discussions of the unit.” This guidance illustrates the emphasis on vocabulary throughout the materials. On the Unit 1 Introduction page, along with the Framing Questions, the Core Vocabulary that correlates to each Framing Question is listed in the column next to its question. For example, the Core Vocabulary words for Unit 1, Chapter 1, Where People Live, include farm, city, town, river, neighborhood, state, and country. The Core Vocabulary is introduced in teacher-lead reading. Guidance suggests that the teacher introduces and defines the word then follows with support questions that are also found in the presentation slides. Students point to pictures on slides 15 and 29 to identify rivers and hills. Similarly, in Unit 2, Chapter 4, the teacher explains the meaning of the Core Vocabulary, fast, recipes, ingredients, and seafood, throughout the lesson. A list of these vocabulary words is included at the beginning of the chapter and is embedded into student reader content. The Chapter 4 Assessment provides students the opportunity to demonstrate student understanding as they point to each picture on the answer sheet while the teacher reads the choices aloud.</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          | <p><b>2e)</b> Materials provide <b>frequent opportunities for evidence-based student discourse</b> and meaningful classroom discussions.</p> | <p><b>Yes</b></p>      | <p>Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions. Materials include many opportunities throughout units and chapters to discuss questions in both a whole-class context, as well as in peer-to-peer situations, while using evidence from the materials to support their discussions. For example, in Unit 1, Chapter 2, students discuss their understanding of the topic with a classmate through a Turn and Talk activity, where they discuss the question, “Why are maps helpful?” At the end of each Core Lesson, students Turn and Talk to review and discuss the Framing Question of each chapter. The Introduction section of the teacher’s edition provides the teacher with the following directions about the Turn and Talk activity: “Teachers should direct students to turn and talk to a partner to discuss specific things. These types of discussion opportunities will allow students to more fully engage with the content and will bring to life the topics and events being discussed.” Similarly, Unit 4, Chapter 2: Making Rules includes a series of activities in which students engage in discourse based on a picture shared in the student reader. Students look at the image, and the teacher points out how the children line up and keep their hands to themselves. The teacher then asks, “What other rule do you think the students in this picture are</p> |

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|          |                                |                        | <p>following? How do you know?” Sample student responses include, “The students are waiting quietly for directions. They are facing forward and looking at the teacher.” (LSSSS K.3). The teacher invites students to share examples of rules that keep them safe at school. Sample student responses include, “Walk in the classroom and hallways. Listen quietly when someone else is speaking. Be careful with scissors and other sharp objects.” (LSSSS K.8). The teacher then asks the Literal question, “Who makes the rules for the classroom?” (LSSSS K.9), the Evaluative question, “How do teachers decide what rules are needed?” (LSSSS K.8, K.9, K.10), and the Inferential question, “What might happen if you do not follow classroom rules?” (LSSSS K.8.b, LSSSS K.10). Each question includes sample student responses. After this activity and several others related to different rules and community occupations that support rulemaking and rule following, the students respond to the following Turn and Talk prompt: “How does a community work together to make rules?” Sample student responses include, “Communities work together to make rules by deciding how to keep people safe. Adults help make rules at school, at home, in our town or city, and in our parish. They also help us follow the rules.” This discussion format allows students to engage with content in a peer-to-peer setting while allowing teachers to</p> |

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|  |   |                        | <p>evaluate understanding and to provide support at the end of the discussion in a format that is appropriate for the grade-level while addressing several content and skills standards. Finally, at the end of lessons, students Turn and Talk. Each Turn and Talk is focused on a question that requires students to use their learning from the lessons and activities in the chapter. For example, in Unit 4, Chapter 1, the Turn and Talk question is “Why do we have rules and laws?” which is also the Framing Question for the unit.</p>  |
| <p><b>Non-Negotiable</b><br/> <b>3. QUALITY OF SOURCES:</b><br/>           The sources students engage with are authentic and meaningful and in line with the kinds of knowledge and skills required by the standards.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> | <p><b>Required</b><br/> <b>3a)</b> Materials provide many opportunities for students to build and deepen knowledge through a <b>coherent selection of strategically-sequenced, high-quality sources</b>, including written texts that are appropriately <u>complex</u>.</p> | <p><b>Yes</b></p>      | <p>Materials provide many opportunities for students to build and deepen knowledge through a coherent selection of strategically-sequenced, high-quality sources, including written texts that are appropriately complex. The materials include a wide range of sources that are grade-level appropriate and information that supports student understanding of the sources at an appropriate level. The topics of study provide a variety of sources, both primary and secondary, that allow for authentic engagement during learning. The sources correlate with the instruction of the unit and are sequenced in a way that helps students build and deepen their knowledge. For example, Unit 2, Chapter 1: Learning about the Past contains many photographs and charts to explain vocabulary and concepts, such as how we measure the</p> |

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|          |                                |                        | <p>passage of time which includes calendars, schedules, and timelines, and how we learn about people which includes biographies, autobiographies, and history books. The chapter ends with a Then and Now activity where students compare and contrast two photographs of a classroom, one in the past and one in the present. The teacher guide provides three Evaluative questions to ask students as they analyze the two photographs. Unit 3, Chapter 2: Jobs also has two sets of Then and Now photographs for students to use when learning about jobs and how they have changed over time. Additionally, in Unit 3, Chapter 3, students examine the Declaration of Independence image as the teacher reads aloud. Students then answer the text-dependent question, "Why do we celebrate Independence Day on July 4?" In Unit 4, Chapter 4: Symbols of the United States includes a series of photographs depicting symbols of the United States, including several flags representing the United States, Louisiana, Juneteenth, and Veterans' and Memorial Day, in addition to appropriately complex text explanations suitable to be read aloud to Grade K students. The materials also include sources that refer back to previous learning and remind students that certain individuals can also serve as symbols for the country. For example, the teacher guides students in a sequence of activities in connection with an image of the Lincoln</p> |

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|          |  |                        | <p>Memorial. First, students call their previous learning about Abraham Lincoln from Unit 2 and share what they remember, such as his childhood in a log cabin and his honesty. Then, the lesson goes on to explain how Lincoln is celebrated as a symbol of freedom and honor on President’s Day and by his presence on the \$5 bill. The lesson concludes as students view images of the Lincoln Memorial and think about what it might represent for the United States. This set of sources allows students to connect to prior learning and source material and is developmentally appropriate.</p>   |
|          | <p><b>Required</b><br/> <b>3b) Available sources are representative of multiple viewpoints or accounts</b> on the issue, event, or topic being examined.</p> | <p><b>Yes</b></p>      | <p>When applicable, available, and appropriate, sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined. To the extent possible, materials include multiple viewpoints relating to cultural and historical topics and events addressed throughout the content. For example, in Unit 1, Chapter 3: Exploring the United States includes images and information on many different regions and groups of people in the United States. Later lessons include images of Southwestern Deserts, including Monument Valley. The materials also include information about the Navajo, including a brief explanation describing Native Nations and connecting the Navajo people and culture with this particular environment and region of the United States. This chapter</p> |

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|          |                                |                        | <p>also includes images of multiple regions in the U.S. and information and questions relating to how the environments of those areas affect their citizens' lifestyles. Further, in Unit 2, Chapter 3, students analyze events of the past and contributions of various groups, including women, Native Americans, and enslaved people. Students learn about Women's History Month, Memorial Day, Juneteenth, Independence Day, Labor Day, Veterans Day, and Thanksgiving. They answer text-dependent questions and explain why people celebrate these holidays. Additionally, Unit 3, Chapter 2: Jobs presents information on various occupations and the different ways they impact the community. For example, materials highlight the role of doctors in keeping communities safe and healthy; they follow this information with further details about firefighters, who also work to keep communities safe and healthy, and police officers, who do the same, though each in a slightly different way. Finally, in Unit 4, Chapter 5, students examine Louisiana's rich and diverse history, which has contributed significantly to its culture. They answer text-dependent questions that help students understand that Louisiana's culture is a blend of Native American, European, and African influences. For example, students answer questions about Louisiana's food and music, such as: "What is the state food of Louisiana?" "Which</p> |

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|          |   |                        | <p>culture did tamales originate from?” “What kind of music is a symbol of New Orleans?” and “What other types of music represent Louisiana?” Guidance suggests that teachers remind students about what they learned regarding jazz, Cajun, and zydeco music in Unit 2, Understanding the Past. For example, they discuss: “Jazz music was first created by African American musicians in New Orleans and incorporates many different styles. Cajun music was brought to Louisiana by the Acadian people and features fiddles and accordions. Zydeco music shares some sounds with Cajun music and includes styles from African American and Creole cultures.”</p>  |
|          | <p><b>Required</b><br/> <b>3c) Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units.</b></p> | <p><b>Yes</b></p>      | <p>Sources present the achievements and contributions, strengths, skills, and knowledge of the wide range of individuals and groups throughout the units. The materials address all the contributions, strengths, skills, and knowledge of all individuals included in the Grade K LSSSS and include additional information about other various community members and the roles they play. For example, LSSSS K.4c lists the following individuals as part of students learning: George Washington, Abraham Lincoln, and Dr. Martin Luther King Jr. Both Unit 2, Chapter 2: Important People of the Past and Unit 4, Chapter 4: Symbols of the United States include multiple pages of text, pictures, paintings, and/or</p> |

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|  |   |                        | <p>photographs to describe the achievements, contributions, strengths, and skills of these historical figures. The Additional Activity, Honoring Dr. King provides digital sources for students to use when learning about his achievements and contributions. Subsequently, Unit 2, Chapter 3: Remembering Events of the Past includes a lesson on Women’s History Month, which includes images of female STEM leaders Katherin Johnson, Sally Ride, and Mae Jemison. The lesson outlines their contributions to NASA and their accomplishments as leaders in math, engineering, and astronautics fields, as well as the importance of celebrating women in history. Unit 4, Chapter 3: Local Government outlines the different roles in local government, such as parish president, mayor, and legislator, and provides information on the roles of each public servant. Finally, in Unit 4, Chapter 5, students answer the question, “What kind of music is a symbol of New Orleans?” and “What other types of music represent Louisiana?”</p> |
| <b>SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY</b>   |   |                        |   |
| <p><b>4. SCAFFOLDING AND SUPPORT:</b></p> <p>Materials provide teachers with guidance to build their own knowledge and to give</p> | <p><b>Required</b></p> <p><b>4a) Materials provide appropriate scaffolding that will allow <b>all students</b> to productively engage with content.</b></p> | <p><b>Yes</b></p>      | <p>Materials provide appropriate scaffolding that will allow all students to productively engage with content. The materials acknowledge the developmental needs and range of abilities of Grade K students and provide resources and opportunities within</p>  |

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| <p>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>the materials for students to access and understand the content. The materials are organized in a way to scaffold skills and gradually increase in complexity of topics over time. The units contain pacing, visual aids, and suggestions for supporting texts. The materials contain extension activities with suggestions for more advanced texts, alternate approaches, or suggestions for addressing common student difficulties. The materials employ the use of timeline cards and presentations for each chapter. For example, in Unit 1, Chapter 1: Where People Live, the included presentation has pictures and graphics to help explain vocabulary words like farm, city, town, river, and other geographic features. The teacher's Core Lesson materials include graphic organizers to help students organize their thoughts. For example, in Unit 1, Chapter 1, the Activity 1.2 graphic organizer includes a box for students to draw a picture to demonstrate understanding. Progressing to Unit 3, Chapter 2, the Activity 2.1 graphic organizer includes a box for students to draw a picture and a sentence starter that states, "I am a _____." Later, Unit 3, Chapter 3: Spending and Saving includes Additional Activities to support student understanding of core content. These include the following: a Curious George Saves His Pennies read aloud with a Q&amp;A process; a Counting with Common Cents lesson plan developed by the Federal Reserve Banks of St. Louis and</p> |

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|          |                                |                        | <p>Philadelphia, which includes a different read-aloud, as well as an interactive cross-curricular math component; and a Three Jars activity for students to imagine dividing their own resources into categories for “saving, spending, and sharing,” as well as a Sesame Street video clip reiterating the concepts of the lesson. In addition to the appropriately scaffolded core content and instructional practice suggestions, the additional resources provide teachers with many opportunities to help students access the content in different ways. For example, Unit 4, Chapter 2: Making Rules includes a series of large, high-resolution images depicting the rule-making processes and impacts described in the words of the student reader. The materials include suggestions that the teacher read aloud the words with an acknowledgment in the introduction of each unit since Grade K students are at the very beginning phases of decoding and reading instruction and are unlikely to be able to access the written components independently. The oral questions are categorized at a range of levels, including Literal, Evaluative, and Inferential, requiring students to engage in different thought processes as they learn different concepts. For example, the materials present an image of students lining up with a corresponding written explanation of what rules are and what is happening in the picture. The Literal</p> |

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|          |  |                        | <p>question posed to students is “Who makes the rules for the classroom?” (LSSSS K.9); the Evaluative question is “How do teachers decide what rules are needed?” (LSSSS K.8, K.9, K.10); and, finally, the Inferential question is “What might happen if you do not follow classroom rules?” (LSSSS K.8.b, K.10). This sequence of instruction is scaffolded to lead students to deeper thinking while still remaining appropriate to the skills and abilities of Grade K students.</p>  |
|          | <p><b>Required</b><br/> <b>4b) Teacher support materials</b> include support for building social studies content knowledge and explanations of the instructional approaches that are used.</p> | <p><b>Yes</b></p>      | <p>Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used. The materials outline the cognitive and developmental research behind the structure, content, and activities included to support teachers in executing the instructional approaches effectively. For example, the Unit 1 Introduction in the teacher materials includes the following explanation of the format of the teacher and student materials, as well as the expectation that the materials should be read aloud to students: “The intent of the Grades K–2 Bayou Bridges units is to build students’ understanding and knowledge of social studies. It is for this very reason that, in Bayou Bridges Grades K–2, the content knowledge of each lesson is delivered to students using a teacher Read Aloud, accompanied by detailed images. Cognitive</p> |

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|          |                                |                        | <p>science research has clearly documented the fact that students’ listening comprehension far surpasses their reading comprehension well into the late elementary and early middle school grades. In other words, students are able to understand and grasp far more complex ideas and texts by hearing them read aloud than they would ever be able to comprehend by reading to themselves.” This information provides teachers with both the research and the associated best practices to be implemented. Further, the Unit 2 Introduction in the teacher materials includes explanations for key instructional approaches: Reading Aloud, Picture This, Turn and Talk, and, Framing Questions and Core Vocabulary. Each instructional approach includes a detailed explanation of what the process for using it should look and sound like in a classroom, as well as the rationale and research supporting that practice. These resources are also repeated throughout the materials in each unit introduction to bring their process and purpose to the front of mind as teachers begin new and/or different content instruction. Additionally, all chapters in the materials have a What Teachers Need to Know section, a multiparagraph resource divided into the topics that students will learn about in that chapter. Information found in these sections supports teachers to deepen their understanding of a topic to</p> |

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|  |   |                        | better address students' questions as they progress through the chapter.   |
| <p><b>5. USABILITY:</b></p> <p>Materials are easily accessible, and are viable for implementation given the length of a school year.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> | <p><b>Required</b></p> <p><b>5a)</b> The total amount of content is <b>viable for a school year</b> and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p> | <p><b>Yes</b></p>      | <p>The total amount of content is viable for a school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take. The materials include detailed pacing information and include four units intended to coordinate with the four quarters of a traditional school year. The materials present a Pacing Guide for each unit. The Pacing Guide for Unit 1 includes a lesson topic and specific resources including page numbers, topics, and additional resources to be used daily over the course of 8 weeks. The materials also include a blank pacing guide for teachers to customize their plans. The Pacing Guide also refers to specific resources in the Teacher's Guide, Student Book, and Activity Pages using noted abbreviations TG, SB, and AP. Further, several activities include specific instructions for pacing within a given activity. For example, the Pacing Guide for Unit 4, Chapter 1: Rules and Laws lists five additional activities. The Additional Activity, Rules at the Skate Park, takes thirty minutes to complete the activity. It also provides the length of the video that is included in the activity, which states, "Show the PBS LearningMedia video 'Rules at the Skate Park' (02:59)." Additionally, in Unit 3,</p> |

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|          |  |                        | <p>Chapter 2: Jobs, in the Additional Activities section of the chapter, materials include additional resources and activity pages to enhance student learning. One of these activities, My Job, includes detailed instructions and materials for teachers, as well as a suggested time frame of thirty minutes to further guide teacher pacing. Finally, the content students are expected to learn does not exceed what is reasonable in a school year. All four units take 155 days to complete using the Pacing Guides provided for each unit. Units 1, 2, and 4 take forty days to complete, while Unit 3 takes thirty-five days. This pacing allows for one unit to be completed each nine weeks with some days left over for teachers to use for re-teaching content. A blank pacing guide is included for teachers to make their own pacing, but specific instructions for shortening or extending lessons to allow time for re-teaching content or skills if necessary are not included.</p> |
|          | <p><b>5b) Materials provide support for communicating with parents, community members, and other stakeholders</b> about how they can support student learning.</p> | <p><b>Yes</b></p>      | <p>Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning. The materials include accessible resources and letters for parents, offering examples of student learning outcomes for each unit and guidance for supporting learning at home. For example, Unit 2, Chapter 1: Learning About the Past includes a set of activity</p>   |

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|          |                                |                        | <p>pages ordered chronologically for teacher ease of use. The first activity page (AP 1.1) is a letter to families describing the goals of the unit as well as key topics of study. The letter ends with the following statement: “Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.” This establishes the importance of family involvement in communicating with their students about various social studies topics. Similarly, Unit 2, Chapter 1: Learning about the Past provides a letter to the family, (AP. 1.1). This letter is similar to the one found in Unit 1 but is more specific about the content that students will learn, and it provides a statement to further explain what aspect of the different people, holidays, and cultures that students will learn. It states in the third paragraph, “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. 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, Unit 4, Chapter 1 includes a family letter that outlines the</p> |

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|          |   |                        | <p>content taught in the unit, its connection to the student's life experiences, and ways families can support their child's learning. The letter informs families that, over the next few weeks, students will learn about the importance of rules and laws, local government leaders, and how symbols represent the culture and ideas of Louisiana and the United States. Additionally, the letter informs families that they will also explore the consequences of breaking rules and laws, presented in an age-appropriate, factual manner to foster respect for diverse communities. The letter emphasizes that students are encouraged to discuss personal connections to the material with their families, who are best equipped to address such questions.</p> |
|          | <p><b>5c) Student and teacher materials are easy to use and well organized.</b></p> | <p><b>Yes</b></p>      | <p>Student and teacher materials are easy to use and are well organized. The teacher and student materials are concise, easy to navigate, and include clear connections between them. Website navigation is straightforward. The left-hand navigation panel allows teachers to use drop-down menus to navigate within units, with subheadings included for overarching unit information, including Introductions, Pacing Guides, and Student Reader sections for that unit, as well as subheadings for each chapter within that unit. For example, Unit 1, Chapter 1: Where People Live illustrates how each chapter is organized first into four key</p>  |

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|          |                                |                        | <p>sections: Core Vocabulary, The Core Lesson, What Teachers Need to Know, and Additional Activities. Each of these subheadings links to a page including the specific information teachers need for each of those topics. Then, subheadings include relevant activity pages, labeled and placed in order of suggested use in alignment with the Pacing Guide. For example, Chapter 1, Activity Page 1.1: Letter to Family is the first page recommended by the materials as the first step in the first chapter of a new unit. Finally, the chapter includes a Chapter Assessment as its final subheading. Each unit and set of chapters is organized the same way, with all resources available presented in an accessible and clearly labeled format. Similarly, Unit 2 begins with an Introduction, followed by a Pacing Guide and chapters, and concludes with a Performance Task and Culminating Activity. The Student Reader is also included and can be bookmarked on the platform. Unit 2, Chapter 4 starts with Primary Focus Objectives, essential teacher knowledge, required materials (with hyperlinks), Core Lesson Vocabulary, the Core Lesson, Additional Activities with included links, a Chapter Assessment, a Performance Task, a Culminating Activity, and a customizable slide presentation. The teacher materials clearly connect to the Student Reader by posing questions and offering support related to the sources in the Student</p> |

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|  |  |                        | Reader. For example, the teacher instructs students to turn to page 33 of the Student Book and examine the images while reading aloud. The teacher then asks questions aligned with the standards, text, and images in the Student Reader, such as: “How long have people lived in Louisiana? (LSSSS K.5),” “Who were the first people in Louisiana? (LSSSS K.5),” and “What did people from other places bring to Louisiana? (LSSSS K.5).”  |
| <p><b>6. ASSESSMENT:</b></p> <p>Materials offer assessment opportunities that genuinely measure progress and elicit evidence of the degree to which students can independently demonstrate the assessed standards.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> | <p><b>Required</b></p> <p><b>6a)</b> Materials encompass a <b>balanced system of assessments</b> that includes a variety of formative, performance, and traditional summative assessments.</p> | <p><b>Yes</b></p>      | <p>Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments. Materials include a variety of assessments for each unit including formative, performance, and traditional summative assessments at a level that is appropriate for Grade K students. For example, Unit 3 includes multiple forms of assessment. First, the materials provide formative assessments in the form of student discussion questions presented throughout the chapters. Chapter 2, The Core Lesson includes 15 Literal questions, 16 Evaluative, and 1 Inferential question to track student understanding. The materials also provide summative assessments in multiple formats. For example, Chapters 1-3 each include a summative assessment specific to the content and learning of that unit in a traditional multiple-choice format. Teachers</p> |

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|          |                                |                        | <p>read questions aloud to students multiple times, and answer choices are presented as images, which is appropriate for the skill level of emerging readers. Performance: Unit 3 Performance Task: Understanding Wants and Needs includes instructions for teachers on expected pacing (two class periods), and assessment collection details (a rubric and suggested student conferencing format based on their task completion). Culminating Activity: Understanding Wants and Needs includes a whole-class collage activity, a performance-based assessment, based on student understanding of wants and needs. This set of assessments includes a variety of formats, as well as the look-for responses to help guide teachers in understanding student progress towards mastery of content. Other examples of formative assessments can be found throughout the materials, as in the following activity: Unit 1, Chapter 1, Additional Activity, Where Do I Live? in which teachers “Briefly review what students learned in Chapter 1, ‘Where People Live,’ by again posing the Framing Question: ‘Where do people live?’ and then prompting “students to repeat the same points noted in the Check for Understanding.” Next, the teacher asks the students, “Where do you live?” and prompts students to use the sentence frame “I live in (name of town or city), in the state of Louisiana, in the country of the United</p> |

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|          |                                |                        | <p>States.” The teacher then calls on several students to respond independently to the same question and directs students to think about where they live and draw a picture of it using Where Do I Live? (LSSSS SP 1.2). This series of questions is connected to the Framing Question and assesses students’ progress in being able to answer the question. This activity takes place on Days 2 and 3 of the Pacing Guide following the introduction of new learning from Day 1. Additionally, each of the four units contains a Performance Task and a Culminating Activity. The tasks prompt students to draw or color an image and then explain their learning to the class. The Unit 3 Performance Task: Understanding Wants and Needs states, “Have students draw images of needs and wants, jobs, or money on one side of each card and dictate a brief message about understanding needs and wants for the other side.” Then students talk about their drawing. The teacher records what the student says and uses the included rubric to grade the student’s performance. Finally, each chapter in the materials contains a traditional multiple choice assessment with five to eight questions. For these assessments, teacher guidance states, “Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer</p> |

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|          | <p><b>Required</b><br/> <b>6b)</b> Assessments are <b>high quality, with questions that are standards-aligned, represent a range of disciplinary thinking,</b> and require students to use their <b>content knowledge,</b> skills, practices, and/or provided sources.</p> | <p><b>Yes</b></p>      | <p>choices aloud a second time, and tell students to circle the picture that shows the correct answer.”</p> <p>Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or provided sources. In addition to including multiple types of assessment in each unit and chapter, the assessments are standards-aligned and represent the depth and rigor of both the Framing and the Skills and Practice standards at a level appropriate for Grade K students. For example, Unit 1, Chapter 1: Where People Live includes a Chapter Assessment with eight questions. The assessment includes instructions for administration by teachers, including modeling how students should point to images during the read-aloud process and then circle the correct image. This assessment format is appropriate to the grade-level and clarifies for teachers how to administer the assessment in a manner in which data collected will be as reliable as possible for Grade K students. Each item in the assessment is labeled with the LSSSS it assesses. For example, questions 1 and 2 each address LSSSS Skills and Practice Standard K.18 (Use maps and models to describe relative location. For example: locating objects and places to the right or</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
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|          |                                |                        | <p>left, up or down, in or out, above or below). On question 1 “What state do you live in?” students circle the map with the correct state identified. This question requires students to know the name of their own state, to have familiarity with the shape of the state, and to have familiarity with where Louisiana fits relative to the other states in the United States. Next, on question 2 “What country do you live in?” students select the correct country in North America. These questions address the full depth and rigor of the standard while using age-appropriate image-based sources. Other chapter-based summative assessments similarly follow this format. Additionally, the assessments in the materials require students to apply content knowledge and skills representative of the field of social studies. The performative and cumulative activity tasks included at the end of each unit require students to apply content knowledge and skills; whereas, the chapter assessments are primarily recall questions. The Unit 1, Chapter 3: Exploring the United States, Chapter Assessment includes where, what, and which questions. The Unit 2, Chapter 2: Important People of the Past, Chapter Assessment includes which and what questions. The Unit 3: Understanding Wants and Needs, Performative Task prompts students “to imagine they are hosting a class about needs and wants” and to “share the things people need to know</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
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|          |   |                        | <p>about needs and wants, jobs, and money with the people they are inviting to the class by creating four different postcards on 5” x 8” index cards.” which requires students to apply their content knowledge to a real world setting. Assessments do not include primary sources, but provide secondary sources to help students demonstrate their learning.</p>  |
|          | <p><b>Required</b><br/> <b>6c) Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards.</b></p> | <p><b>Yes</b></p>      | <p>Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards. The Performance Tasks include student exemplars along with clear rubrics and assessment guidance with examples of what students’ responses need to include to score above average, average, adequate, or inadequate. The Teacher Guide includes questions with anticipated student responses or specific look-fors in student work. The example student responses assist with collecting and interpreting data. The Teacher Guide provides suggestions on how to adjust instruction based on student performance and assessment results as well as scaffolded approaches and support for struggling students. Instructional guidance for each chapter includes SUPPORT notes, a Check for Understanding, and, when applicable, Additional Activities, such as virtual field trips, short film clips, literature activities, and art activities, that can be used to reinforce students’ understanding of</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          |                                |                        | <p>the content. The Additional Activities provide choices for teachers and can be used selectively. For example, in the Unit 1 Performance Task: Exploring Our World, students draw an image of “the most important aspects of the United States that they have learned about that make it an exciting place to visit and think about” on one side of each card and dictate a brief message for the other side. A note to the teacher states that “Students should be evaluated on the basis of their postcard drawings, along with what they say that they have drawn and why, using the rubric.”</p> <p>In the Unit 3 Performative Task: Understanding the Past, the Above Average section states, “Response is accurate and detailed. Student demonstrates strong understanding of how we understand the past, identifying four of the following details in drawing and/or dictation.” The rubric then lists seven student indicators for teachers to look for in student answers. Unit 2, Chapter 4: Culture includes twenty-four Literal and three Evaluative questions relating directly to the student activity pages and content. Each of these twenty-seven questions includes a look-for statement from students. For example, the Student Reader states, “People have lived in Louisiana for thousands of years. Native Americans lived in Louisiana first. Then, people came to Louisiana from lots of other places.” Following the teacher read-aloud of</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          |                                |                        | <p>this section, students respond to the question, “How long have people lived in Louisiana?” The sample student response states, “People have lived in Louisiana for thousands of years.” This format is repeated for every question included in the materials throughout all units and chapters. Within the Read Aloud segments, the Teacher Guide directs teachers to pause occasionally to ask questions about what students have heard, such as in the Unit 3 Introduction. Teachers use this scaffolded approach to reading aloud and discussing portions of the content to observe and ensure that all students understand the content before proceeding to the next section of the Read Aloud. Within the same unit, during Picture This, guidance suggests that teachers formally assess students during the activity and adjust instruction as students need more support. For example, guidance states, “During the reading of each chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds as you read a particular paragraph. Students who struggle to identify images may need more support.” Read Aloud Challenges provide the teachers the opportunity to “teach up” based on formative assessment and student needs. Guidance is embedded throughout the lessons that call the teacher’s attention to Core Vocabulary and idiomatic or</p> |

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|  |                                |                        | <p>figurative language that may be confusing for students and may require further explanation. Additional supports direct the teacher to call attention to specific aspects of an image in the Student Reader. In some instances, a Challenge, usually a more demanding task or question, may be included for the teacher’s optional use. For example, in Unit 1, Chapter 2, the Challenge provides the opportunity for the teacher to challenge student thinking based on informal data by calling students’ attention to states that are next to or near Louisiana, telling them the names of these other states, writing their abbreviations on the board, and then challenging students to find these other states on the map of the United States.</p> |
| <p><b>FINAL EVALUATION</b><br/> <i>Tier 1 ratings</i> receive a “Yes” for all Non-Negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.<br/> <i>Tier 2 ratings</i> receive a “Yes” for all Non-Negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.<br/> <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-Negotiable Criteria.</p> |                                |                        |   |
| <p>Compile the results for Sections I and II to make a final decision for the material under review.</p>   |                                |                        |   |
| Section  | Criteria                       | Yes/No                 | Final Justification/Comments  |

| CRITERIA  | INDICATORS OF SUPERIOR QUALITY       | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|---|--------------------------------------|------------------------|---|
| <b>I: Non-Negotiable Criteria of Superior Quality<sup>3</sup></b> | 1. Alignment and Sequence            | <b>Yes</b>             | Materials incorporate a majority of the content standards in the Louisiana Student Standards for Social Studies for the identified grade level and require students to engage in thinking at the full depth and rigor of the standards. Materials present a clear path for teachers to address content in a coherent and chronological manner that aligns with the sequence in the 2022 Louisiana Social Studies Course Frameworks. Materials spend minimal time on content outside of the course, grade, or grade band.  |
|   | 2. Disciplinary Skills and Practices | <b>Yes</b>             | Units are structured around engaging questions and big ideas relevant to the grade level’s academic content. Materials require students to engage in the various types of disciplinary thinking that are explicit and embedded in the Louisiana Student Standards for Social Studies. Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments. Materials promote an emphasis on building content-specific and academic vocabulary in social studies. Materials provide frequent opportunities for evidence-based student |

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

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|--|--------------------------------|------------------------|--|
|  |                                |                        | discourse and meaningful classroom discussions.  |
|  | 3. Quality of Sources          | Yes                    | Materials provide many opportunities for students to build and deepen knowledge about content and concepts through analysis of a coherent selection of strategically-sequenced, high-quality primary and secondary sources, including written texts that are appropriately complex. Available sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined. Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units. |
| <b>II: Additional Criteria of Superior Quality<sup>4</sup></b> | 4. Scaffolding and Support     | Yes                    | Materials provide appropriate scaffolding that will allow all students to productively engage with content. Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used.  |
|  | 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  |

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

| CRITERIA  | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|---|--------------------------------|------------------------|---|
|   |                                |                        | members, and other stakeholders about how they can support student learning. Student and teacher materials are easy to use and are well organized.  |
|   | 6. Assessment                  | Yes                    | Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments. Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or provided sources. Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards. |
| FINAL DECISION FOR THIS MATERIAL: <b><u>Tier 1, Exemplifies quality</u></b> |                                |                        |   |

## 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: 1

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

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

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

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

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

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

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

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|--|--|------------------------|---|
| <p><b>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b><br/>           Materials must meet Non-Negotiable Criterion 1 for the review to continue to Non-Negotiable Criteria 2 and 3. Materials must meet all of the Non-Negotiable Criteria 1-3 for the review to continue to Section II.</p> |  |                        |   |
| <p><b>Non-Negotiable</b><br/> <b>1. ALIGNMENT AND SEQUENCE:</b></p> <p>Materials adequately address the <a href="#">Louisiana Student Standards for Social Studies</a>.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>  | <p><b>Required</b><br/> <b>1a) Materials incorporate a large majority of the content standards</b> in the Louisiana Student Standards for Social Studies for the identified grade-level/course and require students to engage in thinking at the <b>full depth and rigor of the standards</b>.</p> | <p><b>Yes</b></p>      | <p>Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for Grade 1 and require students to engage in developmentally appropriate thinking, practices, and skills at the full depth and rigor of the standards. Each unit and chapter includes lessons, readings, and activities that align with the standards. For example, LSSSS 1.3 requires students to “Select and use appropriate evidence from primary and secondary sources to support claims.” This standard is addressed multiple times across various units. First, in Unit 2, Chapter 1, Louisiana’s First Inhabitants, materials include primary and secondary sources about prehistoric people. Students use the sources to answer, “How do archaeologists use artifacts to support claims?” This question requires students to connect the artifacts with inferences made by historians. This skill is practiced again in Unit 3, Chapter 2, Where and How Louisianans Work. After reviewing primary and secondary sources relating to the environment and agricultural jobs, students answer the following question: “What’s the evidence for why sweet potatoes grow well here?” Similarly, throughout the materials,</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|--------------------------------|------------------------|--|
|          |                                |                        | <p>student tasks and activities prompt students to use evidence from a variety of sources to support their answers to various questions in alignment with LSSSS 1.3. In Unit 3, Chapter 1, Core Lesson, students distinguish between producers and consumers as required by LSSSS 1.17 and between goods and services as aligned with LSSSS 1.20. Students also explain why people make economic choices as aligned with LSSSS 1.18 and the concept of scarcity as aligned with LSSSS 1.21. Throughout the Core Lesson, students answer a variety of questions, such as “Why might someone buy a service, such as mowing the lawn, from someone else?” (LSSSS 1.20), “What is an example of someone who is a producer at one time and a consumer at another time?” (LSSSS 1.17), “Why do people need to make a budget?” (LSSSS 1.21), and “Why do consumers need information about things they want to buy?” (LSSSS 1.18). Finally, materials prompt students to collaborate and apply their understanding of these concepts by describing a time they had to make an economic choice. Framing LSSSS 1.8, “Identify examples of Louisiana’s culture,” is split into eight sub-standards. Unit 4, Chapter 2, Louisiana’s Unique Cultural Heritage, addresses most of this standard through the Student Reader. The Student Reader provides text and photographs to show examples of Louisiana’s culture, such as meat pies, red</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
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|          |  |                        | <p>beans and rice, and state and national holidays. The Core Lesson provides teachers with formative questions to ask and assess student learning. Furthermore, many Additional Activities, such as A Year of Holidays and My Aunt Came Back from Louisiana, allow students to create and engage in the content at the appropriate depth and rigor for the standard. Finally, LSSSS 1.24 requires students to “Create and use maps or models with cardinal directions, keys, and scale.” This standard is addressed at multiple points throughout various units. In Unit 1, Chapter 1, Using Maps, introduces students to a wide variety of maps and their uses. Students complete a variety of map activities and tasks such as the following: identify unique symbols using a key and notice how the star inside a circle signifies that Baton Rouge is a capitol city; use a compass to identify cardinal directions; and compare a toy car to a map to develop the concept of scale.</p> |
|          | <p><b>Required *Indicator for grades 3-8 only</b><br/> <b>1b) Materials present a clear path for teachers to address content in a coherent and chronological manner that reasonably aligns to the sequence in the 2022 Louisiana Social Studies Course Frameworks.</b></p> | <p><b>Yes</b></p>      | <p>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. For example, the Grade 1 Framework suggests the following five units: Unit 1, A Place</p>  |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--------------------------------|------------------------|---|
|          |                                |                        | <p>Called Louisiana; Unit 2, Louisiana History and Culture; Unit 3, Living and Working in Louisiana; Unit 4, Being a Citizen of Louisiana and the United States; and Unit 5, How Our State Government Works. The organization of the materials includes the same five units, with similar chapter structures to those suggested. This organization of units moves students from understanding Louisiana’s location in the world through the state’s culture and history, and ends with ways students can participate in state government, as evident in Additional Activities, such as Being a Responsible Citizen. Students build these ideas from their beginnings in the past to how people work to make changes still today. This organization is consistent throughout the materials. Furthermore, Unit 2, Louisiana History and Culture, is organized into four chapters. Chapter 1, Louisiana’s First Inhabitants, discusses the Native American groups who first lived in present-day Louisiana, as well as the tools archaeologists and historians use to learn about those people and their culture. Chapter 2, Louisiana as a Colony, follows the early inhabitants chapter chronologically and presents information on the French and Spanish colonial explorers who claimed land for their European nations and the subsequent colonial governments and cultures that ruled this land. Chapter 3, Louisiana Joins the United States, follows</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
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|          |  |                        | <p>the next chronological step in describing the Louisiana Purchase, the subdivision of land, and Louisiana’s path to statehood. Finally, Chapter 4, Louisiana’s Unique Cultural Heritage, acknowledges the combined influence of this history to create the present-day culture of the state of Louisiana. Similar organizational formats exist in units and chapters throughout the materials that align with the Grade 1 Framework.</p>   |
|          | <p><b>Required</b><br/> <b>1c)</b> In any one grade or course, instructional materials spend <b>minimal time on content outside</b> of the course, grade, or grade-band.</p> | <p><b>Yes</b></p>      | <p>In any one grade, instructional materials spend minimal time on content outside of the grade or grade band. The materials adhere closely to the 2022 LSSSS and do not include additional materials that detract from the Grade 1 LSSSS. For example, Unit 4, Being a Citizen of Louisiana and the United States, teacher guidance highlights the alignment to essential standards and includes the following outline: “1. Responsibility, respect, hard work, and following rules are important parts of being a good citizen. 2. Rules explain how to act in a community. They also keep people safe and help keep things fair. 3. In the United States, citizens elect leaders to make the laws. 4. The state government of Louisiana makes laws, or rules, that all Louisianans must follow. 5. Being a good citizen means practicing civic virtues such as voting, running for office, serving on committees, and volunteering. 6. Louisianans practice</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--------------------------------|------------------------|---|
|          |                                |                        | <p>good citizenship by being prepared and by following the orders of the state government during disasters and emergencies.” In Chapter 2 of the unit, students focus on how they can make their community and state a better place. The objectives primarily focus on content aligned with the standards: “Describe how citizens can show civic virtue” (LSSSS 1.14); “Explain the purpose of the state government” (LSSSS 1.10); and “Describe the role of governments and citizens during times of emergencies like natural disasters” (LSSSS 1.30). Additional Activities also primarily focus on content aligned with the standards, such as Being a Responsible Citizen, where students explore ways to be a good citizen of each of these places (LSSSS 1.3, 1.4, 1.14, 1.15). Similarly, Unit 2, Chapter 1, Louisiana’s First Inhabitants, is connected to LSSSS 1.32, “Explain how the physical landscape of Louisiana affected the settlement of Native Americans and early settlers.” The chapter provides information on Native American culture through text, images, and photographs of artifacts and other cultural items. The Additional Activity, A Chitimacha Legend, provides an opportunity for students to deepen their understanding of Native American culture in Louisiana, but it is not tied directly to the geographic aspect of LSSSS 1.32. Units 1, 3, and 5 similarly include structures and organization in clear alignment with the</p> |

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
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|  |   |                        | standards, with unit guidance explicitly identifying the specific content and order in which it appears with very little superfluous or off-topic content.   |
| <p><b>Non-Negotiable</b><br/> <b>2. DISCIPLINARY SKILLS AND PRACTICES:</b></p> <p>Materials provide opportunities for students to build knowledge and disciplinary literacy<sup>2</sup> through an integrated approach that is grounded in social studies content and supports development of disciplinary skills and practices.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> | <p><b>Required</b><br/> <b>2a) Materials are structured around <b>engaging questions and big ideas</b> relevant to the grade-level/course’s academic content.</b></p> | <p><b>Yes</b></p>      | <p>Units are centered around a big idea statement that is supported by framing questions relevant to the grade-level’s academic content. Units are structured around a common shared Big Idea presented in the unit Introduction, and each chapter is organized around a Framing Question that prompts students to think critically about the content and connections included in that unit of study. Each Framing Question is followed up with supporting questions within the chapter to help scaffold and incrementally build towards the ultimate understanding of the Big Idea. For example, Unit 1, A Place Called Louisiana, is anchored around the Big Idea, “Understanding maps and their features can help us explore and learn about different places in the United States – like the state of Louisiana – and around the world.” This unit includes two chapters, each with a Framing Question to support the unit’s Big Idea. In Chapter 1, Using Maps, students investigate the Framing Question “How can maps help us?” In Chapter 2, Louisiana’s Geography, students investigate the Framing Question,</p> |

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

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

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|--------------------------------|------------------------|--|
|          |                                |                        | <p>“What are the features of Louisiana’s geography?” Throughout the Core Lesson materials, guidance prompts teachers to ask scaffolding, supporting, and formative questions to gauge and guide student learning of the Framing Questions and, in turn, the Big Idea for the unit. Similarly, in Unit 2, which contains four chapters, students explore the culture and history of Louisiana which is aligned with the Big Idea, “Louisiana’s distinctive and diverse culture is a blend of historical contributions and influences from various parts of the world, including the French, Spanish, Germans, Haitians, and Acadians, as well as Africans brought to North America against their will.” The Framing Question in Chapter 4, “What makes Louisiana’s culture unique?” is supported by several Literal, Inferential, and Evaluative supporting questions listed in the Core Lesson section for teachers to ask students, such as “Literal - What meal is traditionally eaten on Mondays in Louisiana?” (LSSSS 1.6, 1.8f); “Evaluative - Why were red beans and rice eaten on Mondays?” (LSSSS 1.3, 1.8); and “Inferential - Have you heard of that tradition before? Do you know anyone who practices it today?” (LSSSS 1.5, 1.6). At the end of the lesson, students read and discuss the captions of the Chapter 4 Timeline Cards. They share what they remember about the events and ideas on the cards. At the end of the lesson, teachers check students’</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|--|------------------------|--|
|          |  |                        | <p>understanding by incorporating Turn and Talk strategy. The Big Idea of Unit 3, Living and Working in Louisiana, states, “People make choices about how to use resources to satisfy their needs and wants.” Chapter 1 is organized around the Framing Question, “Why do people make certain economic choices?” Chapter 2 is organized around the Framing Question, “What jobs do Louisianans do?” Each question helps students understand the lives and work opportunities in the state of Louisiana, as well as how people in the state make economic decisions. These activities, questions, and sequencing promote student investigation into the questions and lead them to a deeper understanding of the Big Ideas.</p> |
|          | <p><b>Required</b><br/> <b>2b)</b> Materials require students to engage in the various types of <b>disciplinary thinking</b> that are explicit and embedded in the Louisiana Student Standards for Social Studies.</p> | <p><b>Yes</b></p>      | <p>Materials include a variety of activities throughout units and chapters that require students to respond to the types of questions representing disciplinary thinking as defined by the LSSSS. Throughout the lessons, students engage in a range of disciplinary thinking, including cause/effect analysis, contextualization of past/present, and sourcing activities that are appropriate to the grade level and aligned with the Grade 1 LSSSS. Students differentiate between primary and secondary sources and use appropriate evidence from both to support claims. For example, Unit 2, Chapter 2, Louisiana as a Colony, includes an image</p>   |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--------------------------------|------------------------|---|
|          |                                |                        | <p>of a map created by French explorer Louis Jolliet and includes a variety of questions requiring students to practice sourcing skills, such as explaining when it was created and by whom, and details about the creator and his role in the time period. Students notice differences in the document as compared to more modern maps to help contextualize the document. Finally, students use map reading skills, such as identifying North, noting that the compass rose, which is always pointing to the north, is pointing to the right, which is unconventional by modern standards. Similarly, in Unit 4, which contains two chapters, students explore what it means to be a Citizen of Louisiana and the United States. This is aligned with the Big Idea: “Being part of a community means being a good citizen, which includes following the laws and showing civic virtues.” Chapter 1’s Framing Question, “Why do we have rules and laws?” is supported by several Literal, Inferential, and Evaluative questions included in teacher guidance for the Core Lesson. At the beginning of Chapter 1, students follow along in the Student Reader as the teacher reads the title of the chapter, Fairness, Responsibility, and the Importance of Rules and Laws, and explains the meaning of key vocabulary words, including fairness, responsibility, rules, and community. The teacher reads the rules in the image aloud and asks students to show</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          |   |                        | <p>or explain what each rule means. Students then answer the following question: “Who do you think made this list of rules? How do you know?” as aligned with LSSSS 1.3 and 1.4. Students also answer “Why do different places have different rules?” as aligned with LSSSS 1.15 and 1.15.b. In the Additional Activity, Rules and Laws, students analyze why we have rules and learn more about the rules in their communities. Further, Chapter 2, Making Your Community and State a Better Place, includes a pair of Then and Now images showing children helping in community gardens. The materials include a set of discussion questions to analyze the images, including the following: “Evaluative - What is similar or alike in the images?” “Evaluative - What is different in the images?” and “What clues in the images tell you that the gardens were planted for different reasons?” (LSSSS 1.3, 1.4). This discussion supports students in making connections between events in the past and present, and in considering cause and effect relationships while using contextualization and sourcing skills.</p> |
|          | <p><b>Required</b><br/> <b>2c)</b> Materials provide regular and varied opportunities for students to engage in <b>disciplinary writing</b> that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims</p> | <p><b>Yes</b></p>      | <p>Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments. Throughout</p>   |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
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|          | or arguments.                  |                        | <p>the materials, students engage in grade-appropriate disciplinary writing using drawing, dictating, or writing to support and develop claims or arguments with accurate information, evidence, and reasoning. The materials include written activities appropriate to the grade level and require students to engage in connecting what they learn with their own ideas on paper-based assignments. For example, Unit 1, Chapter 1, Understanding Maps, includes an activity in which students create symbols for a map key of a local community. Activity Page 1.2 provides a partially completed map of a community with some symbols already created. Students create symbols for the key to represent a zoo, pond, and house. Then, they add those symbols to the existing map in locations that make sense considering the existing map components. This requires students to incorporate map-reading skills and to consider the existing evidence on the map and make connections to where it is most likely that the other features would be located. This written activity allows students to express their understanding of these concepts in a written/visual format appropriate to their development. In Unit 2, Chapter 3, in the Additional Activity, Louisiana Purchase Map, students follow specific directions to color a map correctly and then answer the following questions about the map in writing: “Is this map a primary source? Why</p> |

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|          |                                |                        | <p>or why not?” “Which direction is the Louisiana Purchase from the United States?” and “Where in the Louisiana Purchase is New Orleans?” The end of each unit contains a Performance Task and a Culminating Activity for students to demonstrate their understanding of the knowledge and skills developed in the unit. In the Unit 5 Performance Task, students create postcards depicting the most important or interesting details about Louisiana’s state government that help make life in Louisiana great. Students draw images of Louisiana’s government on one side of the postcard and write a brief message about the drawing on the other side. In the Unit 5 Culminating Activity: How the Government Works, students plan, create, and perform a skit explaining how the government works. Teacher guidance provides a list of possible topics, such as “legislative branch roles and responsibilities” and “how state government helps people,” for the students to perform. Similarly, Unit 3, Living and Working in Louisiana, includes Chapter 1, Wants, Needs, and Choices, and Chapter 2, Where and How Louisianans Live and Work. The Performance Task for this economics-based unit requires students to create four separate advertisements on index cards showing a positive aspect of living and working in Louisiana. This assignment provides students with the opportunity to</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
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|          |  |                        | express their understanding of local economic systems through visual representations. Each of these activities reflects developmentally appropriate writing practices for students in this grade level.  |
|          | <p><b>Required</b><br/> <b>2d) Materials promote an emphasis on building content-specific and academic vocabulary in social studies.</b></p> | <b>Yes</b>             | <p>Materials promote an emphasis on building content-specific and academic vocabulary in social studies. Materials include a list of key vocabulary and embedded vocabulary instruction. Each unit Introduction includes the following instructions for teachers regarding Core Vocabulary instruction: “Within each Read Aloud, Core Vocabulary words appear in boldface color (like this). You may sometimes wish to preview one or two of these vocabulary words before a segment of the Read Aloud. In most instances, however, it may be more effective to pause and explain the meanings of the words as they are encountered when reading aloud. It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific vocabulary. If students hear these words used in context by the teacher over the entire unit, they will gain an increasingly nuanced understanding of these words.</p> |

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|          |                                |                        | <p>With support and encouragement from the teacher, students may even begin to use these same words in their own oral discussions of the unit.” This guidance illustrates the emphasis on vocabulary throughout the materials. Embedded vocabulary instruction at the lesson level helps teachers support students in building content-specific vocabulary. For example, in Unit 4, Chapter 1, Fairness, Responsibility, and the Importance of Rules and Laws, the teacher introduces the following vocabulary words: fairness, responsibility, rules, community, accidents, respect, consequences, elect, vote, represent, driver’s license, tickets, crime, and littered. After reading a section of the Student Reader, the teacher asks a series of questions ranging from Literal to Evaluative, such as the following: “Literal - What are rules?” LSSSS 1.15) and “Evaluative - Why do different places have different rules?” (LSSSS 1.15, 1.15.b). Later in the lesson, the teacher prompts students to participate in a Turn and Talk activity to answer the question, “Why do we have rules and laws?” which builds on the vocabulary instruction from earlier in the lesson. Similarly, Unit 2, Chapter 3, Louisiana Joins the United States, includes the following list of Core Vocabulary terms: cabin, flatboat, drift, lantern, port, purchase, territory, expeditions, restrictions, stricter, and constitution. During the Core Lesson,</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          |   |                        | <p>students read a passage, and then the teacher explains that “restrictions are limits on things that a person or people can do” and that “when something is stricter, it is firmer or more severe than before.” This explanation is followed by questions to support students in developing and using the terms.</p>  |
|          | <p><b>2e) Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions.</b></p> | <p><b>Yes</b></p>      | <p>Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions. Materials include many opportunities throughout units and chapters to discuss questions in both a whole-class context, as well as in peer-to-peer situations, while using evidence from the materials to support their discussions. For example, in Unit 2, Chapter 4, students engage in a Turn and Talk activity at the end of the Core Lesson to discuss the question, “What makes Louisiana’s culture unique?” At the conclusion of each Core Lesson, students Turn and Talk to review and discuss the Framing Question for the chapter. The Introduction section of the Teacher’s Edition provides guidance for implementing these discussions, stating, “Teachers should direct students to turn and talk to a partner to discuss specific topics. These discussion opportunities allow students to more fully engage with the content and bring to life the topics and events being studied.” The unit Introduction also provides general</p> |

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|          |                                |                        | <p>directions and teacher guidance for facilitating student-led discussions. The Teacher’s Edition explicitly instructs teachers to have students partner up, discuss specific questions, such as “What makes Louisiana’s culture unique?”, and engage with the content. The inclusion of specific prompts, the stated purpose, “to more fully engage with the content,” and placement of these directions in the Introduction section of each unit demonstrates how the materials offer clear, repeatable protocols for student discussion. This ensures that the discussions are purposeful and consistent as the teacher acts as a facilitator rather than the primary speaker. Additionally, Unit 4, Chapter 1, Fairness, Responsibility, and the Importance of Rules and Laws, includes a discussion activity around the concept of respect. The lesson includes teacher guidance to support student understanding of respectful discourse. The guidance states, “Support - Give students examples of respectful and disrespectful disagreements,” which is followed by a real-life example of playing tag and how to respectfully navigate a disagreement. Guidance then states, “Point out that respectful behavior is better for the community. Give students examples of ways to disagree respectfully.” Guidance provides the following prompts: “I do not agree because . . .” “I think this because . . .” “Why do you think that is the case?” and “I think</p> |

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
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|  |   |                        | <p>we should do things this way because . . .” Following this modeling opportunity, the teacher asks students, “How can we disagree respectfully?” This provides students with an opportunity to practice respectful discourse in the context of this lesson discussion. Finally, each chapter also includes a slide deck presentation to display as they progress through the chapter. In Unit 1, Chapter 2, Louisiana’s Geography, the presentation slides provide cues to guide teachers in leading class discussions. Each slide contains an image or photograph and a question for teachers to ask. The speaker notes for each slide include information about the Core Vocabulary that the teacher can use to help explain or use for scaffolding to support student understanding. For example, Slide 35 includes the following question scaffolded to develop student discussion: “Why is Central Louisiana good for farming?” Slide deck presentations, such as this, provide many opportunities for student discussion with a variety of complexity and thinking levels.</p> |
| <p><b>Non-Negotiable</b><br/> <b>3. QUALITY OF SOURCES:</b><br/> The sources students engage with are authentic and meaningful and in line with the kinds of knowledge and</p> | <p><b>Required</b><br/> <b>3a)</b> Materials provide many opportunities for students to build and deepen knowledge through a <b>coherent selection of strategically-sequenced, high-quality sources</b>, including written texts that are appropriately <u>complex</u>.</p> | <p><b>Yes</b></p>      | <p>Materials provide many opportunities for students to build and deepen knowledge through a coherent selection of strategically-sequenced, high-quality sources, including written texts that are appropriately complex. The materials include a wide range of sources that are</p>   |

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| <p>skills required by the standards.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> |                                |                        | <p>grade-level appropriate and information that supports student understanding of the sources at an appropriate level. The topics of study provide a variety of sources, both primary and secondary, that allow for authentic engagement during learning. For example, in Unit 2, Chapter 1, Louisiana’s First Inhabitants, the Student Reader includes several images of artifacts from prehistoric inhabitants of Louisiana, such as a variety of pottery shards and a basket full of stone arrowheads. The materials propose a series of questions related to the artifacts and the ways archaeologists and historians use them to learn about the past. Questions include, “What types of artifacts did Louisiana’s first peoples leave behind?” “What are two ways we can learn about the first peoples of Louisiana?” and “How do archaeologists know that the Poverty Point people traded with other peoples?” Secondary sources of information in the Student Reader support the primary source images and questions and provide explanations for students about people of the past, as well as illustrations to support students in understanding what these tools would have looked like in the context of everyday life in the past. This combination of primary and secondary source information is appropriate for the grade. Additionally, in the Student Reader of Unit 1, Chapter 1, Core Lesson, students examine two physical maps: a map of Shreveport, Louisiana, and a</p> |

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|          |                                |                        | <p>map of the United States. Students use the first map to find places of interest. As the teacher reads the place names aloud, students point to the icons representing the Shreveport Aquarium, Louisiana State Exhibit Museum, Shreveport Regional Airport, and Sci-Port Discovery Center. On the second map, after the teacher explains that this physical map shows features of the United States, students identify mountains, lakes, rivers, and oceans. Students then examine a political map of Louisiana while the teacher explains that political maps can show the borders of countries, states, counties, parishes, cities, and towns. On page 7, students examine a primary source map, and the teacher explains, “This is an old map of Louisiana. The squiggly lines represent rivers, and the green on the map’s edges represents other bodies of water, like lakes and the Gulf of Mexico.” The teacher further clarifies that “old maps are primary sources because they were created a long time ago. They show us what a place was like in the past. For example, an old map can show us what people knew about the world hundreds of years ago or how a city or town has changed over time.” This content allows students to access and use a primary source in a developmentally appropriate format. Finally, Unit 2, Chapter 2, Louisiana as a Colony, includes several primary sources from European exploration and colonization of Louisiana. First, the chapter includes a</p> |

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|          |  |                        | <p>map drawn by Louis Jolliet of the Mississippi River based on his travels. The map includes the following questions to help students contextualize the source: “Literal - Which Europeans first explored the Mississippi River? Where were they from?” and “Evaluative - Does the Mississippi River flow from east to west or from north to south? How do you know?” The materials also include support statements for teachers to share with students to aid in comprehension. Materials also provide secondary source information for students on the explorers Marquette and Jolliet, as well as images of them painted by more modern artists to illustrate their journey. This combination of sources supports students in understanding these past events.</p> |
|          | <p><b>Required</b><br/> <b>3b) Available sources are representative of multiple viewpoints or accounts</b> on the issue, event, or topic being examined.</p> | <p><b>Yes</b></p>      | <p>When applicable, available, and appropriate, sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined. To the extent possible, materials include multiple viewpoints relating to cultural and historical topics and events addressed throughout the content. For example, Unit 3, Chapter 2, Where and How Louisianans Live and Work, discusses how Louisiana’s natural resources affect the types of jobs people have and their lifestyles in different parts of the state. The Student Reader includes a map with symbols representing natural resources in various parts of the state and</p>  |

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|          |                                |                        | <p>provides questions about which resources are found near the coast, farther inland, and both near the coast and in other places. Students locate oil, natural gas, seafood near the coast and timber, oil, and gas products in the north. Subsequent pages describe certain careers associated with these resources, such as fishermen in coastal areas, and ask students to connect natural resources with job opportunities. The content also includes information about other types of jobs in the state, and questions help students connect the purpose of those jobs with other realities of our state. After discussing the jobs in construction and engineering, the teacher asks, “Evaluative - Why are bridges important in Louisiana?” and “Literal - What types of jobs are needed to build bridges?” These questions create the opportunity for students to connect the large volume of natural waterways to the types of jobs that allow Louisianians to build structures to safely get around. This chapter represents viewpoints of many careers and industries in Louisiana. Similarly, Unit 5, Chapter 2, Leaders in Louisiana’s Government, provides many examples of people in leadership positions in Louisiana, both past and present. Topics addressed include the development and changes of the environment, law, and government. Later in the chapter, the Student Reader exposes students to text, images, and photographs</p> |

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|          |                                |                        | <p>that introduce students to Louisiana's path to statehood and how transportation and trade down and through New Orleans played a role in United States' interest in the state. The chapter includes information on leaders of Louisiana during this time period. The chapter continues to more recent events and explains the purpose of the state government and then the roles and responsibilities of different leaders within Louisiana's government. In addition to the text, photographs, and stock photo images that show people in leadership positions, the images also show people of a variety of ethnicities, ages, and genders in these positions. Finally, in Unit 2, Chapter 2, Core Lesson, students examine the colonization of Louisiana by looking at images and answering a series of questions relating to European explorers and early colonization, including the perspectives of enslaved people and Native Americans interacting with them. The activities include opportunities for students to engage with primary sources. For example, students examine the lives of enslaved people and answer the following questions: "What kind of work did enslaved people do in Louisiana?" and "How did enslaved people help shape Louisiana's culture?" Students also learn about the lives of free people of color and answer several questions, including "How were the lives of free people of color in Louisiana different from the lives</p> |

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|          |   |                        | of enslaved people?” These activities allow students to consider multiple perspectives of Louisianans throughout history.  |
|          | <p><b>Required</b><br/> <b>3c) Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units.</b></p> | <p><b>Yes</b></p>      | <p>Sources present the achievements and contributions, strengths, skills, and knowledge of the wide range of individuals and groups throughout the units. The materials address all the contributions, strengths, skills, and knowledge of all individuals included in the LSSSS for Grade 1 and include additional information about other various community members and the roles they play. For example, LSSSS 1.9 asks students to “identify cultural groups that influenced Louisiana, including Acadians, Africans, Canary Islanders, French, Germans, Haitians, Native Americans, Asian Americans, French, and Spanish.” Unit 2 addresses the influence of the majority of these groups across four chapters. Unit 2, Chapter 1, Louisiana’s First Inhabitants, discusses a variety of cultures in Louisiana, such as the Acadians, Creoles, and African Americans, and their contributions to music, traditions, and cuisines. The Student Reader provides text and images for students to observe as they develop an understanding of the various cultural influences. The materials also provide Additional Activities to support students’ learning of LSSSS 1.9. For example, in Unit 2, Chapter 1, Additional Activity, Poverty Point Artifacts and Louisiana Indians of Long Ago, students</p> |

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|          |                                |                        | <p>observe artifacts and photographs to learn how the indigenous people of Louisiana lived. Similarly, Unit 2, Chapter 4, Louisiana’s Unique Cultural Heritage, discusses the modern-day influence of Cajun and Creole cultures on Louisiana food, music, and language. The Student Reader includes images and brief explanations of a Louisiana musician with his accordion, as well as a bowl of gumbo and other Cajun and Creole menu items. The materials provide background information about the Acadians and their migration, as well as the historical understanding of Creole as representing a unique blend of cultures. Materials include the accomplishments of these people, including zydeco music, gumbo, jambalaya, etouffee, and other influences. Finally, in Unit 2, Chapter 4, Additional Activity, Brushing Up on Blue Dog, students analyze the work of George Rodrigue, a modern Louisiana painter internationally known for his Blue Dog series. During the first part of the activity, the teacher reminds students that they saw a picture of George Rodrigue’s gallery in their Student Reader and introduces them to Blue Dog. Students then analyze the different settings in which Rodrigue painted the Blue Dog. Then, using their Blue Dog worksheet cut-outs, students design a setting of their choice with markers, crayons, construction paper, watercolors, or tempera paint. They glue the Blue Dog into their chosen landscape and</p> |

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|   |   |                        | create a title. This activity allows students to connect cultural experiences of the past with those of a contemporary artist.  |
| <b>SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY</b>  |   |                        |   |
| <p><b>4. SCAFFOLDING AND SUPPORT:</b></p> <p>Materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts using multiple instructional approaches and strategies.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> | <p><b>Required</b></p> <p><b>4a) Materials provide appropriate scaffolding that will allow <b>all students</b> to productively engage with content.</b></p> | <p><b>Yes</b></p>      | <p>Materials provide appropriate scaffolding that will allow all students to productively engage with content. The materials acknowledge the developmental needs and range of abilities of Grade 1 students and provide resources and opportunities within the materials for students to access and understand the content. The materials are organized in a way to scaffold skills and gradually increase in complexity of topics over time. The units contain pacing, visual aids, and suggestions for supporting texts. The materials contain extension activities with suggestions for more advanced texts, alternate approaches, or suggestions for addressing common student difficulties. For example, Unit 4, Chapter 2, Making Your Community and State a Better Place, includes Additional Activities to support student understanding of core content. For example, students engage in the activity, Voting, and begin by watching a PBS Civics video on the process of voting. Then the materials provide detailed instructions on how to conduct a vote in class on a simple topic like who likes cats or dogs more. After the first round of voting is completed, the teacher helps students use voting in everyday situations going forward, such as</p> |

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|          |                                |                        | <p>in determining a game to play at recess or a fun class celebration idea, in order to keep students connected to the concept of civic participation through voting rights. In addition to the appropriately scaffolded core content and instructional practice suggestions, these additional resources provide teachers many opportunities to help students access the content in different ways. Additionally, unit and chapter Introductions provide information regarding student support and extension activities. For example, in Unit 3, Living and Working in Louisiana, guidance states, “The instructional guidance for each chapter also includes Support notes, a Check for Understanding, and, when appropriate, Additional Activities such as virtual field trips, short film clips, literature activities, and art activities — that may be used to reinforce students’ understanding of the content. These Additional Activities are intended to provide choices for teachers and should be used selectively.” Students often have the opportunity to use images to demonstrate their understanding of the content. For example, in Unit 2, Chapter 2, Activity 2.1, Which Happened First? Students use pairs of images to identify which picture happened first. Using images and photographs throughout the materials, such as the Student Reader, Timeline Cards, chapter slide decks, activities, and assessments, provides students with</p> |

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|          |  |                        | <p>appropriate scaffolding and allows for productive student engagement with the content. Finally, in Unit 5, Chapter 1, Additional Activity 1.12, Our State Government, students review what they learned about the three branches of government in the Core Lesson and then create a chart to help remember what each branch does. The teacher distributes the Our State Government graphic organizer and reads aloud the first labeled space, Legislative Branch. Students repeat the phrase and draw a picture in the blank space that represents the legislative branch. The process is repeated for the executive and judicial branches. Students then explain their work.</p> |
|          | <p><b>Required</b><br/> <b>4b) Teacher support materials</b> include support for building social studies content knowledge and explanations of the instructional approaches that are used.</p> | <p><b>Yes</b></p>      | <p>Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches used. The materials outline the cognitive and developmental research behind the structure, content, and activities included to support teachers in effectively executing the instructional approaches. For example, the Unit 1 Introduction in the teacher materials includes the following explanation of the format of the teacher and student materials, as well as the expectation that the materials should be read aloud to students: “The intent of the Grades K–2 Bayou Bridges units is to build students’</p>                  |

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|          |                                |                        | <p>understanding and knowledge of social studies. It is for this very reason that in Bayou Bridges Grades K–2, the content knowledge of each lesson is delivered to students using a teacher Read Aloud, accompanied by detailed images. Cognitive science research has clearly documented the fact that students’ listening comprehension far surpasses their reading comprehension well into the late elementary and early middle school grades. In other words, students are able to understand and grasp far more complex ideas and texts by hearing them read aloud than they would ever be able to comprehend by reading to themselves.” This information provides teachers with both the research and the associated best practice to implement. The Unit 2 Introduction in the teacher materials includes explanations for four key instructional approaches: Reading Aloud, Picture This, Turn and Talk, and Framing Questions and Core Vocabulary. Each instructional approach includes a detailed explanation of what the process for using it should look and sound like in a classroom, as well as the rationale and research supporting that practice. These resources are also repeated throughout the materials in each unit Introduction to bring their process and purpose to the front of mind as teachers begin new or different content instruction. For example, in Unit 3, Chapter 2, students focus on answering the</p> |

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|   |  |                        | <p>following Framing Question: “What jobs do Louisianans do?” Each chapter's instructional guidance includes Support notes, a Check for Understanding, Time Card Slide Deck, and Additional Activities to enhance comprehension and offer teachers flexible choices. The teacher uses teacher-led Read Alouds accompanied by detailed images and asks text-dependent questions. At the end of the lesson, the teacher shows students the Chapter 2 Timeline Cards and then reads and discusses the captions while students share what they remember about the ideas on the cards. Through the Turn and Talk protocol, students discuss the Framing Question. Additionally, each chapter includes a What Teachers Need to Know section, a multi-paragraph resource divided into the topics that students will learn about in that chapter. Information found in these sections supports teachers in deepening their understanding of a topic to better address students’ questions as they progress through the chapter.</p> |
| <p><b>5. USABILITY:</b><br/>Materials are easily accessible, and are viable for implementation given the length of a school year.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> | <p><b>Required</b><br/><b>5a)</b> The total amount of content is <b>viable for a school year</b> and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p> | <p><b>Yes</b></p>      | <p>The total amount of content is viable for a school year, and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take. The materials include detailed pacing information that allows for all five units to be taught within the school year, with additional pacing and timing supports built</p>  |

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|          |                                |                        | <p>into the materials, broken down by weeks, days, and minutes. For example, in Unit 1, a sample Pacing Guide is provided at the beginning of the unit. The materials include clear recommendations on the expected duration for each task, allocating 30 days to address the content of two chapters, including chapter assessments, culminating activities, and performance tasks. Additionally, the materials offer guidance on the time required for individual tasks as well as a blank Pacing Guide. Further, the Additional Activities support and extend student learning and include the estimated time for the activity next to each activity's title. For example, Unit 2, Louisiana History and Culture, Chapter 2, Life as a Colony, lists three Additional Activities. The Additional Activity, A Cajun Folktale, requires 25 minutes to complete. Guidance also provides the connection to the Student Reader for review prior to beginning the activity. In addition to providing "Fiction Excerpt 1: The Honey Thief" to complete the activity, the teacher guide suggests alternative texts for the activity. The directions instruct teachers to let students share their answers to the discussion questions as the closing part of the activity. Finally, all five units take 155 days to complete using the Pacing Guides provided for each unit. According to the Pacing Guides, Unit 1 takes 30 days to complete, Unit 2 takes 45 days to complete, Unit 3</p> |

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|          |  |                        | <p>takes 25 days to complete, Unit 4 takes 25 days to complete, and Unit 5 takes 30 days to complete. This pacing allows for additional days for teachers to use for re-teaching and/or extending content. The materials provide a blank Pacing Guide for teachers to make their own pacing, but do not include specific instructions for shortening or extending lessons to allow time for re-teaching content or skills.</p>  |
|          | <p><b>5b) Materials provide support for communicating with parents, community members, and other stakeholders</b> about how they can support student learning.</p> | <p><b>Yes</b></p>      | <p>Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning. Each unit includes a letter for families to establish the objectives and topics of the coming unit and to offer resources and suggestions for at-home support of these topics. For example, Unit 3, Living and Working in Louisiana, Chapter 1, Wants, Needs, and Choices, includes Activity Page 1.1 Letter to the Family. The letter includes the approximate length of time for the unit of study, with an overview of what students will learn. In this particular letter, it states, “During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about living and working in Louisiana.” The letter encourages parents and guardians to engage in conversations at home about what students learn at school. The letter states, “Sometimes students have questions</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--------------------------------|------------------------|---|
|          |                                |                        | <p>regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.” Similarly, Unit 5, Chapter 1 includes a family letter that outlines the content learned in this unit, its connection to the student's life experiences, and ways families can support their child's learning. The letter informs parents that over the next few weeks, students will learn about the three different branches of the state as well as the national government, including the responsibilities of each branch. The letter informs families that the teacher encourages students to discuss personal connections to the material with their families, who are best equipped to address such questions with an acknowledgment that this can be a sensitive topic and that the goal is to teach students how the state government is designed to work together to support the people living here. Finally, each unit includes a bibliography of additional resources that can be shared with families who request additional support materials. For example, Unit 3, Living and Working in Louisiana, recommends a list of books for families seeking more resources to understand and share with their students at home, such as Economy by DK Eyewitness</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|---|------------------------|--|
|          |   |                        | Books, and Everything Money: A Wealth of Facts, Photos, and Fun! By Kathy Furgang.   |
|          | 5c) Student and teacher materials are <b>easy to use and well organized</b> . | Yes                    | Student and teacher materials are easy to use and are well organized. The teacher and student materials are concise, easy to navigate, and include clear connections between them. The materials begin with an overall explanation of the unit progressions of all K-8 content and standards, and then provide a dashboard of information from which teachers can access each unit. On the individual unit dashboard, teachers can access quick links to the following unit components: Introduction, Pacing Guide, Student Reader, individual chapters within the unit, and the end-of-unit Performance Task and Culminating Activity. The links are simple to navigate and allow teachers to easily access any part of the unit necessary. The materials include a navigation panel at the top of the page. The panel includes two drop-down menus, one with each unit, and the other with the same main access points as the quick links from the homepage dashboard. Each individual chapter includes a side panel containing the following resource links: Presentation, Core Vocabulary, Core Lesson, What Teachers Need to Know, Additional Activities, Activity Pages, and Chapter Assessment. This format makes materials straightforward to navigate and simple for teachers to find the necessary resources. Beyond these |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|--------------------------------|------------------------|--|
|          |                                |                        | <p>accessible online navigation tools, materials include specific references to connect teacher and student materials. For example, Unit 5 begins with an introduction, followed by a Pacing Guide and chapters, and concludes with a Performance Task and Culminating Activity. The Student Reader is also included and can be bookmarked on the platform screen. Unit 5, Chapter 2 starts with Primary Focus Objectives, Essential Teacher Knowledge, Required Materials (with hyperlinks), Core Vocabulary, Core Lesson, Additional Activities (with included links), Chapter Assessment, Performance Task, Culminating Activity, and a customizable slide presentation. The teacher materials clearly connect to the student reader by posing questions and offering support related to the sources in the Student Reader. For example, the teacher instructs students to turn to page 21 of the Student Book and examine the images while reading aloud. The teacher then asks questions aligned with the standards, text, and images in the Student Reader, such as the following: “What word would you use to describe the people who work for Louisiana’s government? Why did you choose that word?” (LSSSS 1.4). At the end of the Core Lesson, the teacher shows students the Chapter 2 Timeline Cards with an embedded link. These tools and formats ensure ease of navigation and use.</p> |

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|--|--|------------------------|--|
| <p><b>6. ASSESSMENT:</b></p> <p>Materials offer assessment opportunities that genuinely measure progress and elicit evidence of the degree to which students can independently demonstrate the assessed standards.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> | <p><b>Required</b></p> <p><b>6a)</b> Materials encompass a <b>balanced system of assessments</b> that includes a variety of formative, performance, and traditional summative assessments.</p> | <p><b>Yes</b></p>      | <p>Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments. Materials include a variety of assessments for each unit, including formative, performance, and traditional summative assessments at a level that is appropriate for Grade 1 students, and help teachers gather evidence of student knowledge of standards. The materials include embedded formative assessment questions throughout the lessons and activities. The teacher guide includes look-for responses to help guide teachers in understanding student progress towards mastery of content. For example, in Unit 1, A Place Called Louisiana, Chapter 2, Louisiana’s Geography, Additional Activity, Natural Resources of Louisiana, guidance prompts teachers to, “Remind students that natural resources are materials that come from nature and can be used by humans. Louisiana has natural resources like timber, seafood, oil, and natural gas.” In this activity, students color the natural resources and explain what they remember about each natural resource. Next, students circle the natural resources that are located in their community. This activity is connected to the Framing Question and assesses students’ progress in being able to answer the question. This activity takes place on Day 20 of the pacing guide following the presentation of information from the</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|--------------------------------|------------------------|--|
|          |                                |                        | <p>Louisiana’s Geography Student Reader and presentation slides. Additionally, each chapter in the materials contains a traditional multiple-choice assessment with six questions. For these assessments, the teacher reads each sentence or question aloud with the answer choices, instructs students to point to each picture on the answer sheet as the teacher reads it aloud, repeats this process, and instructs students to circle the picture that shows the correct answer. Comprehensively, each unit provides multiple types of assessments embedded throughout the unit. Throughout each Core Lesson, the teacher asks several Literal, Evaluative, and Inferential questions that serve as formative assessments to track student understanding of lesson-level topics. Each chapter includes a Chapter Assessment that serves as a summative assessment specific to the content and learning of the chapter in a traditional multiple-choice format. Finally, students engage in an end-of-unit Performance Task and Culminating Activity to further demonstrate understanding of all unit topics. For example, in Unit 4, Chapter 2, the Core Lesson includes nine Literal questions and seven Evaluative questions to track student understanding along the way, which ends with the Chapter 2 Assessment to assess student understanding of the chapter as a whole. Finally, the Unit 4 Performance Task, Being a Citizen of</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--|------------------------|---|
|          |  |                        | Louisiana and the United States, assesses students' ability to demonstrate understanding of all the knowledge and skills developed within the unit. The Culminating Activity further provides assessment opportunities as students work in small groups to perform a skit demonstrating understanding of topics related to citizenship.   |
|          | <p><b>Required</b><br/> <b>6b)</b> Assessments are <b>high quality, with questions that are standards-aligned, represent a range of disciplinary thinking,</b> and require students to use their <b>content knowledge,</b> skills, practices, and/or provided sources.</p> | <b>Yes</b>             | <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. In addition to including multiple types of standards-aligned assessments in each unit and chapter, the assessments represent the depth and rigor of both the Framing and the Skills and Practice Standards at a level appropriate for the grade. For example, Unit 1, Chapter 2, Louisiana’s Geography, includes a chapter assessment with eight questions. Each item in the assessment is labeled with the standard it assesses. For example, question 1 addresses LSSSS 1.23 (Describe the importance of natural resources in Louisiana, including timber, seafood, and oil) and asks, “What is timber used for?” Students circle the picture with the correct use of lumber (clothing, food, or furniture). This question requires students to know the vocabulary term, timber, as it refers to wood</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|--------------------------------|------------------------|--|
|          |                                |                        | <p>products, and to connect that term with the appropriate use. Next, question 2 addresses LSSSS 1.24 (Create and use maps or models with cardinal directions, keys, and scale) and asks, “What part of the United States is Louisiana in?” This question requires students to select the correct intermediate directional term by identifying the correctly circled area (southeastern, western, and northern) on a map of the United States. These questions address the full depth and rigor of the standard while using age-appropriate image-based sources. Other chapter-based summative assessments similarly follow this format. Additionally, the assessments in the materials require students to apply content knowledge and skills representative of the field of social studies. The performative and cumulative activity tasks included at the end of each unit require students to apply content knowledge and skills; whereas, the chapter assessments are primarily question-based. The questions asked in the assessments represent a range of lower to higher-order thinking questions. For example, in Unit 2, Louisiana History and Culture Chapter 1, Louisiana’s First Inhabitants, the Chapter Assessment includes who, what, which, and how questions. Question 1 asks, “What is one way we can learn about Louisiana’s first peoples?” (LSSSS 1.2, 1.2.a). The assessment progresses in complexity and ends with a more difficult question, “How do some</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|--------------------------------|------------------------|--|
|          |                                |                        | <p>Native American groups keep their culture alive today?” (LSSSS 1.3). Finally, the Unit 2 Performance Assessment, Louisiana History and Culture, provides the following instructions for teachers and students for completing the assessment: “Have students reflect back on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are traveling back in time to visit early Louisiana. They will share the sights, sounds, and smells of this earlier version of home with their friends and family by creating four different postcards on 5” × 8” index cards. Remind students that postcards are like condensed versions of large travel posters. The postcards should show the most important or most interesting details about Louisiana’s history and culture. Students should identify in their postcards the most important aspects of Louisiana’s history and culture that they have learned about that make it a unique place to visit and think about.” This assessment addresses a range of standards, including Skills &amp; Practice Standard 1.3 (Select and use appropriate evidence from primary and secondary sources to support claims in the format of the response). Further, the task addresses LSSSS 1.1 and 1.2, Skills and Practices relating to timelines and primary and secondary source understanding. Finally, the task addresses Framing LSSSS 1.8 and 1.9 by asking</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|---|------------------------|---|
|          |   |                        | students to consider important people and events of the past that shape our modern culture.   |
|          | <p><b>Required</b><br/> <b>6c) Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards.</b></p> | <b>Yes</b>             | <p>Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards. Materials include look-fors for all questions throughout the Core Lesson components of the resources, as well as checks for understanding, resources for supporting struggling learners, and rubrics for tasks. For example, materials often include exemplar or anticipated students' responses or specific look-fors in student work. The Core Lesson materials provide the teacher with a variety of questions to ask as they progress through the information in the Student Reader. Throughout the Core Lesson, teachers ask scaffolding and check for understanding questions, such as the following: "Evaluative - Do firefighters provide a good or a service? How do you know?" (LSSSS 1.3, 1.19, 1.19.a); and "Literal - What are some of Louisiana's natural resources?" (LSSSS 1.23). At the end of the Core Lesson, teachers instruct students to Turn and Talk. The materials provide teachers with look-fors when listening to students' answers and discussions. Similarly, the Unit 5 Performance Task, How Our State Government Works, includes a rubric outlining the expectations for student work. The rubric includes details regarding</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--------------------------------|------------------------|---|
|          |                                |                        | <p>student look-fors in Above Average, Average, Adequate, and Inadequate categories to help teachers assess student work products consistently. Finally, Unit 3, Chapter 1, Wants, Needs, and Choices, includes information about economic principles and decision-making. The Student Reader includes the following information, along with a vibrant image of kids at a lemonade stand: “Tell students that you are going to explore the choices and decisions that people make every day.” Following this read-aloud, the materials present Core Vocabulary, including the following terms: economy, goods, services, needs, wants, producer, consumer, allowance, chores, budget, and scarcity. Then, the materials include the following information for teachers: “Support - Help students understand that the economy is enormous and complicated, and it is not something that anyone can see or hold. But things we do are part of the economy, and it affects all of us in many ways every day. Discuss with students ways in which they are involved in and affected by the economy, such as: teachers are part of the economy because they get paid for teaching; a school is part of the economy because it buys books and supplies and electricity and provides a service (education); families that buy groceries and gasoline and telephones are part of the economy, as are all the businesses that make and sell these things.”</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--------------------------------|------------------------|---|
|          |                                |                        | The materials include this information to allow students to further explain a concept that is very new or has the potential to create confusion among students. |

**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   |
|---|--------------------------------------|------------|--|
| <b>I: Non-Negotiable Criteria of Superior Quality<sup>3</sup></b> | 1. Alignment and Sequence            | <b>Yes</b> | Materials incorporate a majority of the content standards in the Louisiana Student Standards for Social Studies for the identified grade level and require students to engage in thinking at the full depth and rigor of the standards. Materials present a clear path for teachers to address content in a coherent and chronological manner that aligns with the sequence in the 2022 Louisiana Social Studies Course Frameworks. Materials spend minimal time on content outside of the course, grade, or grade band. |
|   | 2. Disciplinary Skills and Practices | <b>Yes</b> | Units are structured around engaging questions and big ideas relevant to the grade level’s academic content. Materials require students to engage in the various types of disciplinary thinking that are   |

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

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|--|--------------------------------|------------------------|---|
|  |                                |                        | <p>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 about content and concepts through analysis of a coherent selection of strategically-sequenced, high-quality primary and secondary sources, including written texts that are appropriately complex. Available sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined. Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units.</p>                           |
| <b>II: Additional Criteria of Superior Quality<sup>4</sup></b> | 4. Scaffolding and Support     | Yes                    | <p>Materials provide appropriate scaffolding that will allow all students to productively</p>   |

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

| CRITERIA  | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|---|--------------------------------|------------------------|---|
|   |                                |                        | 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 are well-organized.   |
|   | 6. Assessment                  | Yes                    | Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments. Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or provided sources. Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards. |
| FINAL DECISION FOR THIS MATERIAL: <b><u>Tier 1, Exemplifies quality</u></b> |                                |                        |   |

## 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: 2

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

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

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

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

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

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

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

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|--|--|------------------------|--|
| <p><b>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b><br/>           Materials must meet Non-Negotiable Criterion 1 for the review to continue to Non-Negotiable Criteria 2 and 3. Materials must meet all of the Non-Negotiable Criteria 1-3 for the review to continue to Section II.</p> |  |                        |  |
| <p><b>Non-Negotiable</b><br/> <b>1. ALIGNMENT AND SEQUENCE:</b></p> <p>Materials adequately address the <a href="#">Louisiana Student Standards for Social Studies</a>.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>  | <p><b>Required</b><br/> <b>1a) Materials incorporate a large majority of the content standards</b> in the Louisiana Student Standards for Social Studies for the identified grade-level/course and require students to engage in thinking at the <b>full depth and rigor of the standards.</b></p> | <p><b>Yes</b></p>      | <p>Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for Grade 2 and require students to engage in developmentally appropriate thinking, practices, and skills at the full depth and rigor of the standards. Each unit and chapter includes lessons, readings, and activities that align to the standards. For example, LSSSS 2.1 requires students to “Create and use a chronological sequence of events using appropriate vocabulary.” This standard is addressed multiple times in multiple units. First, in Unit 2, Chapter 1, North America’s First Peoples, materials include primary and secondary sources about Native American nations. Students answer the questions, “Who were the first people to live in North America? How did Native Americans live? This skill is practiced again in Unit 2, Chapter 2, The Thirteen Colonies, where the introduction connects to the first people living in North America by referring to completed work from Chapter 1, and building on that understanding to introduce the next group as European colonists. Unit 2, Chapter 3, From Colonies to Independence, continues chronologically to explain the events leading to the</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--------------------------------|------------------------|---|
|          |                                |                        | <p>American Revolution and the founding of the United States; and Unit 3, Chapter 1, Making the United States, describes the process the Founding Fathers used to write and enact the Constitution. This series of chapters studied chronologically helps students continue to construct a chronological sense of the settlement of the United States. These activities meet the depth and rigor of the Skills and Practices standard. In Unit 3, Chapter 1, during the Additional Activity, Primary Source Analysis - The Constitution, students analyze the U.S. Constitution by responding to a series of guiding questions (LSSSS 2.10.b). The questions include the following: “Is this document a primary or secondary source?” “How do you know? Is the page handwritten or typed?” “What do you know about how the document was created?” “What do you notice about the document?” “What do the first three words say?” and “Why do you think those words are written larger than the rest?” These questions ensure students reach the full depth of the standard. Finally, LSSSS 2.16 requires students to “Describe the United States in economic terms, including free enterprise, private property, producers and consumers, profit and loss, costs and benefits, and imports and exports,” with supporting standards requiring students to, “a. Describe how people are both producers and consumers; b. Explain why free enterprise and private</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--------------------------------|------------------------|---|
|          |                                |                        | <p>property are important concepts and how they are beneficial to individuals and to the United States; c. Identify examples of an economic cost or benefit of a decision or event.” Unit 4, Chapter 1, Living and Working in the United States, includes activities addressing each of these Framing and Supporting standards. In the Student Reader, Chapter 1 describes producers and consumers and provides examples. Teacher guidance suggests discussing situations in which students are consumers and producers to help students better understand the roles. Students then provide examples of times when they or their families have acted in each role. Materials include a series of questions to check for understanding, and students engage in multiple Additional Activities about producers and consumers to fully address LSSSS FS 2.16a. Similarly, Chapter 1 of the Student Reader explains the concept of Free Enterprise (LSSSS 2.16.b) in detail and outlines the concept of opportunity costs (LSSSS 2.16.c). The Teacher’s Guide provides supporting information and discussion questions. Later in the chapter, the Student Reader addresses the need to make economic choices, especially in the event of scarcity. The materials also include an Opportunity Cost activity included among the Additional Activities for this chapter to deepen student understanding of this concept.</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|---|------------------------|---|
|          | <p><b>Required *Indicator for grades 3-8 only</b><br/> <b>1b) Materials present a clear path for teachers to address content in a coherent and chronological manner that <i>reasonably aligns to the sequence in the 2022 Louisiana Social Studies Course Frameworks.</i></b></p> | <p><b>Yes</b></p>      | <p>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. For example, the Grade 2 Framework suggests the following four units: Unit 1, North America: Geography and the Environment; Unit 2, The Earliest Americans; Unit 3, Making the United States of America; and Unit 4, Choices and Costs. Likewise, the materials include the similar unit titles with the exception of Unit 2 which is titled, “The Beginnings of America.” The materials also include similar chapter structures to those suggested. For example, Unit 1, North America: Geography and the Environment, is organized into four chapters. Chapter 1, Using Maps, discusses key components of maps and the various types and uses students may see. Chapter 2, North America: The United States, explores key geographic regions and landforms that are important to the country such as the Mississippi River, Rocky Mountains, and Great Plains. Chapter 3, North America: Canada, describes some of the unique features of the northernmost nation on the continent and explores some features connected to the United States. Finally, Chapter 4, North America: Mexico, explores</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--|------------------------|---|
|          |  |                        | <p>the environments and landforms that make up the southernmost nation in North America and, again, connects features to this in the United States. The unit presents information in a chronological format and aligns with the Grade 2 Framework. Additionally, in Unit 4, students explore key economic concepts that connect closely to the Grade 2 Framework. In Chapter 1, the Core Lesson, students examine how the economy works, aligned with LSSSS 2.16, 2.17, 2.18, 2.19, and 2.26. In Chapter 2, the Core Lesson, students continue to build knowledge on economic consents and they examine opportunity, choice, and planning for the future while addressing the Framing Question, “How can we plan for the future?” This aligns closely with Unit 4, Topic 2 of the Grade 2 Framework, which focuses on “How can good habits, hard work, and planning for the future help you achieve your goals?” Overall, this unit is designed to help students understand how personal and economic decisions influence future outcomes, reinforcing the themes and pacing outlined in the Grade 2 Framework. This alignment with the Framework is consistent throughout Units 2 and 3 as well.</p> |
|          | <p><b>Required</b><br/> <b>1c)</b> In any one grade or course, instructional materials spend <b>minimal time on content outside</b> of the course, grade, or grade-band.</p> | <p><b>Yes</b></p>      | <p>In any one grade, instructional materials spend minimal time on content outside of the grade or grade-band. The materials adhere closely to the LSSSS and do not include additional materials that detract</p>   |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          |                                |                        | <p>from the Grade 2 LSSSS. For example, Unit 2, The Beginnings of America, includes the following outline, which highlights for teachers the alignment to essential standards: “Different Native American groups lived in North America before the establishment of the United States and continue to do so;” “The United States began as thirteen colonies under British control;” “Many Africans were forcibly brought to the colonies as enslaved labor;” “American colonists did not like the way the British governed them. This dissatisfaction led to the War of Independence;” “The Declaration of Independence announced the formation of the United States;” “The War of Independence concluded with an American victory over Great Britain;” “Washington, D.C., became the capital city of the United States;” “The United States is represented by many symbols, including the American flag, believed to have been designed by Betsy Ross;” and “Americans celebrate holidays such as Martin Luther King Jr. Day, Independence Day, and Thanksgiving Day.” Additionally, Units 1, 3, and 4 similarly include structures and organization in clear alignment with the standards, with unit guidance clearly identifying the specific content and order in which it appears with very little superfluous or off-topic content. Similarly, in Unit 3, Chapter 1, students focus on answering the question, “How did the Constitution come to be?” The</p> |

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|   |   |                        | <p>objectives primarily focus on content aligned with the standards and include the following: “Describe the founding of the United States” (LSSSS 2.6); “Identify Founders who helped write the U.S. Constitution” (LSSSS 2.7, 2.7.a); and “Describe basic principles of the U.S. Constitution” (LSSSS 2.10.b). Throughout the lesson, students answer guiding questions such as: “What important work did Americans have to do after winning their independence from Great Britain?” (LSSSS 2.6); “What did the leaders at the convention have differences of opinion about?” (LSSSS 2.6); “Why was the making of the Constitution important?” (LSSSS 2.6); “Why were some Americans against the Constitution?” (LSSSS 2.6); “Based on the Constitution, what is the difference between how American presidents and monarchs, like kings, rule?” (LSSSS 2.12); and “Why is being able to amend, or change, the Constitution important?” (LSSSS 2.6, 2.7.d, 2.10.b). At the end of the lesson, students answer the Framing Question, “How did the Constitution come to be?”</p> |
| <p><b>Non-Negotiable</b><br/> <b>2. DISCIPLINARY SKILLS AND PRACTICES:</b><br/>           Materials provide opportunities for students to build knowledge and</p> | <p><b>Required</b><br/> <b>2a)</b> Materials are structured around <b>engaging questions and big ideas</b> relevant to the grade-level/course’s academic content.</p> | <p><b>Yes</b></p>      | <p>Materials are structured around engaging questions and big ideas relevant to the grade-level’s academic content. Units are structured around a common shared Big Idea presented in the unit Introduction, and each chapter is organized around a Framing Question that prompts students to think</p>  |

| CRITERIA  | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
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| <p>disciplinary literacy<sup>2</sup> 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>critically about the content and connections included in that unit of study. Each Framing Question is followed up with supporting questions within the chapter to help scaffold and incrementally build towards the ultimate understanding of the Big Idea. For example, Unit 1, North America Geography and Environment, is structured around the following Big Idea: “Maps and globes show locations and some of the natural and human-made features of places. North America is a place with diverse physical and human geography.” Chapters 1-4 include the following Framing Questions to support the Big Idea: Chapter 1 “How and why do people use maps?” Chapter 2 “What are some important geographical features of the United States?” Chapter 3 “What are some important geographical features of Canada?” and Chapter 4 “What are some important geographical features of Mexico?” Each of these questions helps students understand that the United States and Louisiana have many diverse features and regions, and people’s lives are impacted by where they live. In Unit 2, which contains four chapters, students explore the beginnings of America and includes the following Big Idea: “The United States was founded on land that once belonged to many different Native American peoples. The</p> |

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

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

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          |                                |                        | <p>nation began as thirteen English colonies on the eastern coast of North America. Taxation led colonists to seek independence from Britain and establish their own government.” Chapter 3’s Framing Question, “How did the colonies win their independence?” is supported by several Literal, Inferential, and Evaluative supporting questions listed in the Core Lesson section for teachers to ask students, such as: “Literal - What did some men do when ships with tea arrived in Boston Harbor?” (LSSSS 2.6, 2.10.a) “Evaluative - Why were some of the patriots called minutemen?” (LSSSS 2.6) and “Inferential - Why do you think the men threw the tea into the harbor?” (LSSSS 2.4). At the end of the lesson, students read and discuss the captions of the Chapter 3 Timeline Cards. They share what they remember about the events and ideas on the cards. At the end of the lesson, teachers check students’ understanding incorporating Turn and Talk strategy. Finally, Unit 3, Making the United States of America, includes the following Big Idea: “The U.S. Constitution establishes the framework for American government and democracy.” Chapter 1 is organized around the Framing Question, “How did the Constitution come to be?” Chapter 2 is organized around the Framing Question, “How does the U.S. government work?” Chapter 3 is organized around the Framing Question, “How can we be good citizens?”</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
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|          |  |                        | Each question helps students understand the origins, goals, and impact of the Constitution on our government and daily lives. The materials utilize this format consistently throughout all units and chapters.  |
|          | <p><b>Required</b><br/> <b>2b)</b> Materials require students to engage in the various types of <b>disciplinary thinking</b> that are explicit and embedded in the Louisiana Student Standards for Social Studies.</p> | <b>Yes</b>             | Materials include a variety of activities throughout units and chapters that require students to respond to the types of questions representing disciplinary thinking as defined by the LSSSS. Throughout the lessons, students engage in a range of disciplinary thinking, including cause/effect analysis, contextualization of past/present, and sourcing activities that are appropriate to the grade level and aligned with the Grade 2 LSSSS. Students differentiate between primary and secondary sources and use appropriate evidence from both to support claims. For example, in Unit 2, Chapter 4, Washington, D.C. and American Symbols, students observe images of flags as the teacher reads aloud the text from the student book. Afterward, the teacher directs students to look at the flag that Betsy Ross is sewing in the top image and asks, “How is it different from the modern flag at the bottom of the page?” Additionally, students answer the following two questions: “Literal - How many stars and stripes are on the American flag today?” (LSSSS 2.7.d) and “Literal - Who was Betsy Ross?” (LSSSS 2.7.b). Throughout the lesson, students |

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|          |                                |                        | <p>respond to a range of Literal, Inferential, and Evaluative questions that help them contextualize historical events and develop a deeper understanding of what they learn about the United States. Later in the chapter, students observe another set of Then and Now images, which include an early drawing of the White House and a picture of the White House today. The materials include a set of discussion questions including the following: “Evaluative - What is similar or alike in the images?” (LSSSS 2.5) "Evaluative - What is different in the images?" (LSSSS 2.5) and “Why do you think people, like the ones in the Now picture, like to visit the White House?” (LSSSS 2.4). This discussion allows students to make connections between events in the past and present and to consider cause and effect relationships while using contextualization and sourcing skills. Similarly, Unit 3, Chapter 1, Making the Constitution, includes an image of a map showing the 13 original states and includes a variety of questions requiring students to practice sourcing skills. Students explain when it was created and by whom, and provide details about the creator and his role in the time period. Students also note differences in the document as compared to more modern maps to help contextualize the document. Subsequently, students answer an Inferential question about why it would have been important for these 13 original</p> |

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|          |   |                        | <p>states to work together. Finally, in Unit 3, Chapter 1, Additional Activity, The Signing of the Constitution, students examine Howard Chandler Christy’s Signing of the Constitution painting by describing what they see. The teacher explains that the painting was created in 1940, about 150 years after the Constitution was signed, which means the painting is a secondary source, not a primary source. The teacher points out George Washington who is standing on the podium in front of the flags, Benjamin Franklin who is sitting at the base of the podium in the light-colored suit, and James Madison who is sitting at the base of the podium behind Franklin, in front of the man in the red coat, and invite volunteers to share what they remember about each man. Afterward, the students answer the following questions: “Based on the painting, what do you think it was like there when the Constitution was signed? Why do you think that?” (LSSSS 2.2, 2.2.b, 2.7.c). This range of activities ensures students have the opportunity to engage in disciplinary thinking throughout each unit.</p> |
|          | <p><b>Required</b><br/> <b>2c)</b> Materials provide regular and varied opportunities for students to engage in <b>disciplinary writing</b> that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims</p> | <p><b>Yes</b></p>      | <p>Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments. Throughout</p>  |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          | or arguments.                  |                        | <p>the materials, students engage in grade-appropriate disciplinary writing using drawing, dictating, or writing to support and develop claims or arguments with accurate information, evidence, and reasoning. The materials include written activities that are appropriate to the grade level and require students to engage in connecting what they have learned with their own ideas on paper-based assignments. For example, Unit 1, Chapter 1, Using Maps, includes an activity in which students use a compass rose to follow the teacher’s directional instructions to find locations on maps. Activity Pages 1.2 and 1.3 provide two maps. Activity Page 1.2 includes a blank grid treasure map, while Activity Page 1.3 includes a blank world map. As the teacher gives directions, students use the compass rose to be sure they are moving to the appropriate spaces on the grid. In the next round, students have to use more advanced understanding to move to the correct continental location on the world map. This requires students to incorporate map reading skills in alignment with LSSSS 2.24. This written activity provides students the opportunity to express their understanding of these concepts in a written and visual format appropriate to their development.</p> <p>Additionally, in the Unit 2 Performance Task, students reflect on what they learned about the beginnings of America by creating four different postcards. Students show the</p> |

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|          |                                |                        | <p>most important or most interesting details about the beginnings of America. Students draw images of the beginnings of America on one side of each card and dictate a brief message about the beginnings of America for the other side. The teacher evaluates students on the basis of their postcard drawings, along with what they say they drew and why. Unit 3, Making the United States, includes several Additional Activities to supplement the reading and discussion activities included in the Student Reader and the Core Lesson. For example, the Additional Activity, Three Branches of Government, begins with a whole-class review of the three branches and the roles of each. The materials include the link to a Kids Academy video which the students watch. This activity is followed by a class brainstorm using a three-column chart for students to categorize essential details for each branch. The teacher groups the students and assigns each group a branch in which they create posters using words and images to represent the work of each branch of government. This allows students to demonstrate their understanding of each branch in a format appropriate to the grade. Finally, in Unit 4, Chapter 2, Additional Activity, Who Am I, students write or draw images about themselves in the two-column chart according to the following prompts: “What I Like” and “What I’m Good At.” Alternatively, they can also dictate their</p> |

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|          |  |                        | lists to the teacher. This range of writing activities is both appropriate for the grade and illustrates the various opportunities the materials provide for students to practice this skill.  |
|          | <p><b>Required</b><br/> <b>2d) Materials promote an emphasis on building content-specific and academic vocabulary in social studies.</b></p> | <b>Yes</b>             | <p>Materials promote an emphasis on building content-specific and academic vocabulary in social studies. Materials include a list of key vocabulary and embedded vocabulary instruction. Each Unit Introduction includes the following instructions for teachers regarding Core Vocabulary instruction: “Within each Read Aloud, Core Vocabulary words appear in boldface color (like this). You may sometimes wish to preview one or two of these vocabulary words before a segment of the Read Aloud. In most instances, however, it may be more effective to pause and explain the meanings of the words as they are encountered when reading aloud. It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific vocabulary. If students hear these words used in context by the teacher over the entire unit, they will gain an increasingly nuanced understanding of these words. With support and encouragement from the</p> |

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|          |                                |                        | <p>teacher, students may even begin to use these same words in their own oral discussions of the unit.” This guidance illustrates the emphasis on vocabulary throughout the materials. Embedded vocabulary instruction at the lesson level helps teachers support students in building content-specific vocabulary. Each chapter includes a set of core vocabulary terms. For example, Unit 1, Chapter 2, North America: The United States, includes the following list of core vocabulary terms: continent, government, laws, landscapes, industry, urban, peninsula, hurricanes, rural, tornadoes, mine, tourism, canyons, natural wonder, suburban, bay, rainforests, islands, volcanoes, and tropical forests. Within each lesson, materials provide specific support for teachers and students to fully develop vocabulary. For example, the teacher explains the term landscapes and then directs students to look at two images in the Student Reader and asks, “What features of the landscape do you see?” In Unit 2, Chapter 4, the core vocabulary words include the following terms: symbols, capital city, monuments, justice, national anthem, motto, government, inauguration, commemorate, gratitude, and traditions. In the Core Lesson, the teacher introduces and explains the meaning of each word in context. For example, the teacher explains that “symbols are objects that represent something else” and that “An American flag</p> |

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|          |   |                        | <p>is a symbol of the United States.” Students look at a picture in the Student Reader, and the teacher explains that the bird shown is a bald eagle. In addition, the teacher notes that this type of eagle is only found in North America and, like the American flag, the bald eagle is also a symbol of the United States because it represents strength. The teacher connects to prior knowledge by reminding students that they previously learned about symbols in Unit 1, when they studied map keys. The teacher explains that the symbols in a map key represent places or objects that exist in real life. The teacher also adds that symbols can be observed in everyone’s daily life, and provides examples such as “a heart is a symbol of love, a thumbs-up is a symbol of approval, and a thumbs-down is a symbol of disapproval.” Then, the teacher asks, “What do symbols often represent?” At the end of the lesson, students review and discuss the Framing Question: “What places and symbols represent the United States?” This set of activities further supports student understanding of Core Vocabulary.</p> |
|          | <p><b>2e)</b> Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions.</p> | <p><b>Yes</b></p>      | <p>Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions. Materials include many opportunities throughout units and chapters to discuss questions in both a whole-class context, as well as in peer-to-peer situations, while</p>   |

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|          |                                |                        | <p>using evidence from the materials to support their discussions. At the conclusion of each Core Lesson, students Turn and Talk to review and discuss the Framing Question for the chapter. The Introduction section of the Teacher’s Edition provides guidance for implementing these discussions, stating “Teachers should direct students to turn and talk to a partner to discuss specific topics. These discussion opportunities allow students to more fully engage with the content and bring to life the topics and events being studied.” The unit Introduction also provides general directions and teacher guidance for facilitating student-led discussions. The description of Turn and Talk demonstrates that the materials provide guidance for facilitating student-led discussions. The Teacher’s Edition explicitly instructs teachers to have students partner up, discuss specific questions, and engage with the content. The inclusion of specific prompts, the stated purpose “to more fully engage with the content,” and placement of these directions in the Introduction section of each unit demonstrates that the materials offer clear, repeatable protocols for student discussion. This ensures that the discussions are purposeful and consistent, with the teacher acting as a facilitator rather than the primary speaker. For example, in Unit 4, Chapter 1, students engage in a Turn and Talk activity at the end of the Core Lesson to discuss the question,</p> |

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|          |                                |                        | <p>“How does the economy work?” Similarly, Unit 2, Chapter 3, From Colonies to Independence includes instructions for teachers to lead a discussion regarding what the leaders of the colonies hoped to get from King George when they met at the First Continental Congress. Additionally, Unit 3, Chapter 1, Making the Constitution, includes a discussion activity around the secrecy surrounding the Constitutional Convention. Materials instruct teachers to provide the following statement to support student understanding: “Support - Discuss with the students why leaders at the Constitutional Convention kept their talks a secret. Explain that the leaders felt they needed to be able to talk openly and to change their minds without having anyone overhearing and questioning what they said. Explain that even in the past, some citizens did not like the idea that a small group of men were making very big decisions about the nation’s future in secret.” and “Ask: Do you think it was fair for people to be upset about the Constitutional Convention being secret?” Finally, in Unit 3, Chapter 3, during the Additional Activity, Volunteering, the students watch a video about volunteering, then the teacher facilitates a class discussion using the following questions: “What is volunteering?” “How do the characters in the video volunteer?” and “What lessons about volunteering do the characters learn?” This range of activities</p> |

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|  |   |                        | allows students to engage in evidence-based discourse appropriate to the grade consistently throughout the materials.   |
| <p><b>Non-Negotiable</b><br/> <b>3. QUALITY OF SOURCES:</b><br/>           The sources students engage with are authentic and meaningful and in line with the kinds of knowledge and skills required by the standards.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> | <p><b>Required</b><br/> <b>3a)</b> Materials provide many opportunities for students to build and deepen knowledge through a <b>coherent selection of strategically-sequenced, high-quality sources</b>, including written texts that are appropriately <u>complex</u>.</p> | <p><b>Yes</b></p>      | <p>Materials provide many opportunities for students to build and deepen knowledge through a coherent selection of strategically-sequenced, high-quality sources, including written texts that are appropriately complex. The materials include a wide range of sources that are grade-level appropriate and information that supports student understanding of the sources at an appropriate level. The topics of study provide a variety of sources, both primary and secondary, that allow for authentic engagement during learning. For example, Unit 1, Chapter 3, North America: Canada includes an Additional Activity in which students explore artifacts and Inuit art. The materials suggest engaging in portions of the linked lesson, appropriate for the grade level. This corresponds with the content in the Student Reader which focuses on the geography and climate of Canada, and, in particular, the types of wildlife and weather common farthest North in North America. The Student Reader discusses the Inuit people and some of their customs as they connect to northern Canada’s climate and geography, and the Additional Activity guides students through the process of analyzing primary sources directly connected to this group of people.</p> |

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|          |                                |                        | <p>The primary source images and questions are supported by secondary sources of information in the Student Reader that help provide explanations for students about people in this region. This combination of primary and secondary source information is appropriate for the grade level. Unit 3, Chapter 1, Making the United States, includes several primary sources from the early years of the United States. First, the chapter includes a map of the first thirteen states. The map includes the following questions to help students contextualize the source: “Support - Help students recognize that the map on the page is a map of the original thirteen states. It was made long ago. That is why it looks different from the Activity Page.” and “Ask: Do you think this map is a primary source or a secondary source? How do you know?” Then, students consider how those states might have interacted during the Constitutional Convention with the following questions: “Literal - According to the people who supported the Constitution, what would happen if the Constitution were not approved?” and “Evaluative - Why was it important for the states to act together?”</p> <p>The materials also include support statements for teachers to share with students to aid in comprehension. Materials also provide secondary source information for students on these early states and the arguments for and against the Constitution,</p> |

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|          |  |                        | <p>as well as images of them painted by more modern artists to illustrate their work. During the Additional Activity, Primary Source Analysis, The Constitution, of the same chapter, students analyze the U.S. Constitution by responding to a series of guiding questions. Questions include the following: “Is this document a primary or secondary source?” “How do you know?” “Is the page handwritten or typed?” “What do you know about how the document was created?” “What do you notice about the document?” “What do the first three words say?” “Why do you think those words are written larger than the rest?” This combination of sources gives students a deep understanding of these past events.</p> |
|          | <p><b>Required</b><br/> <b>3b) Available sources are representative of multiple viewpoints or accounts</b> on the issue, event, or topic being examined.</p> | <p><b>Yes</b></p>      | <p>When applicable, available, and appropriate, sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined. To the extent possible, materials include multiple viewpoints relating to cultural and historic topics and events addressed throughout the content. For example, Unit 1, Chapter 4, North America: Mexico includes a Then and Now set of maps of North America. The first map shows North American land claims prior to 1800 with France, Spain, and Great Britain shown in the key. The second map shows North America today with the modern countries of Canada, the United States, and Mexico. Students answer a series of</p>                          |

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|          |                                |                        | <p>questions regarding these similarities and differences, including: “What is similar or alike in the images? What is different in the images? Why do you think the Now map shows capital cities but the Then map does not? What do you think the gray areas on the Then map mean? How do you know?” (LSSSS 2.2, 2.3, 2.4, 2.20, 2.21) Additionally, students engage in an activity, Which Country Is It? in which they listen to a set of identifiers and use what they have learned about each of the North American countries to choose the correct match of the three current North American nations. In Unit 2, Chapter 1, the Additional Activity, The Wampanoag Way, prompts students to review what they have learned about how the Eastern Woodlands people lived and then examine how different Native American groups lived in the Eastern Woodlands long ago (LSSSS 2.5, 2.8). Students watch a video, focusing on aspects that are similar to what they read about in the chapter. With the teacher’s guidance, students identify similarities between the way of life experienced by the girls in the video and the way of life described in the Student Reader. In Unit 2, Chapter 2, Core Lesson, students examine life in the thirteen colonies from the perspectives of the colonists and enslaved Africans. The teacher guides students to explore the colonists’ feelings about taxation by the king and Parliament in Britain. The teacher</p> |

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|          |   |                        | <p>asks questions such as, “What happened after the colonists refused to buy anything with a sales tax?” (LSSSS 2.12). Students also observe an image while the teacher uses a globe to show the location of Africa, explaining that enslaved Africans were taken from Africa and brought against their will to the Americas. The teacher traces the journey of enslaved Africans from West Africa, across the Atlantic Ocean, to North America, and explains the meanings of the terms, enslaved and plantations. The teacher also asks several questions, such as, “What rights did enslaved Africans have?” (LSSSS 2.5). The lesson continues as students examine the contributions of Phillis Wheatley and Anne Hutchinson. At the end of the lesson, students review and discuss the question, “What was life like in the thirteen colonies?” using a Turn and Talk strategy. The materials ensure students are exposed to diverse viewpoints from many eras of American history.</p> |
|          | <p><b>Required</b><br/> <b>3c) Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units.</b></p> | <p><b>Yes</b></p>      | <p>Sources present the achievements and contributions, strengths, skills, and knowledge of the wide range of individuals and groups throughout the units. The materials address all the contributions, strengths, skills, and knowledge of all individuals included in the Grade 2 LSSSS and include additional information about other various community members and the roles they play. For example, substandards</p>   |

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|          |                                |                        | <p>within LSSSS 2.7 require students to “a. Identify and describe the Founding Fathers, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Adams, John Hancock, and James Madison.” and “b. Identify and describe historical female figures, including Abigail Adams, Anne Hutchinson, Dolley Madison, Betsy Ross, and Phillis Wheatley.” Unit 2, Chapter 2, The Thirteen Colonies, discusses Anne Hutchinson and Phyllis Wheatley with key details about their contributions, such as the religious meetings led by Hutchinson and poems written by Wheatley, both uncommon during the time period. Unit 2, Chapter 3 discusses the Founding Fathers’ involvement in protesting the British and leading the American Revolution after writing the Declaration of Independence. Unit 3, Chapter 1, Making the Constitution, discusses the Founding Fathers and their involvement in the Constitutional Convention. Materials include the accomplishments and lasting impacts of these individuals on the United States. Similarly, Unit 2, Chapter 1, North America’s First Peoples, details the cultural legacies of key Native nations inhabiting different parts of the United States. The Student Reader includes the Legend of the Lost Salmon, a Native American folktale. The materials include a series of discussion questions and support details to help students interpret the moral of the folktale</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          |                                |                        | <p>and connect it with the values of this particular group of people (LSSSS 2.8). Finally, Unit 4, Chapter 1, Living and Working in the United States, presents information on economic concepts, including specialization and the different roles of producers and consumers in society. The Additional Activities include a lesson plan, Little Red Hen with Consumer and Producer Hats, in which students see the ways in which the character, Little Red Hen, is both a producer, who makes a Pizza, and a consumer, who also eats a Pizza. This allows students to consider the perspectives of different individuals as they make economic choices (LSSSS 2.16.a). The materials represent the contributions of the full range of individuals as required by the Grade 2 LSSSS.</p> |

**SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY**

|   |  |                   |   |
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| <p><b>4. SCAFFOLDING AND SUPPORT:</b></p> <p>Materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts using multiple instructional approaches and strategies.</p> | <p><b>Required</b></p> <p><b>4a)</b> Materials <b>provide appropriate scaffolding</b> that will allow <b>all students</b> to productively engage with content.</p> | <p><b>Yes</b></p> | <p>Materials provide appropriate scaffolding that will allow all students to productively engage with content. The materials acknowledge the developmental needs and range of abilities of Grade 2 students and provide resources and opportunities within the materials for students to access and understand the content. The materials are organized in a way to scaffold skills and gradually increase in complexity of topics over time. The units contain pacing, visual aids, and suggestions for supporting texts. The materials contain extension activities</p> |
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| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |                                |                        | <p>with suggestions for more advanced texts, alternate approaches, or suggestions for addressing common student difficulties. For example, Unit 2, Chapter 4, Washington, D.C. and American Symbols, includes an image showing Francis Scott Key as he observed the Battle of Baltimore from a boat nearby, which inspired the National Anthem. The materials also include the following support guidance: “Explain that banner means flag. Ask students what they think star-spangled means.” “Play the national anthem for students. Encourage students to sing along.” and “Ask students the following question: Who wrote the national anthem of the United States?” The Introduction of each unit recommends that teachers read aloud the words noting that students in grades K-2 are at the very beginning phases of decoding and reading instruction and are unlikely to be able to access the written components independently. The oral questions are categorized at a range of levels, including Literal, Evaluative, and Inferential, requiring students to engage in different thought processes as they learn different concepts. This sequence of instruction is scaffolded to lead students to deeper thinking while still remaining appropriate to the skills and abilities of the grade level. Similarly, Unit 3, Chapter 3, Citizenship, includes Additional Activities to support student understanding of core content, such as Helping Our Community, in</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          |                                |                        | <p>which students watch a video made by students in Compton, California about how they helped their community. Then the materials include detailed instructions on how to organize students into small groups to brainstorm ways they can help their own community using the video and student book as inspiration. In addition to the appropriately scaffolded core content and instructional practice suggestions, these additional resources provide teachers many opportunities to help students access the content in different ways. Finally, in Unit 4, Chapter 2, the teacher explains that the title of the chapter is “Opportunity, Choice, and Planning for the Future.” The teacher directs students to the Student Reader and explains the meaning of the term, opportunity. To support understanding, the teacher reads the text on the page aloud and creates a T-chart on the board or chart paper, labeling the left column Then and the right column Now. Students share information about life in the United States from this page and from their prior studies to fill in details in each column. Students then answer the following two questions: “What technologies do we enjoy today that were not available one hundred years ago?” and “How have jobs changed over the last hundred years?” Throughout the lesson, the teacher provides similar support, introduces and explains key terms, and follows up with guiding questions. Later in the lesson, the</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          |  |                        | <p>teacher directs students to look at an image, explains the meaning of the term, veterinarian, and states that “people specialize based on what they like and what they are good at. They also specialize based on opportunities they can afford to pay for (training, tools, and materials) and on what careers and industries are available to them to lead the kind of life they want.” Moreover, the teacher provides students with additional examples, such as the following: “people who are good with tools and like to build things might become construction workers; people who like to help others and enjoy school might become teachers.”</p> <p>Afterward, students answer the following questions: “What does it mean to specialize in a type of work?” “What type of job might a person who specializes in cooking have?” and “Would a person who does not like animals want to specialize in veterinary science? Why or why not?”</p> <p>At the end of the lesson, students review the Chapter 2 Timeline Cards with the teacher and share what they remember about the ideas on the cards. Finally, students use the Turn and Talk strategy to discuss the Framing Question: “How can we plan for the future?”</p> <p>The materials consistently provide suggestions and resources to ensure that all students can access the content.</p> |
|          | <p><b>Required</b><br/> <b>4b) Teacher support materials</b> include support</p> | <p><b>Yes</b></p>      | <p>Teacher support materials include support for building social studies content</p>  |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          | <p>for building social studies content knowledge and explanations of the instructional approaches that are used.</p> |                        | <p>knowledge and explanations of the instructional approaches used. The materials outline the cognitive and developmental research behind the structure, content, and activities included to support teachers in effectively executing the instructional approaches. For example, the Unit 1 Introduction in the teacher materials includes the following explanation of the format of the teacher and student materials, as well as the expectation that the materials should be read aloud to students: “The intent of the Grades K–2 Bayou Bridges units is to build students’ understanding and knowledge of social studies. It is for this very reason that in Bayou Bridges Grades K–2, the content knowledge of each lesson is delivered to students using a teacher Read Aloud, accompanied by detailed images. Cognitive science research has clearly documented the fact that students’ listening comprehension far surpasses their reading comprehension well into the late elementary and early middle school grades. In other words, students are able to understand and grasp far more complex ideas and texts by hearing them read aloud than they would ever be able to comprehend by reading to themselves.” This information provides teachers with both the research and the associated best practice to be implemented. The Unit 2 Introduction in the teacher materials includes explanations for four key</p> |

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|          |                                |                        | <p>instructional approaches: Reading Aloud, Picture This, Turn and Talk, and Framing Questions, and Core Vocabulary. Each instructional approach includes a detailed explanation of what the process for using it should look and sound like in a classroom, as well as the rationale and research supporting that practice. These resources are also repeated throughout the materials in each Unit Introduction to bring their process and purpose to front of mind as teachers begin new or different content instruction. For example, in Unit 1, Chapter 4 students focus on answering the following Framing Question “What are some important geographical features of Mexico?” Each chapter’s instructional guidance includes Support notes, a Check for Understanding, Time Card Slide Deck, and Additional Activities to enhance comprehension and offer teachers flexible choices. The teacher uses teacher-led Read Aloud, accompanied by detailed images, and asks text-dependent questions. At the end of the lesson, the teacher shows students the Chapter 4 Timeline Cards and reads and discusses the captions while students share what they remember about the ideas on the cards. Through the Turn and Talk protocol, students discuss the Framing Question. Additionally, each chapter includes a What Teachers Need to Know section, a multiparagraph resource divided into the topics that students will learn about in that</p> |

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|  |   |                        | chapter. Information found in these sections supports teachers in deepening their understanding of a topic to better address students' questions as they progress through the chapter.  |
| <p><b>5. USABILITY:</b></p> <p>Materials are easily accessible, and are viable for implementation given the length of a school year.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> | <p><b>Required</b></p> <p><b>5a)</b> The total amount of content is <b>viable for a school year</b> and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p> | <p><b>Yes</b></p>      | <p>The total amount of content is viable for a school year, and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take. The materials include detailed pacing information that allows for all four units to be taught within the school year, with additional pacing and timing supports built into the materials, broken down by weeks, days, and minutes. For example, the Unit 1 Pacing Guide includes a lesson topic and specific resources, including page numbers, topics, and additional resources to be used daily over the course of 6 weeks. The materials also include a blank Pacing Guide for teachers to customize their plans. The Pacing Guide also refers to specific resources in the Teacher's Guide, Student Book, and Activity Pages. The planning templates allow teachers flexibility to spend more or less time on any given topic, ensuring that teachers have adequate time to address all essential content included in the materials. Further, in Unit 2, Chapter 1, North America's First Peoples, in the Additional Activities section of the chapter, materials include additional resources and</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
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|          |  |                        | <p>activity pages to enhance student learning. One of these activities, Raven: A Trickster Tale of the Pacific Northwest, includes detailed instructions and materials for teachers, as well as a suggested time frame of thirty minutes to further guide teacher pacing. Multiple activities throughout the materials include this format. Similarly, in Unit 3, the sample Pacing Guide includes clear recommendations on the expected duration for each task, allocating forty days to address the content of three chapters, including chapter assessments, Culminating Activity, and Performance Task. Additionally, the materials offer guidance on the time required for individual tasks as well as a blank Pacing Guide. This provides flexibility for teachers needing to shorten or extend lessons and to allow time for re-teaching content or skills.</p> |
|          | <p><b>5b) Materials provide support for communicating with parents, community members, and other stakeholders</b> about how they can support student learning.</p> | <p><b>Yes</b></p>      | <p>Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning. Each unit includes a letter for families to establish the objectives and topics of the coming unit and to offer resources and suggestions for at-home support of these topics. For example, Unit 1, Chapter 1 includes a family letter that outlines the content taught in the unit, its connection to students' life experiences, and ways families can support their child's learning. Parents are informed that their</p>   |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
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|          |                                |                        | <p>children will learn about maps and the geography of North America, including the geography of the United States, Canada, and Mexico. The letter also explains that students will learn about the Native peoples of North America in a “factual, age-appropriate way, rather than in a manner that suggests the value or correctness of any particular culture or group.” The letter notes that the “goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar.” Additionally, parents are informed that their children will “learn about different types of natural disasters that can occur in North America” and that “this information is presented not to frighten students but to help them become familiar with common aspects of life in different parts of the continent.” Similarly, Unit 3, Chapter 1, Making the Constitution, includes a set of Activity Pages ordered chronologically for teacher’s ease of use. The first Activity Page (AP 1.1) is a letter to families describing the goals of the unit as well as key topics of study. The letter ends with the following statement: “Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of</p> |

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|          |   |                        | <p>questions is with your family and the adults at home.” This establishes the importance of family involvement in communicating with their students about various social studies topics. Finally, each unit includes a bibliography of additional resources that can be shared with families who request additional support materials. For example, Unit 4, Choices and Costs, includes a list of books that can be used to supplement student understanding at home, such as Who’s Buying? Who’s Selling? Understanding Consumers and Producers by Jennifer Larson and Be a Friend to Trees by Patricia Lauber.</p>  |
|          | <p><b>5c) Student and teacher materials are easy to use and well organized.</b></p> | <p><b>Yes</b></p>      | <p>Student and teacher materials are easy to use and are well organized. The teacher and student materials are concise, easy to navigate, and include clear connections between them. The materials begin with an overall explanation of the unit progressions of all K-8 content and standards and then provide a dashboard of information from which teachers can access each unit. On the individual unit dashboard, teachers can access quick links to the following unit components: Introduction, Pacing Guide, Student Reader, individual chapters within the unit, and the end-of-unit Performance Task and Culminating Activity. The links are simple to navigate and allow teachers to easily access any part of the unit necessary. The materials include a navigation panel at</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          |                                |                        | <p>the top of the page. The panel includes two drop-down menus, one with each unit, and the other with the same main access points as the quick links from the homepage dashboard. Each individual chapter then includes a side panel including the following resources links: Presentation, Core Vocabulary, Core Lesson, What Teachers Need to Know, Additional Activities, Activity Pages, and Chapter Assessment. This format makes materials straightforward to navigate and simple for teachers to find the necessary resources. Beyond these accessible online navigation tools, materials include specific references to connect teacher and student materials. For example, Unit 1 begins with an Introduction, followed by a Pacing Guide and chapters, and concludes with a Performance Task and Culminating Activity. The Student Reader, which can be bookmarked on the Kiddom screen, supports the lessons by providing sources that the teacher references when posing questions and offering guidance. In Chapter 1, the teacher instructs students to turn to page 5 of the Student Book to examine images while the teacher reads aloud and explains key terms, including physical geography, river, lake, desert, and forest. Students also identify map features such as the compass rose, map key, river, lake, forest, desert, and mountains, while responding to questions such as, “If you were on the bridge, in which direction would</p> |

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|  |  |                        | <p>you go to get to the lake?” “In which part of the map are the mountains – north, south, east, or west?” and “If you were to travel from the mountains to the lake, what direction would you be traveling?”</p> <p>Additional questions, clearly connected to the student materials, include: “What symbol is often used to show mountains on a map?” and “What do colors on a map tell us about the physical geography of a place?”</p>  |
| <p><b>6. ASSESSMENT:</b></p> <p>Materials offer assessment opportunities that genuinely measure progress and elicit evidence of the degree to which students can independently demonstrate the assessed standards.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> | <p><b>Required</b></p> <p><b>6a)</b> Materials encompass a <b>balanced system of assessments</b> that includes a variety of formative, performance, and traditional summative assessments.</p> | <p><b>Yes</b></p>      | <p>Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments. Materials include a variety of assessments for each unit, including formative, performance, and traditional summative assessments at a level that is appropriate for Grade 2 students, and help teachers gather evidence of student knowledge of standards. The materials include embedded formative assessment questions throughout the lessons and activities. The teacher guide includes look-for responses to help guide teachers in understanding student progress towards mastery of content. Comprehensively, each unit provides multiple types of assessments embedded throughout the unit. Throughout each Core Lesson, the teacher asks several Literal, Evaluative, and Inferential questions that serve as formative assessments to track student understanding of lesson-level</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
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|          |                                |                        | <p>topics. Each chapter includes a Chapter Assessment that serves as a summative assessment specific to the content and learning of the chapter in a traditional multiple-choice format. Finally, students engage in an end-of-unit Performance Task and Culminating Activity to further demonstrate understanding of all unit topics. For example, in Unit 2, Chapter 4, students explore the question, “What places and symbols represent the United States?” through text, images, and discussion, while the teacher poses a variety of Literal, Inferential, and Evaluative questions throughout the lesson. The lesson concludes with a Check for Understanding activity, in which students Turn and Talk about the Framing Question, followed by the Chapter Assessment. During the assessment, the teacher reads each sentence or question aloud with the answer choices while students point to the corresponding picture on the answer sheet, then rereads the question and answer choices a second time as students circle the picture showing the correct answer. At the end of Unit 2, the teacher administers a Performance Task to summatively assess students on concepts developed during the unit. Additionally, Unit 3 includes embedded formative assessments in which students respond to discussion questions presented throughout the chapter. For example, in Chapter 2, the Core Lesson includes 22 Literal questions, 9</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          |  |                        | <p>Evaluative, and 4 Inferential questions to track student understanding. Chapters 1, 2, and 3 each include a summative Chapter Assessment specific to the content and learning of that unit in a traditional multiple-choice format. Teachers read questions aloud to students multiple times, and answer choices are presented as images and sentences as is appropriate for the skill level of readers at this level. The Unit 3 Performance Task includes instructions for teachers on expected pacing, which states two class periods, and assessment collection details, including a rubric and suggested student conferencing format based on their task completion. Unit 3 also provides a performance-based assessment, the Culminating Activity, which includes a whole-class mural activity based on students' understanding of the U.S. Constitution, key leaders involved in its development, the branches of government, and civic engagement.</p> |
|          | <p><b>Required</b><br/> <b>6b)</b> Assessments are <b>high quality, with questions that are standards-aligned, represent a range of disciplinary thinking,</b> and require students to use their <b>content knowledge,</b> skills, practices, and/or provided sources.</p> | <p><b>Yes</b></p>      | <p>Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or provided sources. In addition to including multiple types of standards-aligned assessments in each unit and chapter, the assessments represent the depth and rigor of both the Framing and the Skills and Practice</p>   |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
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|          |                                |                        | <p>Standards at a level appropriate for the grade. For example, Unit 1, Chapter 2, North America: The United States, includes a Chapter Assessment with seven questions. The assessment provides instructions for administration by teachers, including modeling how students should point to images during the read aloud process and then circle the correct image. This assessment format is appropriate to the Grade 2 level and clarifies for teachers how to administer the assessment in a manner in which data collected will be as reliable as possible for the students. Each item in the assessment is labeled with the standard it assesses. For example, question 1 addresses LSSSS 2.7.f (Identify and describe natural American landmarks, including the Grand Canyon, Mississippi River, Monument Valley, Niagara Falls, Rocky Mountains, Smoky Mountains, and Yellowstone National Park) and LSSSS 2.21 (Describe geographic features and physical characteristics of places in the United States and the world, including mountains, hills, plains, deserts, coasts, islands, peninsulas, lakes, oceans, and rivers). Students respond to question 1, “The Mississippi is the second-longest in North America.” by circling the picture with the correct landform, mountain, river, or desert. This question requires students to know that the Mississippi is a River, and also to recognize and eliminate other landforms as possibilities. Next, question 2 addresses</p> |

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|          |                                |                        | <p>LSSSS 2.7.e (Identify and describe man-made American monuments and landmarks) and students respond to the following prompt, “This is where members of our country’s government meet.” by selecting the correct national building out of three recognizable options, U.S. Capitol, White House, or Lincoln Memorial. These questions address the full depth and rigor of the standard while using age-appropriate image-based sources. Other chapter-based summative assessments similarly follow this format. Additionally, Unit 2 Performance Assessment provides the following instructions for teachers and students for completing this assessment: “Have students reflect back on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are traveling back in time to visit the beginnings of America. They will share the sights, sounds, and smells of early America with their friends and family back home by creating four different postcards on 5” × 8” index cards. Remind students that postcards are like condensed versions of large travel posters. The postcards should show the most important or most interesting details about the beginnings of America. Students should identify in their postcards the most important aspects of the beginnings of America that they have learned about that make it an important and interesting time to</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          |                                |                        | <p>visit and think about.” This assessment addresses a range of standards, including Skills &amp; Practice LSSSS 2.3 (Select and use appropriate evidence from primary and secondary sources to support claims in the format of the response). Further, the task addresses LSSSS 2.1 and 2.2, Skills and Practices relating to timelines and primary/secondary source understanding. Finally the task addresses LSSSS 2.6, 2.7, and 2.10 by asking students to consider important people and events of the past that are important to the beginnings of our country. In Unit 4, the Chapter 2 Assessment evaluates both students’ content knowledge and their ability to apply knowledge and skills. On question five, students respond to “Which is best to help you reach your goals?” (LSSSS 2.14, Describe how hard work, good habits, consistent school attendance, and planning for the future can help achieve goals, including attending college, learning a trade, and having a successful career). Additional questions, such as question one, “What does it mean to be disciplined?” and question two, “Which is a good habit?” also assess LSSSS 2.14. The assessments reflect the content and full depth and rigor of the standards by requiring students to apply content knowledge to real-life scenarios and demonstrate understanding through multiple-choice and picture-based responses.</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
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|          | <p><b>Required</b><br/> <b>6c)</b> Materials provide <b>guidance and support to help teachers collect, interpret, and act on</b> data about student progress toward the standards.</p> | <p><b>Yes</b></p>      | <p>Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards. Materials include look-fors for all questions throughout the Core Lesson components of the resources, as well as checks for understanding, resources for supporting struggling learners, and rubrics for tasks. For example, Unit 2, Chapter 2, The Thirteen Colonies, includes 10 Literal questions, 2 Evaluative questions, and 1 Inferential question relating directly to the student activity pages and content. Each of the questions includes a look-for student response. The Teacher Guide states, “Review what students learned about Native Americans in Chapter 1. Explain that long ago, people from Europe came to North America and began to live here. Using a globe, show the location of Europe and how people had to travel across the Atlantic Ocean to get to North America. Sometimes these Europeans shared the land with Native Americans, but often they pushed Native Americans off the land. Explain that in this chapter, students will learn about the lives of some of these Europeans and others who came to live in North America.” Following the teacher read-aloud of this section, the teacher directs students to look at the map and answer, “Which colony is between the two parts of Massachusetts?” (LSSSS 2.20) The look-for response states the following: “New Hampshire is between</p> |

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|          |                                |                        | <p>the two parts of Massachusetts.” This format is repeated for every question included in the materials throughout all units and chapters. The Unit 1 Performance Task, North America Geography and Environment, includes a rubric outlining the expectations for student work. The rubric includes details regarding student look-fors in Above Average, Average, Adequate, and Inadequate categories to help teachers assess student work products consistently. The rubric notes that the response is Above Average if details in the student’s drawing or dictation includes at least four of the several items listed in the rubric, such as human-made landmarks in the United States like Mount Rushmore, natural landmarks in the United States like the Grand Canyon, and natural disasters in North American like hurricanes in the southeast. Finally, Unit 3, Chapter 1, Making the Constitution, includes information about the development of the Constitution and its key ideas. The Student Reader includes detailed information about the setting of the Constitutional Convention along with a set of images of the architects of the Constitution and a group of students today. The materials also include reminders and background information for teachers to share and to help students recall connected content from previous units. They then include a set of questions to support students in making appropriate connections.</p> |

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|          |                                |                        | The materials include this information to allow students to further explain a concept that is very new or has the potential to create confusion among students. The materials include these types of support resources throughout the materials. |

**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   |
|---|--------------------------------------|------------|--|
| <b>I: Non-Negotiable Criteria of Superior Quality<sup>3</sup></b> | 1. Alignment and Sequence            | <b>Yes</b> | Materials incorporate a majority of the content standards in the Louisiana Student Standards for Social Studies for the identified grade level and require students to engage in thinking at the full depth and rigor of the standards. Materials present a clear path for teachers to address content in a coherent and chronological manner that aligns with the sequence in the 2022 Louisiana Social Studies Course Frameworks. Materials spend minimal time on content outside of the course, grade, or grade band. |
|   | 2. Disciplinary Skills and Practices | <b>Yes</b> | Units are structured around engaging questions and big ideas relevant to the grade level’s academic content. Materials   |

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

| CRITERIA                   | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|                            |                                |                        | <p>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 about content and concepts through analysis of a coherent selection of strategically-sequenced, high-quality primary and secondary sources, including written texts that are appropriately complex. Available sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined. Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units.</p>   |
| 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  |
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| Superior Quality <sup>4</sup>  |                                |                        | 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 are well-organized.   |
|  | 6. Assessment                  | Yes                    | Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments. Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or provided sources. Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards. |
| FINAL DECISION FOR THIS MATERIAL: <b>Tier 1, Exemplifies quality</b> |                                |                        |   |

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

## 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: 3

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

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

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

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

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

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

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

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|--|--|------------------------|--|
| <p><b>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b><br/>           Materials must meet Non-Negotiable Criterion 1 for the review to continue to Non-Negotiable Criteria 2 and 3. Materials must meet all of the Non-Negotiable Criteria 1-3 for the review to continue to Section II.</p> |  |                        |  |
| <p><b>Non-Negotiable</b><br/> <b>1. ALIGNMENT AND SEQUENCE:</b></p> <p>Materials adequately address the <a href="#">Louisiana Student Standards for Social Studies</a>.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>  | <p><b>Required</b><br/> <b>1a) Materials incorporate a large majority of the content standards</b> in the Louisiana Student Standards for Social Studies for the identified grade-level/course and require students to engage in thinking at the <b>full depth and rigor of the standards</b>.</p> | <p><b>Yes</b></p>      | <p>Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for Grade 3, require students to engage in thinking, practices, and skills at the full depth and rigor of the standards, and are developmentally appropriate. Each unit and chapter includes lessons, readings, and activities that align to the standards. Students regularly engage in answering questions that align to the Grade 3 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 to the Grade 3 LSSSS at the end of each Core Lesson in all of the units. For example, in Unit 2, Chapter 1, students examine the image of the U.S. Constitution and answer the following questions: “Why is the U.S. Constitution an important document?” (LSSSS 3.10), “What is the purpose of the first three articles of the Constitution? (LSSSS 3.10, 3.10.b), and “Why do you think the Framers of the Constitution included Article V?” (LSSSS 3.3, 3.3.a). Also, in the Additional Activity, Branches of Government, students review</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--------------------------------|------------------------|---|
|          |                                |                        | <p>the three branches of government and their powers and responsibilities, and then play a game that role-plays each branch of government. This activity aligns with LSSSS 3.10.b, “Describe the responsibilities of the three branches of government.” Further, LSSSS 3.8 asks students to “Describe how voluntary and involuntary migration have affected the United States.” This standard is addressed multiple times throughout the materials. First, Unit 1, Chapter 1 includes an explanation of the reasons early settlers arrived in the 13 Colonies, as well as a brief explanation of early slave trade and the impacts of forced migration of enslaved Africans. Then, Unit 2, Chapter 1 includes an explanation of the process of gaining citizenship and incorporates the many reasons people choose to become citizens of the United States. Unit 3, Chapter 1 further explains the impacts of migration by discussing the early United States’ goals of westward expansion and migration; while Unit 3, Chapter 2 addresses the impacts of this movement on Native people already occupying that land. This approach of addressing standards at multiple points throughout the materials provides students the opportunity to fully develop the standards at the appropriate depth and rigor required by the LSSSS. Finally, in Unit 7, Chapter 2 students examine sources and, at the end of the Core Lesson, answer the Framing Question, “How have digital</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|---|------------------------|---|
|          |   |                        | technologies affected Americans?” which aligns to LSSSS 3.9, which requires students to, among other things, “Describe how technological advancements such as the steam engine, railroad, airplane, automobile, electricity, telephone, radio, television, microwave, and digital technologies have affected the lives of people in the United States.”   |
|          | <p><b>Required *Indicator for grades 3-8 only</b></p> <p><b>1b) Materials present a clear path for teachers to address content in a coherent and chronological manner that <b>reasonably aligns to the sequence in the 2022 Louisiana Social Studies Course Frameworks.</b></b></p> | <b>Yes</b>             | <p>Materials present a clear path for teachers to address content in a coherent and chronological manner that aligns to the sequence in the 2022 Louisiana Social Studies Course Frameworks. The materials are organized in a coherent system of units and chapters connected by common topics and ideas that flow in a logical sequence identical to the format of the Grade 3 Frameworks. The Grade 3 Frameworks suggest a seven unit format subdivided into two to three related topics. The materials include the same seven units and include the following: The Founding of the United States of America; Papers and Places; A Growing Nation; A Changing Nation; A Nation of Industry and Innovation; Towards a More Perfect Union; and An Ever Advancing Nation. Each unit includes the same suggested sub-chapters as outlined in the Grade 3 Frameworks. The chapters align with the overarching topic for the unit and continue in a chronological order. For example, the chapters in Unit 1 follow a</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|--------------------------------|------------------------|--|
|          |                                |                        | <p>coherent and logical sequence aligning with the Grade 3 Frameworks and include the following: The Declaration of Independence and the American Revolution; The Constitutional Convention, and The First President. Each chapter builds on content from the previous chapter and integrates content, such as the principles of the Declaration of Independence and the Constitution, into the remaining units. Unit 1, Founding of the United States, is structured around the Big Idea that “Years of protest, sacrifice, and compromise resulted in a new nation with a government in which the people had a voice.” In Chapter 1, students “Explain connections between ideas, events, and developments in U.S. history.” (LSSSS 3.2); “Identify and describe national historical figures, celebrations, and symbols.” (LSSSS 3.6); and “Identify and describe basic principles of the Declaration of Independence and the Constitution of the United States.” (LSSSS 3.11). Each chapter includes a Core Lesson and Additional Activities. In Unit 1, Chapter 1, Core Lesson, students build knowledge about the Declaration of Independence and the American Revolution (LSSSS 3.7). In Chapter 2, Core lesson, students build knowledge of the Constitutional Convention and challenges involved in creating a new constitution (LSSSS 3.11). In Chapter 3, students learn about George Washington, the first president of the United States</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|--|------------------------|--|
|          |  |                        | <p>(LSSSS 3.6.a). In all three chapters, lessons are sequenced in a purposeful way as students examine the founding of the United States. Similarly, the Grade 3 Frameworks suggest that Unit 5, A Nation of Industry and Innovation, should be divided into two chapters, including the following: The Second Industrial Revolution and the Growth of Cities; and Theodore Roosevelt and the Conservation Movement. The materials include two chapters of the same titles, and the topics both connect to a period of technological advancement and shifting ideas about the role of the government in terms of managing business and the environment as industry and innovation grew in the late 19th and early 20th centuries. The lessons are sequenced in a way that makes connections among these topics logical for students.</p> |
|          | <p><b>Required</b><br/> <b>1c)</b> In any one grade or course, instructional materials spend <b>minimal time on content outside</b> of the course, grade, or grade-band.</p> | <p><b>Yes</b></p>      | <p>In any one grade, instructional materials spend minimal time on content outside of the grade or grade band. The materials adhere closely to the 2022 LSSSS and do not include additional materials that detract from the Grade 3 LSSSS. For example, Unit 1 includes a weekly Pacing Guide for a five-week period and highlights for teachers the alignment to essential standards The Pacing Guide suggests daily activities for Week 1 The Founding of the United States of America and includes the following: Day 1 The Declaration of Independence and the</p>   |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--------------------------------|------------------------|---|
|          |                                |                        | <p>American Revolution Core Lesson (TG &amp; SR, Chapter 1); Day 2 The Declaration of Independence and the American Revolution Core Lesson (TG &amp; SR, Chapter 1); Day 3 The Declaration of Independence and the American Revolution Core Lesson (TG &amp; SR, Chapter 1), Domain Vocabulary: Chapter 1 (TG, Chapter 1 Additional Activities, AP 1.6); Day 4 Primary Source: Excerpt from the Declaration of Independence (TG &amp; SR, Chapter 1, AP 1.2); and Day 5 Choosing Sides (TG, Chapter 1 Additional Activities). Similarly to other weeks, the content includes grade-level content specific to the LSSSS. Units include structures and organization in clear alignment with the standards, with unit guidance clearly identifying the specific content and order in which it appears with very little superfluous or off-topic content. For example, in Unit 2, Chapter 2, students examine the major geographic features and national symbols associated with the United States. The primary objectives include the following: “Summarize how life has both changed and remained the same in different regions in the United States.” (LSSSS 3.1, 3.4.b); “Identify holidays, monuments, landmarks, and symbols of the United States” (LSSSS 3.6.b, 3.6.c, 3.6.d), and “Compare the culture, geography, and economic activities of different regions in the United States” (LSSSS 3.6.e, 3.16, 3.25, 3.26). Additional activities in this chapter are also aligned</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--------------------------------|------------------------|---|
|          |                                |                        | <p>with the standards and include the following: Regions of the United States (LSSSS 3.19, 3.20, 3.21); Meet My Region (LSSSS 3.20, 3.21, 3.25); Urban, Suburban, and Rural (LSSSS 3.26); Primary Source Activity, Finding American Symbols” (LSSSS 3.3, 3.3.A, 3.6.C); and Primary Source Activity, The Star Spangled Banner (LSSSS 3.3, 3.3.A, 3.6.C). Similarly, in Unit 5, Chapter 1, students examine the Second Industrial Revolution and the growth of cities. The primary objectives are aligned with the standards and include the following: “Describe the impacts of the First and Second Industrial Revolutions on the U.S. economy” (LSSSS 3.15, 3.15.a, 3.15.b); “Identify technological advancements of the First and Second Industrial Revolutions” (LSSSS 3.9); and “Summarize the causes and effects of urbanization in the United States” (LSSSS 3.8). Additional activities in this chapter also align with the standards and include the following: Primary Source Activity, Comparing Urban and Rural Life (LSSSS 3.3, 3.3.A, 3.3.C, 3.25, 3.26); George Washington Carver: American Icon (LSSSS 3.3, 3.3.A, 3.6.A); Thomas Edison: Inventor and Entrepreneur (LSSSS 3.3, 3.3.A, 3.6.A); Alexander Graham Bell: Scientist, Inventor, Teacher (LSSSS 3.3, 3.3.A, 3.6.A); Who Were the Wright Brothers? (LSSSS 3.3, 3.3.A, 3.6.A); and The Statue of Liberty: A National Symbol (LSSSS 3.3, 3.3.A, 3.6.C). The units adhere closely to the required content for</p> |

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|--|---|------------------------|--|
|  |   |                        | the grade, according to the LSSSS.   |
| <p><b>Non-Negotiable</b><br/> <b>2. DISCIPLINARY SKILLS AND PRACTICES:</b></p> <p>Materials provide opportunities for students to build knowledge and disciplinary literacy<sup>2</sup> through an integrated approach that is grounded in social studies content and supports development of disciplinary skills and practices.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> | <p><b>Required</b><br/> <b>2a)</b> Materials are structured around <b>engaging questions and big ideas</b> relevant to the grade-level/course’s academic content.</p> | <p><b>Yes</b></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 several 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 to each other, and activities and analytical questions within the separate chapters further support students in incrementally building knowledge 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, Unit 3, Chapter 1, The Louisiana Purchase and the Corps of Discovery is anchored around the following Big Idea: “In the 1800s, the United States expanded west across the North American continent, displacing many Native American nations in the process.” This Big Idea aligns</p> |

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

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

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--------------------------------|------------------------|---|
|          |                                |                        | <p>with LSSSS 3.6a, 3.7, and 3.8 which requires students to “identify and describe national historical figures, celebrations, and symbols” “describe the significance of major events in the history of the United States, including the American Revolution, . . . Louisiana Purchase, Lewis and Clark Expedition . . .” and “describe how voluntary and involuntary migration have affected the United States.” Similarly, Unit 4, A Changing Nation, is anchored in the Big Idea “Growing industrialization and urbanization in the North deepened the cultural rift between the North and South, which were already sharply divided by slavery.” Unit 4 includes Chapter 1, organized around the Framing Question, “How were the regions of the United States different before the Civil War?” and Chapter 2, organized around the Framing Question, “How was slavery abolished in the United States?” These questions each address major concepts of the unit, which describes major industrial, transportation, economic, and social changes in the United States during the 19th century. The materials include the following Primary Focus Objectives in Chapter 2 to support the Framing Question: “Identify influential abolitionists.” (LSSSS .6.a); “Explain the purpose and effects of the Underground Railroad.” (LSSSS 3.2, 3.8); “Describe Abraham Lincoln’s role in ending slavery in the United States.” (LSSSS 3.6.a); “Evaluate the importance of the</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|--------------------------------|------------------------|--|
|          |                                |                        | <p>Emancipation Proclamation and the Thirteenth Amendment.” (LSSSS 3.12); “Understand the meaning of the following domain-specific vocabulary: unalienable, abolish, constitutional amendment, secede, civil war, and emancipation.” This set of objectives provides a pathway for students to answer the Framing Question using the activities and information within the chapter. Finally, in Unit 6, which contains two chapters, students explore Women Suffrage and the Civil Rights Movement, aligning with the following Big Idea: “When faced with injustice, ordinary people can make extraordinary changes.” (LSSSS 3.5, 3.6.a, 3.7, 3.10.e, 3.11). The Chapter 1 Framing Question, “How did women gain the right to vote?” is supported by several Literal, Inferential, and Evaluative Supporting Questions listed in the Core Lesson section for teachers to ask students, such as: “What did the Declaration of Sentiments include?” and “What did Elizabeth Cady Stanton demand in the Declaration of Sentiments?” (Literal questions aligned with LSSSS 3.7), “How did Elizabeth Cady Stanton, Lucretia Mott, and Susan B. Anthony feel about the treatment of women? How do you know?” and “Why did Susan B. Anthony vote in the 1872 election?” (Evaluative questions aligned with LSSSS 3.6.a and 3.7), and “How do you think Susan B. Anthony felt when the judge didn’t allow her to speak?” (Inferential question aligned with LSSSS 3.6.a and 3.7).</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|--|------------------------|--|
|          |  |                        | <p>In the lesson, students differentiate between primary and secondary sources and select and use appropriate evidence from these sources to support their answers to many of the questions. At the end of the lesson, teachers check students' understanding by having them turn and talk about "How did women gain the right to vote?" The questions listed in the Core Lesson guide students to make appropriate claims about rules and laws, which help them understand how to be responsible members of the community.</p>  |
|          | <p><b>Required</b><br/> <b>2b)</b> Materials require students to engage in the various types of <b>disciplinary thinking</b> that are explicit and embedded in the Louisiana Student Standards for Social Studies.</p> | <p><b>Yes</b></p>      | <p>The materials require students to engage in different types of disciplinary thinking as outlined in the Louisiana Student Standards for Social Studies. This includes differentiating between primary and secondary sources, using appropriate evidence from both to support claims, describing causes and effects of events, observing basic characteristics of people, places, and objects, and identifying similarities and differences among places and people. For example, at the beginning of each unit, the Introduction section of the Teacher Guide includes a link to the guidance document About Teaching with Primary Sources. Guidance suggests that teachers support students in examining a primary source by asking the following questions: "1. What type of primary source is this?" "2. What did you notice first about the</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|--------------------------------|------------------------|--|
|          |                                |                        | <p>primary source?” “3. What else did you notice about the primary source?” and “4. What are the defining features of the primary source?” Next, teachers put the primary source in context by asking the following questions: “1. Who created this primary source?” “2. When was this primary source created?” “3. Where was this primary source created?” “4. What was happening in that place at that time?” “5. Why was this primary source created?” and “6. For whom was this primary source created?” Finally, after completing the analysis, the teacher leads students through the following final series of questions: “1. What are the main points expressed by the primary source?” “2. What is the message of the primary source?” “3. Does the primary source reflect a bias?” “4. Consider the point of view of the primary source. Does it reflect any limitations? Does it omit any viewpoints?” and “5. For whom was this primary source intended?” To help students draw conclusions about a primary source, teachers ask the following questions: “1. What does this primary source reveal about its author or creator?” “2. What does this primary source reveal about the time period or event being studied?” “3. Why is this primary source important?” and “4. What do you still want to know?” An example of the application of this process is evident in Unit 3, Chapter 1. In the Core Lesson, students engage in an analysis of the primary source</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--------------------------------|------------------------|---|
|          |                                |                        | <p>“Excerpts from the Journals of Lewis and Clark.” The Teacher distributes the Primary Source Analysis (AP 1.3) activity page, and students complete it with a partner. The materials require students to engage in different types of disciplinary thinking as outlined in the Louisiana Student Standards for Social Studies, frequently prompting them to describe causes and effects of events, observe basic characteristics of people, places, and objects, and identify similarities and differences among places and people. Similarly, Unit 3, Chapter 2, Settlement of the West and the American Indian Experience, includes information about the motivations of settlers moving west. Students consider how life was different for settlers in the West, both from Americans living on the East Coast at the same time and also from Americans living in the same region today, in the section Life in the West. After reading the section, students answer a series of Literal, Evaluative, and Inferential questions to assess their understanding of similarities and differences between life in the West versus in the east, and also to compare and contrast life in the West in the past from life in the same region today. This set of activities requires students to consider the causes and effects of various events, the perspectives and goals of different groups of people, and a comparison between life in the past and the present. Finally, Unit 5,</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|---|------------------------|--|
|          |   |                        | <p>Chapter 1, The Second Industrial Revolution and the Growth of Cities, includes a Primary Source Analysis activity of Emma Lazarus’s poem, “The New Colossus.” Students analyze the poem with supporting resources to help them understand certain references. Then, students answer a series of questions in alignment with the criteria for disciplinary thinking, including the following: “What is the overall message of the poem?” (LSSSS 3.3, 3.3.a, 3.3.b, 3.6.d); “How is a contrast drawn between the Statue of Liberty and the Colossus of Rhodes, or other ancient statues?” (LSSSS 3.3, 3.3.a, 3.3.b, 3.3.c, 3.4.a, 3.4.b, 3.6.); “Why are people coming to the United States referred to as ‘huddled masses yearning to breathe free’ and ‘wretched refuse of your teeming shore?’” (LSSSS 3.3, 3.3.a, 3.3.b, 3.4.a, 3.6.d); and “How does the message of welcome expressed in the poem contrast with what you have read about the lives of migrants in this period? Explain your answer.” (LSSSS3.3, 3.3.a, 3.3.b, 3.3.c, 3.4.a, 3.4.b, 3.6.d, 3.8). Each question includes look-fors to ensure student comprehension as they engage in various forms of disciplinary thinking.</p> |
|          | <p><b>Required</b><br/> <b>2c)</b> Materials provide regular and varied opportunities for students to engage in <b>disciplinary writing</b> that emphasizes the use of accurate information from social studies</p> | <p><b>Yes</b></p>      | <p>The materials provide a variety of opportunities for students to engage in grade-appropriate disciplinary writing, both formal and informal. Each chapter includes at least one Claims and Evidence writing</p>   |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--|------------------------|---|
|          | <p>knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments.</p> |                        | <p>activity in which students incorporate relevant evidence from multiple sources to address the Big Idea of that chapter. Chapters include Primary Source Analysis activities in which students complete a graphic organizer by describing the source, connecting the source to what they know, identifying the source’s purpose, message, and/or audience, and drawing a conclusion from or about the source. For example, Unit 2, Chapter 1, How the United States Government Works includes the following Claims and Evidence activity that is used with the Unit Performance Task: “Prompt: Which is more important in shaping the identity of the United States: its government or its geography? Use evidence from the chapter reading and activities to support your claim. (LSSSS 3.2, 3.3.b, 3.4.a, 3.4.d).” 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. This task provides students an opportunity to write and express claims using evidence from two chapters and provides teachers success criteria for measuring responses. Similarly, Unit 3, Chapter 2, Settlement of the West and the American Indian Experience includes the following Claims and Evidence exercise in the Unit Performance Task: “Ask students to write an essay in response to the following prompt. Encourage students</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--------------------------------|------------------------|---|
|          |                                |                        | <p>to use information from their Student Reader and Additional Activities in their responses. Have students use the Claims and Evidence Activity Page (AP 1.4) to organize their thoughts and plan their essays. Prompt: What was the biggest impact of westward expansion? In your response, be sure to include how different groups of people within and around the United States were affected. (LSSSS 3.4.a, 3.4.b, 3.4.c, 3.4.d, 3.7, 3.8).” This task requires students to include a claim, evidence, and reasoning to support their response. Students have the option to pull evidence from primary sources and secondary sources included in the materials within Chapters 1 and 2 of the unit. Additionally, in Unit 6, students complete the Unit 6 Performance Task: Toward A More Perfect Union. Students think about what they learned about the Declaration of Independence in Unit 1 and use it to complete the Unit 6 Performance Task. Students give a presentation in response to the following prompt: “Explain how civil rights have expanded over time in the United States. Use evidence from the unit to support the claim. (3.4, 3.4.a, 3.4.b, 3.4.c, 3.4.d, 3.5, 3.6.a, 3.7, 3.10.e, 3.11, 3.13).” Teacher guidance states, “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)</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
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|          | <p><b>Required</b><br/> <b>2d) Materials promote an emphasis on building content-specific and academic vocabulary in social studies.</b></p> | <p><b>Yes</b></p>      | <p>to organize their thoughts and plan their presentations.”</p> <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. 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. For example, in Unit 4, A Changing Nation, Chapter 1, New Industries and Improved Transportation, the teacher introduces vocabulary words, such as plantation, free enterprise, consumer, import, export, flatboat, and locomotive, and then asks a series of questions that range from Literal to Evaluative question types. Additionally, students complete Activity Page 1.4: Domain Vocabulary: Chapter 1, which is a crossword activity that provides the opportunity to practice using vocabulary words. In Unit 2, Chapter 2, Core Lesson, the teacher explains the meaning of the Core Vocabulary, such as region and industry, and continues to explain the meaning of other vocabulary words throughout the lesson. Finally, Unit 3, Chapter 1, The Louisiana Purchase and the Corps of Discovery includes specific instructions for teachers to</p> |

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|          |   |                        | <p>support student understanding of Core Vocabulary within the Core Lesson. Teacher guidance includes the following: “Scaffold understanding as follows: Read the section on pages 2–4 aloud. SUPPORT - Explain that after the American Revolution, American leaders wanted to expand the territorial boundaries to the Pacific Ocean, but because most of this land belonged to Native Americans, they had to first acquire Native lands. CORE VOCABULARY - Point out the vocabulary term flatboat and explain its meaning.”</p>  |
|          | <p><b>2e)</b> Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions.</p> | <p><b>Yes</b></p>      | <p>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, including guidance for teachers on response look-fors and discussion formats. During the Core Lessons for each chapter, the teacher or student volunteers read while others follow along. Guidance within the Core Lesson section prompts teachers to “remember to provide discussion opportunities” after someone has read aloud. At the end of each Core Lesson, students Turn and Talk to review and discuss the Framing Question of each chapter. The Introduction section of the Teacher Guide provides the following directions regarding the Turn and Talk activity: “Teachers should direct students to</p> |

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|          |                                |                        | <p>turn and talk to a partner to discuss specific things. These types of discussion opportunities will allow students to more fully engage with the content and will bring to life the topics and events being discussed.” Also, for additional information about classroom discussions, the materials provide an online resource, About Class Discussions and Debates, that includes guidelines for high-quality discussions and debates, accountable talk, and a rubric for evaluating the roles students take in class discussions and debates. For example, in Unit 5, Chapter 2, students discuss their understanding of the topic with a partner through a Turn and Talk activity. During the Turn and Talk, students discuss the question, “How did Theodore Roosevelt bring about national change, especially when it came to protecting the environment?” In Unit 6, the Introduction includes guidance for understanding time in relation to the content of the unit broken down in the following sections: The Timeline in Relations to Content in the Student Reader, Understanding References to Time in the Unit, and Time to Talk About Time. Guidance within the Time to Talk About Time section suggests that the teacher discuss the concept of time and how it is recorded before they use the Timeline Cards and provides several questions to promote discussion and support students in exploring the concept of time. This</p> |

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|  |   |                        | <p>discussion protocol prepares students to think critically about events connected to the unit content and exposes any misconceptions that need to be addressed. Then, in Chapter 1 of the unit, the following guidance is included, further relating to timeline-based discussion: “Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of the dates. Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. (LSSSS 3.1) Review and discuss the Framing Question: ‘How did women gain the right to vote?’” This discussion format supports students in making connections to prior learning.</p> |
| <p><b>Non-Negotiable</b><br/> <b>3. QUALITY OF SOURCES:</b></p> <p>The sources students engage with are authentic and meaningful and in line with the kinds of knowledge and skills required by the standards.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> | <p><b>Required</b><br/> <b>3a)</b> Materials provide many opportunities for students to build and deepen knowledge through a <b>coherent selection of strategically-sequenced, high-quality sources</b>, including written texts that are appropriately <u>complex</u>.</p> | <p><b>Yes</b></p>      | <p>Materials provide many opportunities for students to build and deepen knowledge through a coherent selection of strategically-sequenced, high-quality sources, including written texts that are appropriately complex. Materials include a variety of sources at varying complexity levels and with appropriate scaffolds to ensure students build and deepen content knowledge. Chapters and topics of study provide a variety of sources, both primary and secondary, that allow for authentic engagement during learning. The sources correlate with the instruction of the unit and are sequenced in a way that helps students further develop content knowledge and</p>  |

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|          |                                |                        | <p>skills of the lesson. All chapters end with a primary source. Most primary sources are written texts, but there are also photographs and a graph. For example, Unit 2, Chapter 1, How the United States Government Works, includes secondary source material in the Student Reader to help students build content knowledge at a level that is appropriately complex for the grade. The sources include the following: an image of the original U.S. Constitution document to accompany the secondary information outlining key components of the structures of government established by this document; and a variety of maps and images in the timeline to support student learning. The chapter also includes two separate primary sources for student analysis relating to the chapter’s Framing Question, “How does the Constitution set up the U.S. Government?” The first source is an excerpt from President Reagan’s Address to the Nation about Voter Participation. The second source is an excerpt from President Obama’s Farewell Address encouraging participation in government. The accompanying activities require students to consider the messages and ideas of each President in context and to compare and contrast their ideas and points of view in alignment with LSSSS 3-5 SP.1 and 3.3 SP.2. Additionally, Unit 4, Chapter 1, New Industries and Improved Transportation employs the use of primary and secondary</p> |

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|          |                                |                        | <p>photographs, drawings, and paintings to help students learn about new industries and how people lived in the early to mid-19th century. These images are supported through the background knowledge provided in the chapter. Students interact with them in a variety of ways and use the Primary Source Analysis Tool to further investigate the four images and drawings included in the Primary Source: Nineteenth-Century Images of North, South, Midwest, and West activity at the end of the chapter. Materials also provide several activities within the Additional Activities section, as in the Primary Source Activity: Photograph of a Factory lesson. In this activity, students observe images of a factory from this time period taken on new technology about which they are learning. In Unit 7, Chapter 2, students use a variety of primary and secondary sources to learn about the digital age and answer the Framing Question, “How have digital technologies affected Americans?” At the end of the chapter, students analyze a primary source, “Graph of Mobile Phone Ownership in the United States, 2002-21.” The teacher helps students with an initial reading and the analysis of the graph. Students answer the following questions: “What percentage of American adults owned a cell phone in 2002?” (LSSSS 3.3.a and 3.9); and “New technologies tend to cost more. As the technology becomes popular, the price</p> |

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|          |  |                        | <p>often drops. What do you think happened to the price of cell phones over the time shown on the graph?” (LSSSS 3.3.a and 3.19). Students then complete the Primary Source Analysis Activity Page with a partner. In the next activity, the teacher shows students the Chapter 2 Timeline Cards. They read and discuss the captions, making particular note of any dates. Students note any comparisons with events previously studied or any examples of change or continuity they notice. Then, students review and discuss the Framing Question, “How have digital technologies affected Americans?” At the end, students write a short answer to the Framing Question.</p>  |
|          | <p><b>Required</b><br/> <b>3b) Available sources are representative of multiple viewpoints or accounts</b> on the issue, event, or topic being examined.</p> | <p><b>Yes</b></p>      | <p>When applicable, available, and appropriate, 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. For example, in Unit 1, Chapter 1, the materials include a Loyalists v. Patriots Activity corresponding with the An Uneven Match section of the Student Reader. The class is divided into two groups, with one group representing the colonists and the other group representing the British army. Students answer the following questions: “Why was your group in the right at Lexington and Concord? Why was the other group in the wrong?” The</p> |

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|          |                                |                        | <p>teacher provides students with a few minutes to confer among themselves with representatives, and then students share their responses in the format of a civil debate. Materials provide students with additional support for building arguments in the form of the Claims and Evidence Organizer included in the chapter's Additional Activities section. In alignment with LSSSS 3.4.a, 3.4.b, and, 3.4.d, this activity encourages students to consider different viewpoints in the context of the American Revolution. Further, Unit 4, Chapter 2 includes the activity, What to the Slave is the 4th of July, which presents the abolitionist viewpoint. This also includes a comparison with ideas presented in the Declaration of Independence from Unit 1, which corresponds to the primary source at the end of the chapter in the Student Reader, From "What to the Slave is the Fourth of July" By Frederick Douglass. The activity includes instructions for teachers that guide students through considering what they know about the Fourth of July, why it is celebrated, and how it makes them feel. Students then consider how it might make an enslaved person feel. The teacher then explains that this is the question that Douglass is answering in the passage. Students answer follow-up questions that include the following: "TURN AND TALK - How does Frederick Douglass feel about the Fourth of July? How do you know?"</p> |

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|          |   |                        | <p>“LITERAL - What does Douglass say about the people of the United States in this passage?” “EVALUATIVE - Why does Douglass say that the Fourth of July is a sham and a mockery to enslaved people?” and “EVALUATIVE - In your own words, what claim does Douglass make about the Fourth of July in this excerpt?” These questions require students to consider Douglass’s point of view as well as that of enslaved people. Finally, in Unit 6, Chapter 1, students examine the Women’s Suffrage Movement using sources that represent multiple accounts, such as the Grimké sisters, Elizabeth Cady Stanton and Susan B. Anthony, Sojourner Truth, Mabel Ping-Hua Lee, and Alice Paul, as required by LSSSS 3.6.a. At the end of the chapter, students analyze a primary source, “Excerpt from the Declaration of Sentiments (1848)” and write a short answer to the Framing Question, “How did women gain the right to vote?”</p> |
|          | <p><b>Required</b><br/> <b>3c) Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units.</b></p> | <p><b>Yes</b></p>      | <p>Sources present the achievements and contributions, strengths, skills, and knowledge of the wide range of individuals and groups throughout the units. The sources present in the materials present the achievements, contributions, strength, skills, and knowledge of the individuals referenced in the LSSSS, specifically LSSSS 3.6a and 3.7. For example, Unit 3, Chapter 1 provides extensive details outlining the Lewis and Clark Expedition,</p>  |

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|          |                                |                        | <p>including key details about their goals and achievements and the importance of Sacagawea, their Native guide, in their successful journey. The chapter also includes some primary source journal entries by Lewis and Clark for students to explore. Chapter 2 then emphasizes the impact of westward expansion on American Indians, including the long-term consequences of Lewis and Clark’s “successful” expeditions. The chapter includes a Map Analysis activity in which students review a map of the Trail of Tears, the Battle of Little Bighorn, and the Wounded Knee Massacre, and then answer questions relating to the purpose of the Trail of Tears and the outcomes of both Little Bighorn and Wounded Knee. Finally, the Chapter 2 primary source includes a speech by Sitting Bull reflecting the Native perspective on land loss and the broken treaties of the United States. Further, in Unit 5, Chapter 2, Theodore Roosevelt and the Conservation Movement, materials include a wide variety of details about different aspects of President Teddy Roosevelt. For example, the Student Reader presents the “Many Hats” of Roosevelt and describes his career in the military, in public service, in politics, and, finally, as a conservationist. The chapter also includes images of Mount Rushmore and a description of Roosevelt’s efforts to create the monument, as well as the primary source, “Conservation as a</p> |

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|   |   |                        | National Duty,” an excerpt from one of his speeches. Finally, in Unit 7, Chapter 1, students examine the achievements and contributions of women at NASA, such as Sally Ride, Katherine Johnson, and Mae Jemison. Students describe Katherine Johnson’s work at NASA, the significance of Sally Ride’s trip to space, and the significance of Mae Jemison’s trip to space.  |
| <b>SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY</b>  |   |                        |   |
| <p><b>4. SCAFFOLDING AND SUPPORT:</b></p> <p>Materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts using multiple instructional approaches and strategies.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> | <p><b>Required</b></p> <p><b>4a) Materials provide appropriate scaffolding that will allow <b>all students</b> to productively engage with content.</b></p> | <p><b>Yes</b></p>      | <p>Materials provide appropriate scaffolding that will allow all students to productively engage with content. Materials are organized in a way to scaffold skills and gradually increase in complexity of topics. The units contain pacing guidance, visual aids, and suggestions for supporting texts. Materials contain Extension and Additional Activities with suggestions for more advanced texts, alternate approaches, or suggestions for addressing common student difficulties. For example, in Unit 1, Chapter 3, students focus on answering the following Framing Question: “Why was George Washington chosen to be the first president of the United States?” Through a series of vocabulary check-ins and teacher-led connections to previous content, the teacher prepares students to understand Washington’s changing role in the early United States. Then, the teacher highlights the last sentence of the section and explains that, in this context, “He had to</p> |

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|          |                                |                        | <p>serve” does not mean that Washington was forced to return to public life. The teacher asks students what clues in the text suggest this meaning. After reading the text, students answer a series of questions to ensure understanding. At the end of the chapter, students analyze a primary source, "Excerpt from Washington’s Farewell Address." The teacher introduces the source by reading the introductory text aloud and reviewing what students have already read about Washington’s Farewell Address. Then, the teacher reads the excerpt aloud while students follow along. To provide additional support, the teacher explains that a farewell address is a speech given when a person leaves a job or position of importance and clarifies the meanings of keywords. Students restate each paragraph in their own words and then answer additional questions at various levels of complexity. Finally, students independently complete a graphic organizer. Similarly, Unit 5, Chapter 1, The Second Industrial Revolution and the Growth of Cities, includes the following graphic organizers to use with various lesson components: Activity Page 1.2, Primary Source Analysis; Activity Page 1.3, Claims and Evidence; Activity Page 1.4, Cost of the Ford Model-T, 1908-24. Each of these organizers allows students to build a better understanding of the lesson content. The Student Reader includes the primary source “The New Colossus” by Emma Lazarus.</p> |

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|          |                                |                        | <p>Materials include detailed teacher guidance to support students as they engage in a group discussion and reading of the source, including specific directions about how to scaffold understanding. The materials then provide teachers with a list of definitions and connections to use to help build student understanding. Materials include a series of increasingly complex questions that help students build their comprehension before beginning work on a Primary Source Activity with a partner. This set of instructions, guidance, and questions prepare students to complete the primary source graphic organizer independently. Finally, all chapters include a What Teachers Need to Know section. The sections include a multiparagraph resource divided into the topics that students learn about in that chapter. Information found in these sections helps teachers deepen their understanding of a topic to better address students' questions as they progress through the chapter. For example, Unit 2, Papers and Places, provides the following information for teachers when preparing to teach the unit: "Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanations. These documents are not</p> |

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|          |  |                        | meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.”   |
|          | <p><b>Required</b><br/> <b>4b) Teacher support materials</b> include support for building social studies content knowledge and explanations of the instructional approaches that are used.</p> | <b>Yes</b>             | <p>Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used. 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 includes detailed information about a variety of instructional approaches embedded throughout the chapters in a given unit and describes the research base behind the approach. For example, Unit 6 includes explanations of the appropriate use of Read Aloud, Picture This, Turn and Talk, and Primary Sources activities. The instructions for using Read Aloud include the following explanation of the research behind the approach: “Cognitive science suggests that even in the later elementary grades and into middle school, students’ listening comprehension still surpasses their independent reading comprehension (Sticht, 1984). For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that</p> |

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|          |                                |                        | <p>students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.” Further, each unit’s Introduction section contains information on using the Timeline Deck, an explanation of why Student Readers are set up with the amount of text and pictures for each page/section, Read-louds, and Turn and Talks. In Unit 1, Founding of the United States, Introduction, the teacher component provides a link to The Founding of the United States of America Timeline Card Slide Deck along with the following guidance noting that they are “sixteen individual images depicting significant events and individuals related to the founding of the United States.” and that “in addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter.” Finally, each unit includes a detailed explanation of the unit’s Big Ideas, a list of topics in the What Students Should Already Know section, another list of What Students Need to Learn section, and a series of separate teacher notes about the</p> |

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|  |   |                        | <p>most essential content and understandings for the chapters within a given unit. For example, Unit 4 includes A Special Note to Teachers - Talking About Slavery, which provides teacher guidance about engaging students and families on a topic that may be difficult or complex. Further, the materials provide a list entitled “The most important ideas in unit 4 are the following:” followed by a bulleted list of necessary understandings for student success. Finally, each chapter within a unit includes the section What Teachers Need to Know, which provides a detailed summary of each section of the work to ensure teachers have the appropriate background knowledge to effectively share information with students in context.</p> |
| <p><b>5. USABILITY:</b></p> <p>Materials are easily accessible, and are viable for implementation given the length of a school year.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> | <p><b>Required</b></p> <p><b>5a)</b> The total amount of content is <b>viable for a school year</b> and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p> | <p><b>Yes</b></p>      | <p>The total amount of content is viable for a school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take. Materials provide pacing guidance that allows for all units to be taught within the school year with additional pacing and timing supports built into the materials 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 combined Pacing Guides of the seven units account for 31</p>   |

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|          |                                |                        | <p>weeks of instruction, allowing about four 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 - 5 weeks/25 days; Unit 2 - 4 weeks/20 days; Unit 3 - 5 weeks/25 days; Unit 4 - 5 weeks/25 days; Unit 5 - 4 weeks/20 days; Unit 6 - 5 weeks/25 days; Unit 7 - 3 weeks/15 days. The materials also include blank Pacing Guides for teachers to complete independently depending on student knowledge and needs. Further, each day is listed under the chapter name that it corresponds to and then lists the information and/or activities that will be taught that day. For example, in Unit 7, Chapter 1, The Space Race, lessons first start with the Student Reader, followed by activities on the following days. On Week 1, Days 1-2, students complete The Space Race Core Lesson Chapter 1 in the Student Reader, and the teacher follows the question guide provided in the Teacher Guide. Day 3 is a primary source activity day. Days 4-5 follow with the Additional Activity, History of Flight Timeline. Then, on Day 6, the teacher and students engage in a Read-Aloud activity followed by the Chapter 1 Assessment. Additionally, Unit 6, Towards a More Perfect Union, includes a Pacing Guide with eleven days of lessons, materials, and activities dedicated to Chapter 1, Women's</p> |

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|          |                                |                        | <p>Suffrage. Day 12 of the Pacing Guide includes an assessment day for the first chapter. Day 13 picks up with Chapter 2, The Civil Rights Movement, with lessons, materials, and activities accounting for ten days of class time. Day 23 of the unit is recommended for the Chapter 2 assessment, with the final two days of the pacing map dedicated to a Unit Performance Task for synthesizing knowledge of the whole unit. This amount of time is appropriate to the content and reasonable for the included materials and activities. Finally, each lesson component within the Core Lesson is assigned an expected pacing time. For example, in Unit 5, Chapter 1, The Second Industrial Revolution and the Growth of Cities, the Core Lesson include 35 minutes of instruction and is subsequently broken down by the following lesson components and timing expectations: “Introduce A Nation of Industry and Innovation Student Reader - 5 min;” “Introduce ‘The Second Industrial Revolution and the Growth of Cities’ - 5 min;” and “Guided Reading Supports for ‘The Second Industrial Revolution and the Growth of Cities’ - 25 min.” Each of these lesson components includes detailed instructions to guide teachers in adhering to the time requirements while meeting objectives with students. This structure is continued throughout the materials, establishing a</p> |

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|          |  |                        | framework for teachers to meet instructional goals within the timeframe established by the Pacing Guides. This set of resources ensures that the content is appropriately paced for a school year.  |
|          | <p><b>5b) Materials provide support for communicating with parents, community members, and other stakeholders</b> about how they can support student learning.</p> | Yes                    | <p>Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning. The materials include accessible resources and letters for parents, offering examples of student learning outcomes for each unit and guidance for supporting learning at home. For example, Unit 1, Chapter 1, The Declaration of Independence and the American Revolution provides a Letter to the Family in Activity Page 1.1. The letter contains two paragraphs describing what students will learn, and the last paragraph states, “We will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home. Please let us know if you have any questions.” Similarly, Unit 2, Chapter 1 includes a family letter that outlines the content addressed in the unit, the connection to the student's life experiences, and ways families can support their child's learning. The letter informs families that over the next few weeks, students will learn about the government, regions, and symbols of the United States</p> |

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|          |   |                        | <p>and that they will analyze primary and secondary sources and identify geographic features. The letter encourages families to discuss these topics with their children, acknowledging that the best place to find answers to questions related to how the information students are learning at school relates to themselves and their own experiences is with family and the adults at home. The letter also encourages families to reach out if they have any questions. Each of the seven units includes a similarly organized letter for the family. Finally, each unit includes a bibliography of additional resources to share with families who request additional support materials. For example, Unit 4, A Changing Nation, includes a list of books in the introduction to share with families seeking more resources to understand and share with their students at home. The list includes eight books cited in MLA format to simplify finding the appropriate supporting resources through a library or other bookstore. These materials allow opportunities for teachers to share content with families and other stakeholders for additional engagement.</p> |
|          | <p><b>5c) Student and teacher materials are easy to use and well organized.</b></p> | <p><b>Yes</b></p>      | <p>Student and teacher materials are easy to use and well-organized. Materials are clearly labeled and easy to navigate in the online portal. Teacher materials correspond with student materials and are organized in coherent units and chapters that follow an</p>  |

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|          |                                |                        | <p>expected chronological sequence. Units begin with an Introduction, followed by a Pacing Guide and chapters, and conclude with a performance task and culminating activity. The Student Reader is also included and can be bookmarked on the Kiddom screen. The first chapter of each unit starts with Primary Focus Objectives, Essential Teacher Knowledge, Required Materials with hyperlinks, Core Vocabulary, Core Lesson, Additional Activities with included links, Chapter Assessment, Performance Task, Culminating Activity, and a customizable slide presentation. The teacher materials clearly connect to the Student Reader by posing questions and offering support related to the sources in the Student Reader. For example, 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. On the individual unit dashboard, teachers can access quick links to the following unit components: Introduction, Pacing Guide, Student Reader, individual chapters within the unit, and the end of Unit Performance Task. These links are simple to navigate and allow teachers to easily access any part of the unit necessary. Additionally, each unit is set up in a toolbar to the left of the page, and each unit follows the same format, the Introduction, Pacing Guide, and Student Reader followed by the chapters</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
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|          |                                |                        | <p>which are then each broken down into Core Vocabulary, the Core Lesson, What Teachers Need to Know, Additional Activities, Activity Page(s), and Chapter Assessment. Additional activities are listed in the materials for each chapter with appropriate links included. For example, in Unit 2, Chapter 1, How the United States Government Works, the Additional Activities list links to videos such as “I’m Just a Bill” and the iCIVICS game Branches of Power. These outside links support the learning in the Student Reader and align the first two activities, How a Bill Becomes a Law and Branches of Power. In Unit 3, Chapter 1, The Louisiana Purchase section, the teacher calls students’ attention to the map of North America where students point out the East Coast and the territory of the United States was relative to Canada and Spanish Territory. The teacher materials provide support for students by instructing the teacher to explain “that today, Louisiana is one state out of fifty, but in 1800, it was a huge territory that stretched across thousands of miles. Over the years, the original Louisiana Territory was divided up into fifteen states.” Afterward, the teacher explains the meaning of the term territory and states that “the \$15 million price for the Louisiana Purchase works out to roughly four cents per acre. An acre is a square measurement, about 4,046 square meters.” After reading the text in the Student</p> |

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
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|  |  |                        | Reader, the teacher asks three Literal and one Evaluative questions about the text.  |
| <p><b>6. ASSESSMENT:</b></p> <p>Materials offer assessment opportunities that genuinely measure progress and elicit evidence of the degree to which students can independently demonstrate the assessed standards.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> | <p><b>Required</b></p> <p><b>6a)</b> Materials encompass a <b>balanced system of assessments</b> that includes a variety of formative, performance, and traditional summative assessments.</p> | <p><b>Yes</b></p>      | <p>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, such as the following: various activity pages to utilize throughout the chapter to enhance learning; standards-based traditional chapter assessments; and at least one performance task for each unit. Materials have formative assessment questions embedded throughout the lessons. For example, in Unit 1, Chapter 2, The Constitutional Convention, the Core Lesson provides instructions for teachers as they read the section, The Path to Self Government, aloud. Information is provided for teachers to use to provide support to students prior to reading. After reading the section, a set of questions follows. For this particular passage, teachers ask five questions that can be used as formative assessments to gauge student learning. They range from Literal to Evaluative questions. Teachers also have the option to personalize the chapter assessments and can assign them electronically to students. For example, Unit 2, Chapter 2, Geography and Symbols includes a set of four activity pages in addition to the Student Reader-based activities and discussion questions</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          |                                |                        | <p>that can serve as formative assessments, including the following: a world map for students to demonstrate understanding of the oceans/continents/latitude and longitude; a regional map of the United States for students to analyze different physical and economic features of each area; a Meet My Region activity that allows students to practice this content knowledge and the disciplinary thinking skills involved in connecting geography to lifestyle; and a vocabulary activity to demonstrate understanding of content terms. Similarly, each of the seven units contains a performance task and a culminating activity. On the Unit 4: A Changing Nation Performative Task, students answer the prompt, “How true is this statement? Slavery was important to both the North and the South.” Teachers then “Ask students to give a presentation in response to the following prompt.” and “Encourage students to use information from their Student Reader and Additional Activities in their responses.” Students record information in the organizer, but the presentation is what is counted as the grade. Finally, each chapter contains a traditional summative assessment with 11 questions. For example, at the end of Unit 3, Chapter 2, The Civil Rights Movement, students take the Chapter 2 Assessment: Settlement of the West and the American Indian Experience. Assessments include a variety of question</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          |  |                        | types, including multiple choice, multiple select, and constructed response. These questions assess a range of standards addressed throughout the chapter and provide teachers with the resources to track standards mastery. Questions range from lower to higher order thinking, with some that ask what or which questions while others ask why or how questions. Unit 2 includes a performance task in which students use skills, practices, and content from the first three chapters of the unit to create a presentation addressing a question that connects the ideas from throughout the unit. This reflects a balanced approach to assessments and a task that assesses a different set of skills from those practiced in Unit 1. |
|          | <p><b>Required</b><br/> <b>6b) Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or provided sources.</b></p> | <b>Yes</b>             | 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 include a variety of formative and summative assessments that address the standards aligned with each unit and chapter. Assessments include various item types that require students to engage in disciplinary thinking and writing that reflects the full range of the Grade 3 LSSSS, including primary sources, primarily through images. For example, Unit 3, Chapter 2, Settlement of the West and the  |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          |                                |                        | <p>American Indian Experience includes a Chapter Assessment that has a variety of item types. The questions incorporate two separate primary sources. Students first use a diagram of a steamboat to describe how the invention is powered, which aligns to LSSSS 3.9, requiring students to “Describe how technological advancements such as the steam engine, railroad, airplane, automobile, electricity, telephone, radio, television, microwave, and digital technologies have affected the lives of people in the United States.” Then, students use an image of Sitting Bull to identify him and describe what he is best known for, which aligns with LSSSS 3.6a, requiring students to describe the achievements of Sitting Bull. Student responses to multiple-choice and multiple-select questions integrate a variety of standards and disciplinary practices that assess the LSSSS addressed throughout the chapter at an appropriate depth of coverage. Finally, the constructed response item states, “What is the most important reason people in the 1800s moved west? Make a claim and support it with evidence from the chapter.” The item addresses Grade 3 LSSSS 3.4, “Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to: a. Demonstrate an understanding of social studies content and c. Explain causes and</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          |                                |                        | <p>effects” as well as LSSSS 3.8, “Describe how voluntary and involuntary migration have affected the United States.” The range of item types is representative of the range of high-quality, standards-based assessment questions that meet the full depth and rigor of the standards and require students to integrate disciplinary practices with content knowledge to express their understanding. The Unit 6, Chapter 1, The Women’s Rights Movement assessment includes a primary text excerpt for students to use as they respond to the following prompt: “Use the quote to answer the question. ‘We hold these truths to be self-evident: that all men and women are created equal.’ Which founding document does Elizabeth Cady Stanton echo in this quote?” Further, the chapter assessments also include writing components. For example, the Unit 6, Chapter 1, The Women’s Right Movement Chapter Assessment includes a constructed response question at the end of the assessment which includes the following prompt: “B. Write a well-organized paragraph in response to the following prompt: Explain two different methods that suffragists used to accomplish their main goal. Use evidence from the chapter to support your answer.” (LSSSS 3.4.a, 3.4.c, 3.5, 3.6.a, 3.7). Finally, in Unit 7, the Chapter 2 assessment assesses LSSSS 3.2, 3.3.a, 3.4, 3.5, 3.7, 3.9, and 3.18. The assessment embeds the use of appropriate primary and</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          |   |                        | <p>secondary sources, such as images and a graph. Students apply their knowledge and skills as they respond to the assessment items. For instance, students answer the following multiple-choice question: “Why have digital technologies made budgeting important?” (LSSSS 3.2, 3.9, 3.18). Additionally students use information presented in a graph to answer two questions, and write a well-organized paragraph in response to the following prompt: “How has digital technology changed the world? Use evidence from the chapter to support your claim.” (Grade 3 LSSSS 3.2, 3.4.a, 3.4.b, 3.4.c, 3.5, 3.9).</p>   |
|          | <p><b>Required</b><br/> <b>6c) Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards.</b></p> | <p><b>Yes</b></p>      | <p>Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards. Materials include a variety of resources to support teachers in collecting data about student performance, interpreting student mastery of standards, and providing further guidance to struggling learners. For example, Unit Performance Tasks include rubrics with examples of what students’ responses need to include to score above average, average, adequate, or inadequate. For example, the Unit 4 Performance Task: A Changing Nation score of three section states, “Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well developed, and fully</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|--------------------------------|------------------------|--|
|          |                                |                        | <p>supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The presentation is clearly articulated, is focused, and demonstrates a strong understanding of the United States prior to the Civil War; a few minor errors may be present.” The rubric then lists five student indicators for teachers to look for in student answers. Prior to the information provided for the rubric, the materials provide exemplars and suggestions with a sample claim, evidence, and counter-evidence to help the teacher guide students. Another form of teacher support for collecting, interpreting, and acting on data is evident in Unit 5, Chapter 1, The Second Industrial Revolution and the Growth of Cities. The chapter includes a series of Support notes for teachers as students work through the lesson plan, highlighting essential background understandings and connecting to previous content. For example, after students read a section in the Student Reader about factories, teacher guidance includes the following Support note: “Call attention to the word factory in the second paragraph, and remind students that a factory is a place where workers use machines to make goods. Point out that during the Second Industrial Revolution,</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|--------------------------------|------------------------|--|
|          |                                |                        | <p>many factories produced machinery for use in other factories.” This helps teachers frame important concepts for students and activate background knowledge while filling in any gaps in understanding. Unit 6, Chapter 2, The Civil Rights Movement includes a variety of question types, including Literal, Inferential, and Evaluative, as well as Possible Answer exemplars for each question associated with a section of text for the Student Reader. The exemplars provide teachers with a sense of when students are on track and when more scaffolding or support may be needed. For example, the Core Lesson includes a section called Rosa Parks in the Student Reader. The Core Lesson materials include detailed instructions, beginning with a call for volunteers to read, followed by a Turn and Talk activity for which the expected response is included. The instructions include an additional Support paragraph that teachers can choose to use based on their students’ responses to the Turn and Talk activity as a check for understanding. The materials then provide instructions for students to read the next sections with additional Support paragraphs provided depending on student comprehension, as well as a vocabulary term check-in point. Finally, the materials provide a series of questions based on the passage. Each of these questions, one Evaluative and three Literal, includes student look-fors to help</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          |                                |                        | teachers understand whether students are correctly interpreting the content. This series of supports can assist teachers in collecting, interpreting, and acting on data. |

**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   |
|---|--------------------------------------|------------|--|
| <b>I: Non-Negotiable Criteria of Superior Quality<sup>3</sup></b> | 1. Alignment and Sequence            | <b>Yes</b> | Materials incorporate a majority of the content standards in the Louisiana Student Standards for Social Studies for the identified grade level and require students to engage in thinking at the full depth and rigor of the standards. Materials present a clear path for teachers to address content in a coherent and chronological manner that aligns with the sequence in the 2022 Louisiana Social Studies Course Frameworks. Materials spend minimal time on content outside of the course, grade, or grade band. |
|   | 2. Disciplinary Skills and Practices | <b>Yes</b> | Units are structured around engaging questions and big ideas relevant to the grade level’s academic content. Materials require students to engage in the various types of disciplinary thinking that are   |

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

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|--|--------------------------------|------------------------|---|
|  |                                |                        | <p>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 about content and concepts through analysis of a coherent selection of strategically-sequenced, high-quality primary and secondary sources, including written texts that are appropriately complex. Available sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined. Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units.</p>                           |
| <b>II: Additional Criteria of Superior Quality<sup>4</sup></b> | 4. Scaffolding and Support     | Yes                    | <p>Materials provide appropriate scaffolding that will allow all students to productively</p>   |

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

| CRITERIA  | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|---|--------------------------------|------------------------|---|
|   |                                |                        | 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 are well-organized.   |
|   | 6. Assessment                  | Yes                    | Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments. Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or provided sources. Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards. |
| FINAL DECISION FOR THIS MATERIAL: <b><u>Tier 1, Exemplifies quality</u></b> |                                |                        |   |

## 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: 4

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

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

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

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

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

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

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

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|--|--|------------------------|--|
| <p><b>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b><br/>           Materials must meet Non-Negotiable Criterion 1 for the review to continue to Non-Negotiable Criteria 2 and 3. Materials must meet all of the Non-Negotiable Criteria 1-3 for the review to continue to Section II.</p> |  |                        |  |
| <p><b>Non-Negotiable</b><br/> <b>1. ALIGNMENT AND SEQUENCE:</b></p> <p>Materials adequately address the <a href="#">Louisiana Student Standards for Social Studies</a>.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>  | <p><b>Required</b><br/> <b>1a) Materials incorporate a large majority of the content standards</b> in the Louisiana Student Standards for Social Studies for the identified grade-level/course and require students to engage in thinking at the <b>full depth and rigor of the standards</b>.</p> | <p><b>Yes</b></p>      | <p>Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for Grade 4, require students to engage in thinking, practices, and skills at the full depth and rigor of the standards, and are developmentally appropriate. Each unit and chapter includes lessons, readings, and activities that align with the standards. Students regularly engage in answering Literal, Inferential, and Evaluative questions that align to the Grade 4 LSSSS throughout the Core Lessons of each unit. Each question includes the aligned LSSSS as well as sample student responses. For example, LSSSS 4.6 requires students to “Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, and deserts; cardinal and intermediate directions; climate and environment.” This standard is addressed multiple times in multiple units with activities that address the full depth and rigor of the standard. For example, Unit 1, Chapter 2, The Agricultural Revolution includes a detailed map of Ancient Mesopotamia and its earliest agricultural</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
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|          |                                |                        | <p>practices. Students use the map to describe the region and its features and explain how they supported animal and plant domestication. Further, this standard is also addressed in Unit 3, Chapter 3, The City-States of Ancient Greece, which begins with a mapping activity for students. Instructions for the teacher state, “Guide students to find the Mediterranean Sea, mainland Greece, the Aegean Sea, the Ionian Sea, the Peloponnese (Peloponnesus on the map), the Isthmus of Corinth, and the island of Crete.” The subsequent activities require students to consider how this environment would impact agriculture, trade, warfare, and other aspects of life in an early civilization, culminating in an opportunity for students to compare the Greek environment to those of previously studied civilizations like Mesopotamia, India, and China. This set of activities meets the depth and rigor of the standard. In Unit 2, Chapter 1, Ancient Mesopotamia, Core Lesson, students describe the achievements of Mesopotamian civilizations as aligned to LSSSS 4.13.d and 4.13.e. Throughout the Core Lesson, students answer a variety of questions, such as “What can we learn about the government and social structures of Sumer from studying the Standard of Ur?” (LSSSS 4.2, 4.2.a, 4.12, 4.13). During the lesson, students collaborate with a partner to complete an activity in which they organize various individuals into a social</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--------------------------------|------------------------|---|
|          |                                |                        | <p>hierarchy on chart paper (LSSSS 4.12, 4.13). Afterward, they answer the following two questions to demonstrate their understanding of the content standard comprehensively: “How did the lives of the most powerful and least powerful people in Sumerian society differ?” and “What was the job of a scribe?” LSSSS 4.2/3-5.SP1 requires that students “Use a variety of primary and secondary sources to: a. Analyze social studies content. b. Explain claims and evidence. c. Compare and contrast multiple sources.” This standard is addressed multiple times throughout every unit of the materials. For example, in Unit 2, Chapter 1, Ancient Mesopotamia, materials include an excerpt from Hammurabi’s Code. Materials guide teachers in providing necessary background information for students and in guiding their analysis of some of the laws. The primary source analysis form further helps students to interpret the source at the depth and rigor of the standard by asking pointed questions about point of view, purpose, and message. Similarly, in Unit 4, Chapter 1, The Roman Republic, materials include a primary source entitled, “Excerpt from Suetonius’s Account of Julius Caesar Crossing the Rubicon.” Materials provide background information for teachers to share with students, as well as guiding questions to facilitate students in meeting the depth and rigor of this standard. Students complete analysis</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--|------------------------|---|
|          |  |                        | activities that require them to compare/contrast perspectives and events. Throughout the materials, the majority of standards are addressed, often multiple times, to the depth and rigor required by the Grade 4 LSSSS.  |
|          | <p><b>Required *Indicator for grades 3-8 only</b><br/> <b>1b) Materials present a clear path for teachers to address content in a coherent and chronological manner that reasonably aligns to the sequence in the 2022 Louisiana Social Studies Course Frameworks.</b></p> | Yes                    | <p>Materials present a clear path for teachers to address content in a coherent and chronological manner that aligns 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. For example, all six units have the same title and supporting questions as the Grade 4 Framework. The six units include the following: Prehistory and the Agricultural Revolution; Ancient Near East; Early Civilizations - India, Greece, China; The Growth of Empires, Early Civilizations in North America; and Early Civilizations - The Maya. This organization of units moves from an understanding of how early peoples lived and how geography played a role in their lives, which led to the development of civilizations. Unit 1 introduces students to the characteristics of civilizations, and then, the following units examine how Mesopotamia, Ancient Egypt, Ancient India, Ancient China, Greece, Rome, and the Mayans were affected by geography and developed their civilizations. For example,</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--------------------------------|------------------------|---|
|          |                                |                        | <p>the Grade 4 Framework suggests that Unit 3, Early Civilizations: India, Greece, China, should be divided into three chapters: Ancient India, Ancient China: The First Dynasties, and Ancient Greece. The materials include Unit 3, Early Civilizations: India, Greece, China, broken into four chapters: Chapter 1, Ancient India; Chapter 2, Ancient China: The First Dynasties; Chapter 3, The City-States of Ancient Greece; and Chapter 4, The Culture of Ancient Greece. The lessons are sequenced in a way that makes connections among these topics logical for students. Similarly, Unit 1, Prehistory and the Agricultural Revolution, is structured around the Big Idea that “Early humans migrated out of Africa, domesticated plants and animals, and developed the first civilizations.” The unit includes three chapters. In Chapter 1, students “Describe characteristics of nomadic hunter-gatherer societies, including their use of hunting weapons, fire, shelter, and tools. (LSSSS 4.9)” “Describe early human migration out of Africa (LSSSS 4.10).” and “Examine a cave painting to better understand early humans (LSSSS 4.2, 4.2.a).” Each chapter has a Core Lesson and Additional Activities. In Unit 1, Chapter 1, the Core Lesson helps students build knowledge about Early Humans and the Paleolithic World. In Chapter 2, the Core Lesson guides students to examine the Agricultural Revolution and its impact on</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--|------------------------|---|
|          |  |                        | <p>people. In Chapter 3, students learn about The Characteristics of Civilization. In all three chapters, student lessons are sequenced in a purposeful way as students examine prehistory and the Agricultural Revolution that connect back to the Big Idea. This alignment with the Grade 4 Framework reflects the suitability of the materials to the requirements of the Grade 4 LSSSS.</p>   |
|          | <p><b>Required</b><br/> <b>1c)</b> In any one grade or course, instructional materials spend <b>minimal time on content outside</b> of the course, grade, or grade-band.</p> | <p><b>Yes</b></p>      | <p>In any one grade, instructional materials spend minimal time on content outside of the grade or grade-band. The instructional materials primarily emphasize content that aligns with the LSSSS. The materials adhere closely to the Grade 4 LSSSS and do not include additional materials that detract from the grade level content. For example, Unit 1 includes the following weekly pacing guidance over a five-week period, which highlights for teachers the alignment to essential standards: Week 1: Prehistory and the Agricultural Revolution Day 1: Making an Argument (TG, Chapter 1 Additional Activities, AP 1.4); Day 2: Early Humans and the Paleolithic World (TG &amp; SR, Chapter 1); Day 3: Primary Source: Paleolithic Cave Painting (TG &amp; SR, Chapter 1, AP 1.3); Day 4: The Human Odyssey (TG, Chapter 1 Additional Activities); Day 5: Virtual Field Trip: Lascaux (TG, Chapter 1 Additional Activities). Units similarly include structures and organization in clear alignment with the</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          |                                |                        | <p>LSSSS with unit guidance clearly identifying the specific content and order in which it appears with very little superfluous or off-topic content. Additionally, content included in the materials that is not specifically listed in a standard helps provide the context to understand more complicated materials. For example in Unit 4, The Growth of Empires Chapter 2, The Roman Empire first introduces students to the challenges the now larger Roman Empire faced. In the last section of the chapter, students learn about the Byzantine Empire and how the Roman Empire fell. LSSSS 4.17.h states, “Describe the fall of the Western Roman Empire, including difficulty governing its large territory and political, military, and economic problems.” While the standard does not directly state the Byzantine Empire, this context helps provide a more in-depth understanding for students when learning about the fall of the Western Roman Empire. Finally, in Unit 6, Chapter 2, students examine the factors that may have led the Maya to abandon their cities, and the objectives primarily focus on content aligned with the standards: “Recall the importance of Stephens and Catherwood’s 1839 discovery. (LSSSS 4.2.a, 4.5.a);” “Describe what modern researchers have learned from Mayan hieroglyphs. (LSSSS 4.19.f);” and “Explain scholarly theories regarding the Maya’s unexplained disappearance. (LSSSS 4.19.g).” Additional</p> |

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|  |   |                        | Activities also primarily focus on content aligned with the LSSSS, such as Changing Climate and the Maya (LSSS 4.2, 4.2.a, 4.2.b, 4.19.g). These examples demonstrate materials aligned with the suggested content with limited outside information.  |
| <p><b>Non-Negotiable</b><br/> <b>2. DISCIPLINARY SKILLS AND PRACTICES:</b></p> <p>Materials provide opportunities for students to build knowledge and disciplinary literacy<sup>2</sup> through an integrated approach that is grounded in social studies content and supports development of disciplinary skills and practices.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> | <p><b>Required</b><br/> <b>2a) Materials are structured around <b>engaging questions and big ideas</b> relevant to the grade-level/course’s academic content.</b></p> | <p><b>Yes</b></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 several 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 to each other, and activities and analytical questions within the separate chapters further support students in incrementally building knowledge 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, Unit 1, Prehistory and the Agricultural Revolution, Chapter 1 is</p> |

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

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

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|          |                                |                        | <p>organized around the Framing Question, “Why did early humans migrate out of Africa?” Chapter 2 is organized around the Framing Question, “How did the Agricultural Revolution change the way people lived? ” Chapter 3 is organized around the Framing Question, “What is a civilization?” These three questions unite concepts essential to student understanding of the development of early human civilization. Each chapter includes a set of Primary Focus Objectives to explain the Big Ideas students should reach through the materials to be able to answer the Framing Question. In Chapter 1, Early Humans and the Paleolithic World, materials include the following Primary Focus Objectives to connect with the Framing Question: “Describe characteristics of nomadic hunter-gatherer societies, including their use of hunting weapons, fire, shelter, and tools. (LSSSS 4.9);” “Describe early human migration out of Africa. (LSSSS 4.10);” “Examine a cave painting to better understand early humans. (LSSSS 4.2, 4.2.a);” and “Understand the meaning of the following domain-specific vocabulary: fossilized, Homo sapiens, hunter-gatherer, millennia, scavenge, vegetation, nomadic, communal, migration, collectively, and permanent.” These objectives direct teachers in connecting the Framing Question with standards-based objectives and create a pathway for students to answer the Framing Question using the</p> |

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|          |                                |                        | <p>activities and information in the chapter. Similarly, in Unit 2, which contains three chapters, students explore the ancient Near East. This is aligned with the Big Idea, “Thousands of years ago, complex civilizations and a major religion developed in a part of the world known as the ancient Near East” (LSSSS 4.6, 4.7, 4.8, 4.13, 4.14). Chapter 3’s Framing Question “What do objects from ancient Egypt reveal about its civilization?” is supported by several Literal, Inferential, and Evaluative supporting questions listed in the Core Lesson section for teachers to ask students, such as: “Literal - What was papyrus used for?” (LSSSS 4.41.e); “Evaluative - For what purposes did Egyptians use hieroglyphics?” (LSSSS 4.14.e); and “Inferential - Why might Thutmose III have tried to erase Hatshepsut’s existence as pharaoh?” (LSSSS 4.5, 4.5.a, and 4.14.f). At the end of the lesson, students write a short answer to the Framing Question “What do objects from ancient Egypt reveal about its civilization?” and choose one of the Core Vocabulary words (cataract, delta, pharaoh, pyramid, papyrus, hieroglyphics, or artifact) to write a sentence incorporating the content specific term. Finally, the Unit 6 Introduction in the teacher materials includes the Big Idea, “The Maya developed a large, complex civilization in Mesoamerica between 200 and 900 CE.” The following Framing Questions are the anchors for Chapters 1</p> |

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|          |  |                        | <p>and 2: “What characterized the early Maya civilization?” and “What factors may have led the Maya to abandon their cities?” These help support Unit 6, Early Civilizations - The Maya’s Big Idea by breaking it down into smaller questions to help guide students in developing claims to support the Big Idea for the unit. Both Framing Questions directly align with LSSSS 4.19.f, “Explain the major accomplishments of the Mayans, including advancements in astronomy, mathematics and the calendar, construction of pyramids, temples, and hieroglyphic writing” and LSSSS 4.19g, “Describe the influence of geographic features on the origins of the Mayan civilization and explain theories related to the abandonment of their cities.”</p> |
|          | <p><b>Required</b><br/> <b>2b)</b> Materials require students to engage in the various types of <b>disciplinary thinking</b> that are explicit and embedded in the Louisiana Student Standards for Social Studies.</p> | <p><b>Yes</b></p>      | <p>The materials require students to engage in different types of disciplinary thinking as outlined in the Louisiana Student Standards for Social Studies. This includes differentiating between primary and secondary sources, using appropriate evidence from both to support claims, describing causes and effects of events, observing basic characteristics of people, places, and objects, and identifying similarities and differences among places and people. For example, in Unit 5, Chapter 1, North America and Louisiana’s First Peoples, students evaluate the causes of differences between the Clovis culture and the Folsom culture by analyzing a map and</p>   |

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|          |                                |                        | <p>considering key differences in the characteristics of each civilization and how they relate to their different regions on the map. The materials include the following instructions: “After students read the text, ask the following questions: Evaluative - Why did certain Folsom people wear heavy, insulated clothing? (LSSSS 4.3, 4.19.b) A: They lived at high altitudes, where it was cold; Literal - What caused the Folsom culture to use different technology than the Clovis culture? (LSSSS 4.3, 4.4, 4.5.c, 4.19.b) A: The Folsom culture hunted different animals than the Clovis culture; Literal - How did the Folsom culture make decisions? (LSSSS 4.19, 4.19.b) A: The Folsom culture likely chose people in the group to make important decisions.” This set of questions demonstrates the range of disciplinary thinking required by the LSSSS. Similarly, in Unit 3, which contains four chapters, students explore early civilizations of India, China, and Greece. This is aligned with the Big Idea: “The history of early civilization is a collection of the histories of many different peoples and places.” and LSSSS 4.15, 4.16, and 4.18. Chapter 1’s Framing Question “In what ways were ancient Greek city-states alike and different?” is supported by several Literal, Inferential, and Evaluative supporting questions listed in the Core Lesson section for teachers to ask students, such as: “Literal - Why did Alexander become known as Alexander the Great?”</p> |

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|          |                                |                        | <p>(LSSSS 4.16.j); “Evaluative - What are some reasons that Alexander is considered such an important and successful leader?” (LSSSS 4.16.j); and “Inferential - Do you think Aristotle would be good to have as a friend? Why?” (LSSSS 4.2.a., 4.5.a, and 4.16). At the end of the Core Lesson, students examine a primary source, “Excerpt from Aristotle’s Nicomachean Ethics.” Volunteers read the source aloud and, after each paragraph, they paraphrase what they read in their own words. Afterward, they collaborate with a partner and discuss the following questions: “To what extent do they agree with Aristotle? On which points do they disagree?” Moreover, they complete the Primary Source Analysis (AP 1.3) with a partner, where they contextualize the source. Students differentiate between primary and secondary sources and select and use appropriate evidence from these sources to support their answers to many of the questions. At the end of the lesson, students write a brief response to the Framing Question, “What were some of the cultural achievements of ancient Greece?” Further, each chapter ends with a primary source like the previous example for students to analyze using the Primary Source Analysis tool. Primary sources vary from predominantly adapted and/or excerpted primary text sources, images, or photographs of artifacts. In the Core Lesson,</p> |

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|          |   |                        | <p>teachers scaffold the primary source analysis through a variety of background supporting information and questions ranging from Literal to Inferential. These activities and examples illustrate the range of disciplinary thinking required by the Grade 4 LSSSS.</p>  |
|          | <p><b>Required</b><br/> <b>2c)</b> Materials provide regular and varied opportunities for students to engage in <b>disciplinary writing</b> that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments.</p> | <p><b>Yes</b></p>      | <p>The materials provide a variety of opportunities for students to engage in grade-appropriate disciplinary writing, both formal and informal. Each chapter includes at least one Claims and Evidence writing activity in which students incorporate relevant evidence from multiple sources to address the Big Question of that chapter in addition to other multiple writing opportunities throughout the materials. For example, Unit 1, Prehistory and the Agricultural Revolution includes the following guidance for the Unit 1 Performance Task: “Teacher Directions: The Neolithic period lasted from 10,000 BCE to 3000 BCE. This was a time of significant change for the people who lived through it, as the Neolithic period’s Agricultural Revolution changed the way people lived. The transition from nomadic life to established agricultural societies took place over thousands of years. Ask students to write an essay in response to the prompt below. Encourage students to use information from their Student Reader and Additional Activities in their responses.</p> |

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|          |                                |                        | <p>Have students use the Claims and Evidence worksheet (AP 1.4) to organize their thoughts and plan their presentations. Prompt: How was the Agricultural Revolution a turning point in history? Make a claim, and support your claim with reasons and evidence from the unit’s reading and activities. (LSSSS 4.3, 4.5.a–d, 4.11).” This task reflects the full rigor and depth of this criteria. In the Additional Activities, students frequently create and write in less formal formats. In Unit 1, Prehistory and the Agricultural Revolution’s Additional Activities, students use a Primary Source Analysis tool when learning information from primary sources (artifacts). The instructions in the Primary Source Analysis state, “describe the source; connect the source to what you know; understand the source. Identify its purpose, message, and/or audience, and draw a conclusion from or about the source.” Students use this analysis tool when learning using the primary sources included at the end of chapters. In the U1C1 Additional Activity, Virtual Field Trip: Lascaux, students “write a letter describing what they saw in the cave and explaining what they think it says about the people who created the art.” The teacher encourages “students to incorporate details from the Student Reader in their letters.” (LSSSS 4.2, 4.2.a, 4.9). Similarly, at the end of Unit 2, Chapter 2, students write a short response to the following prompt: “What</p> |

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|          |  |                        | <p>ideas influenced the culture of the Israelites?" (LSSSS 4.6, 4.7, 4.13, 4.13.a). Students support their answer with evidence from the unit and provide reasoning to support their claim. At the end of Unit 2, students create a presentation in response to the following prompt: "How did geography influence the development of civilizations in Mesopotamia and Egypt?" (LSSSS 4.5, 4.5.a, 4.5.b, 4.5.d, 4.7, 4.14). The teacher encourages students to use information from their Student Reader and Additional Activities in their responses. Students use the Claims and Evidence Activity Page (AP 1.4) to organize their thoughts and plan their presentations. Students include details from the chapters and primary sources in The Ancient Near East, as well as from the sources and resources in the unit activities.</p> |
|          | <p><b>Required</b><br/> <b>2d) Materials promote an emphasis on building content-specific and academic vocabulary in social studies.</b></p> | <p><b>Yes</b></p>      | <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. 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. For example, the Unit 1 Student Reader includes bold, highlighted vocabulary terms</p>  |

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|          |                                |                        | <p>and definitions in orange. Additionally, Activity page 3.1 reinforces vocabulary with a practice activity for all Unit 1 terms from Chapters 1-3. This format exists in all six units. The Unit 3 Introduction page lists the Core Vocabulary that correlates to each Framing Question in the column next to its question. For example, the Core Vocabulary words for Unit 3, Early Civilizations - India, Greece, China, Chapter 1, Ancient India include the following terms: subcontinent, plateau, monsoon, domesticate, terra-cotta, seal, reincarnation, caste, nirvana, and stupa. Each vocabulary word is listed with a definition, an example of the word, and the page number of the Student Reader where the word is located. The Teacher Guide instructs the teacher to introduce and define the word and then follow with support questions included in the Core Lesson Teacher’s Guide. For example, the teacher guide states, “Core Vocabulary - Point out the vocabulary terms nirvana and stupa, and explain their meanings.” In addition to the background support, teachers ask literal and evaluative questions to check for understanding. An example of some questions found in the Core Lesson Teachers’ Guide for Unit 3, Chapter 1 includes the following: “Literal - What physical geographic features separate the Indian subcontinent from the rest of Asia?” and “Literal - How are Buddhism, Hinduism, and Jainism alike? (LSSSS 4.5.b).”</p> |

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|          |  |                        | <p>The second question requires students to use the vocabulary word, reincarnation, in context to answer the question correctly. In Chapter 2, The Agricultural Revolution includes the following terms: competition, cultivate, domesticate, surplus, specialize, textiles, barter, and infrastructure. These terms are specific to the content of the chapter and align with the Grade 4 LSSSS, and materials include the same variety of support for teachers and students as those in Unit 3, Chapter 1.</p>   |
|          | <p><b>2e)</b> Materials provide <b>frequent opportunities for evidence-based student discourse</b> and meaningful classroom discussions.</p> | <p><b>Yes</b></p>      | <p>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, including guidance for teachers on response look-fors and discussion formats. Each Unit Introduction includes information on various instructional strategies, including how and when they should be used, and with an explanation for the research behind it. 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.</p> |

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|          |                                |                        | <p>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 entire materials. Additional instructions provided guidance for how to encourage students to engage in discourse that aligns with the content. Each unit Introduction includes a link to a resource that gives detailed instructions to teachers entitled “About Class Discussions and Debates.” 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. In Unit 4, The Growth of Empires, Chapter 3, Imperial China, the Core Lesson instructions for the Guided Reading Supports for Imperial China state that “When you or a student reads aloud, always prompt students to follow</p> |

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|          |                                |                        | <p>along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.” Later in the Core Lesson, the following teacher prompt is provided: “TURN AND TALK – Review the basic tenets of Legalism: people are wicked, and the government needs strict laws and punishments to control them. Compare this with the importance of sympathy, or human-heartedness, and the focus on interpersonal relationships in Confucianism. Have students discuss the question ‘What philosophy might be considered a better foundation for government, Legalism or Confucianism?’ with a partner. (LSSSS 4.8, 4.18.c)” Similarly, Unit 6, Chapter 2, Where Did the Maya Go? includes a series of discussion questions following each section of the reading. For example, upon completing the section Where Did Everybody Go? teachers ask students a series of Literal, Inferential, and Evaluative discussion questions regarding aspects of the Mayan culture and its mysterious end. These questions assess comprehension and allow students to collaborate in thinking about the content. This series of questions and look-fors in student responses guides class or partner-based discussions while also serving as a formative assessment, should teachers choose to use the rubric provided in the class discussions resource.</p> |

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| <p><b>Non-Negotiable</b><br/> <b>3. QUALITY OF SOURCES:</b></p> <p>The sources students engage with are authentic and meaningful and in line with the kinds of knowledge and skills required by the standards.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> | <p><b>Required</b><br/> <b>3a)</b> Materials provide many opportunities for students to build and deepen knowledge through a <b>coherent selection of strategically-sequenced, high-quality sources</b>, including written texts that are appropriately <u>complex</u>.</p> | <p><b>Yes</b></p>      | <p>Materials provide many opportunities for students to build and deepen knowledge through a coherent selection of strategically sequenced, high-quality sources, including written texts that are appropriately complex. Materials include a variety of sources at varying complexity levels and with appropriate scaffolds to ensure students build and deepen content knowledge. Chapters and topics of study provide a variety of sources, both primary and secondary, that allow for authentic engagement during learning. The sources correlate with the instruction of the unit and are sequenced in a way that helps students develop content knowledge and skills of the lesson. All chapters end with a primary source. Many primary sources are photographs of artifacts, but there are also adapted and excerpted primary sources. For example, Unit 2, Chapter 3, Ancient Egypt includes secondary source material in the Student Reader to help students build content knowledge at a level that is appropriately complex for Grade 4. The sources include a tomb painting depicting Egyptian farming practices to accompany the secondary information outlining the importance of seasonal flooding of the Nile in Egyptian agricultural practices, and a variety of maps and images in the timeline to support student learning. The chapter also includes a primary source for student analysis relating to the chapter’s Framing</p> |

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|          |                                |                        | <p>Question, “What do objects from ancient Egypt reveal about its civilization?” The source is a painting from Ancient Egypt on papyrus called “Weighing the Heart.” The accompanying activities require students to consider the materials used in the painting, what the image shows happening, and what it tells them about the beliefs and practices of Ancient Egypt. Similarly, Unit 4, Chapter 3, Imperial China includes secondary source material in the Student Reader to help students build content knowledge including the following timeline cards with primary source images that correspond to the content: a Chinese drawing of Emperor Qin Shi Huangdi; a picture of the Great Wall of China; an image of an emperor from the Han Dynasty; and images of Chinese paper and a magnetic compass to represent key inventions of imperial China. Finally, additional reader resources and activities include images of other Chinese inventions and accomplishments, including pottery, the Terracotta Army, and other textiles and inventions, and an excerpt from the philosopher Han Fei regarding Legalism, which students analyze with teacher support as needed. Each of these sources helps students understand the accomplishments, systems, and impacts of Imperial China. Finally, in Unit 5, Chapter 2, students use a variety of primary and secondary sources to learn about the digital age and answer the following Framing</p> |

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|          |  |                        | <p>Question, “Who were the first people to live in Louisiana?” In the Additional Activity Artifact Study: Poverty Point Artifacts, students describe the origins and characteristics of the Poverty Point culture. After reviewing what they have learned about Poverty Point, including its location and defining characteristics, students deepen their knowledge by examining various artifacts found at the site with their partner. The student discussion is guided by questions and prompts related to Artifact Study (AP 1.2), which they must complete in writing. Afterward, students share their artifacts and analyses with the class.</p>   |
|          | <p><b>Required</b><br/> <b>3b) Available sources are representative of multiple viewpoints or accounts</b> on the issue, event, or topic being examined.</p> | <p><b>Yes</b></p>      | <p>When applicable, available, and appropriate, 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. For example, Unit 2, Chapter 2, Ancient Israel includes details about this group of people and specific information about key aspects of their oral and written histories. The materials also include supporting information reminding teachers and students that documents like the Tanakh and Talmud present one perspective of this history, while other documents and sources from the same time period and involving other groups of people present a differing perspective. For</p> |

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|          |                                |                        | <p>example, in the section of the Student Reader entitled “The Exodus,” materials include the following information: “Support - Tell students that there is virtually no historical or archaeological evidence that the Exodus occurred. Ancient Egypt, which students will explore in the next chapter, is one of the best-documented ancient civilizations, and there is no record of any rebellion or escape on the scale described in the story of the Exodus. Some religious leaders believe the story of the Exodus was a myth created to give hope to the Israelites being held captive in Babylon (an event that students will read about later in the chapter) rather than a historical recounting of events.” Similarly, materials compare and contrast Israel with other Mesopotamian kingdoms by highlighting key differences in polytheistic versus monotheistic religious beliefs. The materials include the following notes for students as they read about religious beliefs: “Core Vocabulary - Point out the vocabulary terms monotheism and Tanakh, and explain their meanings. Support - Point out the prefix mono- in the word monotheistic. Explain that mono- means one. After students read the text, ask the following questions: Literal - How did the Israelites collect and store their stories, traditions, and beliefs? (LSSSS 4.8) Evaluative - How were the Israelites different from some of the other groups in Mesopotamia and the Fertile Crescent?”</p> |

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|          |                                |                        | <p>(LSSSS 4.4, 4.8, 4.13).” This set of background information and questions helps students understand that there are many perspectives, especially when it comes to religious beliefs. Additionally, in Unit 3, Chapter 4, Additional Activity, The Alexander Mosaic, students examine two figures, Alexander and Darius III, and soldiers, and answer the following See-Think-Wonder questions: “What do you see in the image?” “What do you think about that?” and “What does the image make you wonder?” Students use their answers to the See-Think-Wonder questions to guide them in a writing activity in which they choose one person in the image, Alexander, Darius, or one of the soldiers, and write about the battle from that person’s point of view (LSSSS 4.5.b). Finally, Unit 4, Chapter 2, The Roman Empire includes a primary source activity relating to the ideas in Justinian’s Code. The teacher asks students to consider the paradox of Justinian’s suggestions for human rights and whether his law applied justly to both free and enslaved people in the Roman Empire. The teacher reminds “students that Justinian was one of the great emperors of the Eastern Roman, or Byzantine, Empire” and invites students to share what they remember about Justinian. Guidance notes that “Students may cite his legal code or the plague that happened during his reign.” The teacher then distributes copies of NFE 1 and explains that</p> |

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|          |                                |                        | <p>the excerpts are translated from the original Latin. The teacher informs the students that the “Corpus Juris Civilis, as Justinian’s code was officially titled, was organized into three books: the Book of Persons, the Book of Things, and the Book of Actions. These excerpts are from the Book of Persons.” The teacher reads aloud the excerpt from “Justice and Law” and invites students to share their thoughts about item 3, “In their opinion, do U.S. laws follow these principles? Why or why not?.” The teacher then reads aloud the excerpts from “The Law of Persons” and asks the following questions: “Why is slavery ‘contrary to natural rights? (Freedom is people’s natural state).” “What are three ways that a person could become enslaved in the Roman Empire? (They could be born into slavery; they could be enslaved after being captured; they could sell themselves into slavery).” “Do you think the laws affecting free people differ from the laws affecting enslaved people? Why or why not? (Students should recognize that the laws affecting free people are likely different from the laws affecting enslaved people based on the introduction to this section, which says that the chief division in rights is based on whether men are free or enslaved).” Students then complete the Primary Source Analysis (AP 1.3) for the excerpt. For this activity, students consider the perspectives of various groups in the</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          | <p><b>Required</b><br/> <b>3c) Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units.</b></p> | <p><b>Yes</b></p>      | <p>Roman Empire and how policies would have impacted them.</p> <p>Sources present the achievements and contributions, strengths, skills, and knowledge of the wide range of individuals and groups throughout the units, as required by the LSSSS. For example, Unit 2, Ancient Near East, Chapter 1, Mesopotamia contains many photographs of artifacts such as the Standard of Ur (SR p. 7), clay cuneiform tablet (SR p. 10), Hammurabi's Code (SR p. 12), and a stone carving of a portion of the Epic of Gilgamesh with cuneiform text next to the image. Additionally, the chapter ends with the Primary Source Analysis activity on an excerpt of Hammurabi's Code. The Core Lesson provides information to help scaffold the activity to make the primary sources accessible and refers back to the information that students learned when the image of the stele was presented in the Student Reader. For the primary source activity, the teacher asks a series of questions to begin the activity, and then students complete the Primary Source Analysis 1.3 independently or with a partner. Similarly, in Unit 2, Chapter 3, students examine the achievements of ancient Egyptian civilization, including hieroglyphics, papyrus, and the pyramids and Sphinx at Giza by reading the text and answering questions such as, "Why do you think Khufu's pyramid is considered the</p> |

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|          |                                |                        | <p>‘Great Pyramid?’ ‘What was papyrus used for?’ and ‘For what purposes did Egyptians use hieroglyphics?’ (LSSSS 4.14.e). Students also examine contributions of prominent figures, including Queen Hatshepsut, Ramses the Great, and the significance of the discovery of Tutankhamun’s tomb on the modern understanding of ancient Egypt (LSSSS 4.14.d). After reading the texts, students answer questions such as the following: ‘Why is Ramses II called ‘the Great?’ ‘Who united Upper and Lower Egypt?’ ‘What did Hatshepsut accomplish as pharaoh?’ ‘Why might Akhenaten have been an unpopular pharaoh?’ and ‘What did Hatshepsut accomplish as pharaoh?’ In Unit 3, Chapter 4, The Culture of Ancient Greece includes detailed information about several key Greek philosophers. The Student Reader includes a section entitled ‘Philosophers of Ancient Athens,’ which discusses these individuals and their ideas in detail (LSSSS 4.16h). Class discussion questions lead students through an understanding of each philosopher’s main ideas and contribution, and activities allow students to analyze primary source writings by Aristotle and to form opinions about points of agreement and disagreement through facilitated class discussion and partner work. These activities ensure students learn about all key figures identified in the Grade 4 LSSSS and gain an understanding of their</p> |

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|   |   |                        | accomplishments and points of view.  |
| <b>SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY</b>  |   |                        |  |
| <p><b>4. SCAFFOLDING AND SUPPORT:</b></p> <p>Materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts using multiple instructional approaches and strategies.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> | <p><b>Required</b></p> <p><b>4a) Materials provide appropriate scaffolding that will allow <b>all students</b> to productively engage with content.</b></p> | <p><b>Yes</b></p>      | <p>Materials provide appropriate scaffolding that will allow all students to productively engage with content. Materials are organized in a way to scaffold skills and gradually increase in complexity of topics. The units contain pacing guidance, visual aids, and suggestions for supporting texts. Materials contain extension and Additional Activities with suggestions for more advanced texts, alternate approaches, or suggestions for addressing common student difficulties. For example, Unit 2, Chapter 1, Ancient India includes the following graphic organizers for various lesson components: Activity Page 1.2, Artifact Study; Activity Page 1.3, Primary Source Analysis; Activity Page 1.4, Claims and Evidence; Activity Page 1.5, Characteristics of a Civilization; Activity Page 1.6, The Geography of India. Each of these organizers allows students to build a better understanding of the lesson content. The Student Reader includes a Primary Source Feature: “Indus Valley Seals,” as well as the following guidance for teachers regarding how to support students as they engage in a group discussion and reading of the source: “Scaffold understanding as follows: Direct students to the Primary Source Feature on page 13. Introduce the source to students by reviewing what</p> |

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|          |                                |                        | <p>students read about the Indus Valley civilization’s seals. Remind them that the Indus Valley civilization began around 2600 BCE. Explain that archaeologists believe seals such as these three were likely used to mark ownership or sign trade agreements. Have students study the images.” After providing some supporting details (labeled as Support information in the materials), the materials provide the following instructions: “Distribute Artifact Study (AP 1.2), and have students complete the Activity Page with a partner. After students have completed the Activity Page, ask the following questions: Literal – Where are the words placed on an Indus Valley seal? (LSSSS 4.2.a)” and “Evaluative – What are the similarities and differences between the unicorn seal (top image) and the zebu bull seal (middle image)? (LSSSS 4.2.c)” This set of instructions, guidance, and questions prepares students to complete the primary source graphic organizer independently. In Unit 3, Chapter 2, Ancient China: The First Dynasties, the Teacher’s Guide includes background information on the Ancient Chinese philosophies of Confucianism and Daoism along with a series of guided questions and student look-fors to facilitate understanding. Then, materials include the Primary Source Feature: “Excerpts from The Analects of Confucius and the Daodejing” along with the following instructions for teachers to ensure students can apply their</p> |

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|          |                                |                        | <p>new background knowledge to this Primary Source Analysis activity: “Introduce the source to students by reviewing what students read about Confucianism and Daoism. Invite volunteers to read the sources aloud. Support - Before a volunteer reads the first two quotations, explain that labor is work or effort, and the word perilous means dangerous or risky. Before the second volunteer reads the third quotation, explain that attainment means achievement or accomplishment. Support - After volunteers read each quotation, prompt students to restate the meaning of the quotation in their own words. After the volunteers have read the sources, ask the following questions...” The instructions continue to provide additional questions to prompt student thinking as they work through the information. Additionally, in Unit 4, Chapter 1, The Roman Republic, Core Lesson, students read “A Western Power Rises.” The teacher provides support by explaining that “in ancient times, there was no Italy. The country of Italy did not exist until the late 1800s CE. The name Italy here refers to the Italian Peninsula, the boot-shaped peninsula that extends into the Mediterranean Sea.” Throughout the chapter, places are referred to by their present-day country names, which guides students to understanding that those countries did not exist in the era addressed in the chapter. Afterwards, the teacher</p> |

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|          |  |                        | <p>directs students to the map of the Roman Republic and guides them to find the boot-shaped Italian Peninsula and the city of Rome. Students find the Tiber River and trace a route from the Tiber around or between the islands to the Mediterranean Sea. The teacher explains that this path was how Rome was able to trade with other Mediterranean civilizations and then directs students to find the Alps in northern Italy. The teacher explains that the Alps are a high mountain range that served as a barrier to invasion. Then, students answer the following questions: “Literal - What was the climate of ancient Latium like? (LSSSS 4.17.a);” “Inferential - What geographic features helped Rome develop a trade network? (LSSSS 4.17.b);” and “Evaluative - Which geographic features provided the most protection for Rome? Explain your answer. (LSSSS 4.17.b). Providing support like this follows a similar pattern throughout the lesson.</p> |
|          | <p><b>Required</b><br/> <b>4b) Teacher support materials</b> include support for building social studies content knowledge and explanations of the instructional approaches that are used.</p> | <p><b>Yes</b></p>      | <p>Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used. The materials outline the cognitive and developmental research behind the structure, content, and activities included to support teachers in executing the instructional approaches effectively. Each unit includes detailed information about a</p>   |

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|          |                                |                        | <p>variety of instructional approaches embedded throughout the chapters in a given unit and describes the research base behind the approach. For example, each unit Introduction includes explanations of the appropriate use of Read Aloud, Picture This, Turn and Talk, and Primary Sources activities. The instructions for using Read Aloud include the following explanation of the research behind this approach: “Cognitive science suggests that even in the later elementary grades and into middle school, students’ listening comprehension still surpasses their independent reading comprehension (Sticht, 1984). For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.” This explanation of research backing, purpose, and suggested use of the approach meets the requirements of this criterion. Additionally, each unit Introduction includes detailed instructions</p> |

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|          |                                |                        | <p>on teaching about time, which is a notable topic/challenge in the Grade 4 LSSSS content because students are introduced to the concept of BCE/CE time. The materials provide the following instructions for teachers in Unit 1, “Before you use the Timeline Cards, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time: What is time? How does nature show the passing of time? (Encourage students to think about days, months, and seasons.) How do we measure time? How do we record time? What is a timeline? What is a specific date? What is a time period? What is the difference between a specific date and a time period? What does BCE mean?”</p> <p>These resources help teachers approach a complex topic in a manner that is age-appropriate and aligned to background knowledge needs that prepare students to access the content. Further, all chapters include a What Teachers Need to Know section, a multi-paragraph resource divided into the topics that students will learn about in that chapter. Information found in these sections helps teachers deepen their understanding of a topic to better address students’ questions as they progress through the chapter. For example, Unit 3, Early Civilizations - India, Greece, China, provides this information for teachers when</p> |

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|   |  |                        | <p>preparing to teach the unit. The information includes bulleted lists of what students should already know, followed by a list of what students should learn in this unit. Additionally, the materials include an At a Glance section that lists the most important ideas students should know by the end of Unit 3. The introduction also includes a bibliography of sources that teachers can use to deepen their understanding of the content that is taught in the unit.</p>   |
| <p><b>5. USABILITY:</b><br/>Materials are easily accessible, and are viable for implementation given the length of a school year.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> | <p><b>Required</b><br/><b>5a)</b> The total amount of content is <b>viable for a school year</b> and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p> | <p><b>Yes</b></p>      | <p>The total amount of content is viable for a school year, and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take. Materials provide pacing guidance that allows for all units to be taught within the school year with additional pacing and timing supports built into the materials 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 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. For example, Pacing Guides for each unit include the following amount of time allocated to materials and Additional Activities: Unit 1 - 5 weeks/25 days; Unit 2 - 6 weeks/30 days;</p> |

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|          |                                |                        | <p>Unit 3 - 6 weeks/30 days; Unit 4 - 6 weeks/30 days; Unit 5 - 5 weeks/25 days; Unit 6 - 3 weeks/15 days. This accounts for 31 weeks of materials with opportunities for teachers to adjust activities and timing as dictated by other school events and requirements. 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 that will be taught that day. For example, in Unit 3, Early Civilizations Chapter 2, The City States of Ancient Greece, lessons first start with the Student Reader with activities on the following days. On Days 15 and 16, The City-States of Ancient Greece Core Lesson is taught using the Student Reader and accompanying Teacher Guide with supports and guiding questions. On Day 17, Primary Source: “Excerpt from Pericles’s Funeral Oration” is completed. Days 18-21 are set aside to teach the Additional Activity, Ancient Greek Democracy. Students then take the assessment on Day 22. Each lesson component within the Core Lesson is assigned an expected pacing time. For example, in Unit 5, Chapter 2, 35 minutes is allotted for the Core Lesson which is subsequently broken down by the following lesson components and timing</p> |

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|          |  |                        | <p>expectations: “Introduce The Development of Indigenous Cultures in Louisiana - 5 min; Guided Reading Supports for The Development of Indigenous Cultures in Louisiana - 30 min.” Each of these lesson components includes detailed instructions to guide teachers in adhering to the time requirements while supporting students in meeting the lesson objectives. In Unit 6, a sample Pacing Guide is provided at the beginning of the unit. The materials include clear recommendations on the expected duration for each task, allocating 15 days to address the content of three chapters, including chapter assessments, culminating activities, primary source activities, and performance tasks. This structure is continued throughout the materials, establishing a framework for teachers to meet instructional goals within the timeframe established by the Pacing Guides. This set of resources ensures that the content is appropriately paced for a school year.</p> |
|          | <p><b>5b) Materials provide support for communicating with parents, community members, and other stakeholders</b> about how they can support student learning.</p> | <p><b>Yes</b></p>      | <p>Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning. The materials include accessible resources and letters for parents, offering examples of student learning outcomes for each unit and guidance for supporting learning at home. For example, Unit 2, Chapter 1, Ancient</p>   |

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|          |                                |                        | <p>Mesopotamia includes Activity Page 1.1: Letter to Family. The letter outlines key topics included in the unit, including Mesopotamia’s role as the “Cradle of Civilization;” the ideas that influenced the culture of the Israelites; and how the objects from Ancient Egypt tell us about Egyptian culture and beliefs. 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 clarifies that parents can expect that students may have questions, and that teachers may encourage students to ask those questions at home. This letter provides families with information about key content, as well as strategies for supporting learning at home. Unit 4, Chapter 1 includes a family letter that outlines the content addressed in the unit, its connection to the student's life experiences, and ways families can support their child's learning. The letter informs parents that, over the next few weeks, students will learn about the Roman and Chinese empires and that students will also explore the lives of enslaved people in ancient Rome and the</p> |

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|          |   |                        | <p>beginnings of Christianity and that this content is shared in a factual and age-appropriate way, without suggesting that any culture, group, or belief is better than another. The goal is to help students understand and respect people and communities that may be different from their own. The letter informs parents that the best place to find answers to students' inquiries about the topic is with their family and the adults at home. They are encouraged to discuss these topics with their kids and reach out if they have any questions. Each of the six units includes a similarly organized letter for the family.</p>  |
|          | <p><b>5c) Student and teacher materials are easy to use and well organized.</b></p> | <p><b>Yes</b></p>      | <p>Student and teacher materials are easy to use and well organized. Materials are clearly labeled and easy to navigate in the online portal. Teacher materials correspond with 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. On the individual unit dashboard, teachers can access quick links to the following unit components: Introduction, Pacing Guide, Student Reader, individual chapters within the unit (2-3, depending on the unit), and the end of Unit Performance Task. These links are simple to navigate and</p> |

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|          |                                |                        | <p>allow teachers to easily access any part of the unit necessary. Each unit is set up in a toolbar to the left of the page, and each unit follows the same format, including the Introduction, Pacing Guide, and Student Reader followed by the chapters which are then each broken down into Core Vocabulary, The Core Lesson, What Teachers Need to Know, Additional Activities, Activity Page(s), and Chapter Assessment. The materials provide Additional Activities for each chapter with any appropriate links included. For example, in Unit 3, Chapter 4, The Culture of Ancient Greece, the Additional Activities list links museums such as the Metropolitan Museum of Art’s website. Unit 1, Chapter 1 Additional Activity, the Virtual Field Trip: Lascaux provides a link and directions on how to effectively use the website in class. Links to activities like this provide students the opportunity for exposure to a variety of artifacts in a digital platform. Similarly, Unit 2 begins with an Introduction, followed by a Pacing Guide, Student Reader, and chapters, and concludes with a Performance Task and Culminating Activity. Unit 2, Chapter 2 starts with Primary Focus Objectives, Essential Teacher Knowledge, Required Materials (with hyperlinks), Core Lesson Vocabulary, the Core Lesson, Additional Activities, Chapter Assessment, Performance Task, Culminating Activity, and a customizable slide presentation. The</p> |

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|  |  |                        | <p>teacher materials clearly connect to the Student Reader by posing questions and offering support related to the sources in the Student Reader. For example, Unit 5, Chapter 2 - The Development of Indigenous Cultures in Louisiana includes the following details in the Core Lesson guide for teachers: “Prehistoric Louisiana, pages 18-20. Scaffold understanding as follows: Read the section on pages 18-20 aloud.” These instructions correspond to the Student Reader section entitled “Prehistoric Louisiana,” included on the pages specified by the Core Lesson instructions. The teacher materials also include a series of questions aligned to standards that connect with this section of text in the Student Reader.</p> |
| <p><b>6. ASSESSMENT:</b></p> <p>Materials offer assessment opportunities that genuinely measure progress and elicit evidence of the degree to which students can independently demonstrate the assessed standards.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> | <p><b>Required</b></p> <p><b>6a)</b> Materials encompass a <b>balanced system of assessments</b> that includes a variety of formative, performance, and traditional summative assessments.</p> | <p><b>Yes</b></p>      | <p>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 to help teachers gather evidence of student knowledge of standards, such as the following: various activity pages to utilize throughout the chapter to enhance learning; standards-based traditional chapter assessments; and at least one performance task for each unit. Materials include formative assessment questions embedded throughout the lessons. For example, in Unit 4, Chapter 2, The Roman Empire, the Core Lesson</p>  |

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|          |                                |                        | <p>provides instructions for teachers as they read aloud the section, “Rome Enters a New Age.” Teachers use the provided support information to prepare students to access the lesson content prior to reading. One such section explains the meaning of the word Caesar, which states, “Caesar (taken from Julius Caesar’s family name) came to be used as a title for the Roman emperors. It came to mean a powerful ruler” along with “Augustus means ‘the Great.’” After reading the section, the teacher asks students a set of provided questions. For this particular passage, teachers ask four questions that can be used as a formative assessment to gauge student learning after having read the section. They range from Literal to Evaluative questions, such as “Literal - What changes did Augustus make to Rome and its government? (LSSSS 4.17.f).” Unit 3, Chapter 2 - Ancient China: The First Dynasties includes a traditional summative assessment at the end of the chapter. It includes a variety of item types, including the following: multiple choice and multiple select questions; primary sources for analysis; maps for student interpretation; and a constructed response question requiring students to “Explain how two different achievements during the Shang and Zhou dynasties helped the development of ancient China” who then support their claim with evidence from Chapter 2. Each item includes the standard(s) assessed by</p> |

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|          |                                |                        | <p>the question for teachers to capture standards-based mastery data. This assessment can be printed for students or administered online and includes an answer key as well as scoring notes for teachers. Each chapter has a similar traditional summative assessment for use as a learning benchmark. Similarly, in Unit 6, Chapter 2, students examine the factors that may have led the Maya to abandon their cities while focusing on the Framing Question: "What factors may have led the Maya to abandon their cities?" Throughout the chapter, the teacher poses a variety of Literal, Inferential, and Evaluative questions, which students answer orally. The lesson ends with a Check for Understanding activity where students write a response to the Framing Question. After completing the Core Lesson within one day (as per the Pacing Guide), two days are allocated for Additional Activities, followed by the Chapter 2 Assessment. On day five, students complete the Performance Task and then provide a written response. In Unit 5, students complete a Performance Task in which they have two days to prepare and give a presentation in response to the prompt: "What is the greatest achievement of ancient Maya civilization?" Students use information from their Student Reader and Additional Activities in their responses. They also use the Claims and Evidence Activity Page (AP 1.4) to organize their thoughts and</p> |

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|          | <p><b>Required</b><br/> <b>6b)</b> Assessments are <b>high quality, with questions that are standards-aligned, represent a range of disciplinary thinking,</b> and require students to use their <b>content knowledge, skills, practices, and/or provided sources.</b></p> | Yes                    | <p>plan their presentations (LSSSS 4.2, 4.2.a, 4.2.b, 4.3, 4.5, 4.5.a, 4.5.c, 4.12, 4.19.f).</p> <p>Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or provided sources. Materials include a variety of formative and summative assessments that address the standards aligned with each unit and chapter. Assessments include various item types that require students to engage in disciplinary thinking and writing that reflects the full range of the Grade 4 LSSSS. For example, Unit 4, Chapter 1, The Roman Republic includes a Chapter Assessment with a variety of item types, including multiple choice, multiple select, and constructed response questions. The questions incorporate two separate primary sources. First, students observe an image of a Roman insula and then draw a conclusion about the purpose of such a structure. The item is in alignment with LSSSS 4.17, “Describe the geographic, political, economic, and cultural structures of ancient Rome.” and LSSSS 4.17c., “Describe the class system of ancient Rome, including the roles and rights of patricians, plebeians, and enslaved people in Roman society.” Second, the assessment includes an excerpt from “Suetonius’s account of Julius Caesar crossing the Rubicon” in which students</p> |

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|          |                                |                        | <p>analyze the meaning of the line, “Even yet we may draw back; but once we cross that little bridge, the whole issue is with the sword.” This item aligns with LSSSS 4.2, “Use of primary and secondary sources to: a. Analyze social studies content. b. Explain claims and evidence. c. Compare and contrast multiple sources,” as well as with 4.17e, “Describe the characteristics of Julius Caesar’s rule, including his role as dictator for life.” Multiple-choice and multiple-select questions ask students to integrate a variety of standards and disciplinary practices in their responses, which assess the standards addressed throughout the chapter at an appropriate depth of coverage. Finally, the constructed response item addresses Grade 4 LSSSS 4.5, “Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to: a. Demonstrate an understanding of social studies content. and c. Explain causes and effects,” which includes the following prompt: “How did the government of Rome change from the time the Romans overthrew their last king to the death of Julius Caesar? Write a well-organized paragraph in response to the following prompt. Be sure to include evidence from the reading and activities to support your claim.” This item also addresses LSSSS 4.12, “Identify and explain the importance of the following key</p> |

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|          |                                |                        | <p>characteristics of civilizations: culture, specialization, infrastructure, stable food supply, government, technology, belief systems, writing, and social structure.” This range of items is representative of the range of high-quality, standards-based assessment questions that meet the full depth and rigor of the standards and require students to integrate disciplinary practices with content knowledge to express their understanding. Further, the assessments in the materials require students to apply content knowledge and skills representative of the field of social studies. The performative and cumulative activity tasks included at the end of each unit require students to apply content knowledge and skills. The Teacher Component section of the unit Introduction states, “The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation.” The Unit 3, Early Civilizations - India, Greece, China, ends with a performative assessment. In this assessment, students respond to the following prompt: “Since ancient times, people have desired more power and land. One way to get those things was through war. How did war help shape the ancient civilizations of India, China, and Greece? Write an essay that answers this question. In your essay, support your answer with details and evidence from the unit reading and</p> |

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|          |                                |                        | <p>activities. (LSSSS 4.5, 4.5.a, 4.5.b, 4.5.c, 4.5.d, 4.15, 4.16, 4.18).” The Core lesson prompts the teacher to have students use the “Claims and Evidence Activity Page (AP 1.4) to organize their thoughts and plan their essays” and information from their Student Readers and Additional Activities to complete the performance assessment. Again, in Unit 2, the Chapter 1 assessments assess LSSSS 4.13.a, 4.13.d, 4.13.e, and 4.13.f. The assessment embeds the use of appropriate primary and secondary sources when applicable, such as maps, images, and excerpts from a primary source. At the end of the chapter, students briefly answer the Framing Question, “Why is Mesopotamia called a ‘cradle of civilization?’” At the end of the unit, students create a presentation in response to the following prompt: “How did geography influence the development of civilizations in Mesopotamia and Egypt?” (LSSSS 4.5, 4.5.a, 4.5.b, 4.5.d, 4.7, 4.14). Students use information from their Student Reader and Additional Activities in their responses, and use the Claims and Evidence Activity Page (AP 1.4) to organize their thoughts and plan their presentations. These examples reflect a high-quality and comprehensive range of assessment questions and activities that meet the criteria for depth and rigor at the level of the Grade 4 LSSSS.</p> |
|          | <b>Required</b>                | <b>Yes</b>             | Materials provide guidance and support to  |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
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|          | <p><b>6c)</b> Materials provide <b>guidance and support to help teachers collect, interpret, and act on data</b> about student progress toward the standards.</p> |                        | <p>help teachers collect, interpret, and act on data about student progress toward the standards. Materials include a variety of resources to support teachers in collecting data about student performance, interpreting student mastery of standards, and providing further guidance to struggling learners. The materials provide exemplar or anticipated student responses to questions and rubrics for students’ responses to Performative Tasks. The materials provide suggestions on how to change instruction based on students’ assessment results. For example, the Unit 1 Performance Task includes the following prompt: “How was the Agricultural Revolution a turning point in history? Make a claim, and support your claim with reasons and evidence from the unit’s reading and activities. (LSSSS 4.3, 4.5.a-d, 4.11).” Students write the essay as a final assessment for the overall unit. In addition to the prompt, the materials provide the following statement: “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.” This is accompanied by a sample claim, a supporting reason, multiple examples of evidence that could be used to support the claim, as well as a counterclaim and answer. These resources can help teachers provide support for students who may need additional help getting started or</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--------------------------------|------------------------|---|
|          |                                |                        | <p>who may need a more scaffolded approach to writing instruction. This format is repeated in the Performance Tasks for all units. The materials also include a rubric with specific examples of the types of details students may include to support a strong response, including “barter economy; food surpluses; domestication of plants and animals; specialization; growth of permanent settlements.” These look-fors provide concrete evidence to guide teachers in effectively evaluating student responses. Additionally, Unit 5, Chapter 1, Early Civilizations in North America includes a series of Support notes for teachers as students work through the lesson plan, highlighting essential background understandings and connecting to previous content. For example, after students read a section in the Student Reader about Prehistoric Louisiana, materials include the following Support notes: “Remind students that the prefix pre- means before. Prehistoric literally means before history. It is used to mean ‘before the invention of writing.’ Remind students that in Chapter 1, they learned that much of what archaeologists know about the Clovis people comes from the stone tools they left behind. Direct students to the North American Indigenous Cultures map on page 8. Remind students that the Clovis culture covered a large part of North America. Point out the word mastodons in the last</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|--------------------------------|------------------------|--|
|          |                                |                        | <p>paragraph of the section. Remind students that they learned the word in Chapter 1. Ask students to recall what a mastodon is (a large, extinct elephant-like mammal).” This guidance helps teachers frame important concepts for students and activate background knowledge while filling in any gaps in understanding. Finally, Unit 6, Chapter 2, Where did the Maya go? includes a variety of question types (Literal, Inferential, Evaluative), as well as Possible Answer exemplars for each question associated with a section of text for the Student Reader. These exemplars provide teachers with a sense of when students are on track and/or when more scaffolding or support may be in order. For example, the Core Lesson includes a section called “Mysterious Writing” in the Student Reader. The Core Lesson materials include detailed instructions, beginning with a call for volunteers to read, followed by a series of questions to evaluate student understanding. The instructions include an additional Support paragraph that teachers can choose to use based on their students’ responses as a check for understanding. The materials then provide instructions for students to read the next sections with additional Support paragraphs provided depending on student comprehension, as well as a vocabulary term check-in point. Finally, the materials provide a series of questions based on the passage. Each of</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
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|          |                                |                        | these questions (one Inferential, two Evaluative, and three Literal) includes student look-fors to help teachers understand whether students are correctly interpreting the content. |

**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   |
|---|--------------------------------------|------------|--|
| <b>I: Non-Negotiable Criteria of Superior Quality<sup>3</sup></b> | 1. Alignment and Sequence            | <b>Yes</b> | Materials incorporate a majority of the content standards in the Louisiana Student Standards for Social Studies for the identified grade level and require students to engage in thinking at the full depth and rigor of the standards. Materials present a clear path for teachers to address content in a coherent and chronological manner that aligns with the sequence in the 2022 Louisiana Social Studies Course Frameworks. Materials spend minimal time on content outside of the course, grade, or grade band. |
|   | 2. Disciplinary Skills and Practices | <b>Yes</b> | Units are structured around engaging questions and big ideas relevant to the grade level’s academic content. Materials require students to engage in the various   |

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

| CRITERIA                   | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------------------------|--------------------------------|------------------------|--|
|                            |                                |                        | 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 about content and concepts through analysis of a coherent selection of strategically-sequenced, high-quality primary and secondary sources, including written texts that are appropriately complex. Available sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined. Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units.   |
| II: Additional Criteria of | 4. Scaffolding and Support     | Yes                    | Materials provide appropriate scaffolding that will allow all students to productively engage with content. Teacher support  |

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|--|--------------------------------|------------------------|---|
| Superior Quality <sup>4</sup>  |                                |                        | 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 are well-organized.   |
|  | 6. Assessment                  | Yes                    | Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments. Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or provided sources. Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards. |
| FINAL DECISION FOR THIS MATERIAL: <b>Tier 1, Exemplifies quality</b> |                                |                        |   |

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

## 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: 5

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

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

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

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

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

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

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

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|--|--|------------------------|---|
| <p><b>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b><br/>           Materials must meet Non-Negotiable Criterion 1 for the review to continue to Non-Negotiable Criteria 2 and 3. Materials must meet all of the Non-Negotiable Criteria 1-3 for the review to continue to Section II.</p> |  |                        |   |
| <p><b>Non-Negotiable</b><br/> <b>1. ALIGNMENT AND SEQUENCE:</b></p> <p>Materials adequately address the <a href="#">Louisiana Student Standards for Social Studies</a>.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>  | <p><b>Required</b><br/> <b>1a) Materials incorporate a large majority of the content standards</b> in the Louisiana Student Standards for Social Studies for the identified grade-level/course and require students to engage in thinking at the <b>full depth and rigor of the standards.</b></p> | <p><b>Yes</b></p>      | <p>Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for Grade 5, require students to engage in thinking, practices, and skills at the full depth and rigor of the standards, and are developmentally appropriate. Each unit and chapter includes lessons, readings, and activities that align with the standards. Students regularly engage in answering Literal, Inferential, and Evaluative questions that align with the Grade 5 LSSSS throughout the Core Lessons of each unit. Each question includes the aligned LSSSS as well as sample student responses. For example, Skills and Practices LSSSS 5.2 requires students to “Use a variety of primary and secondary sources to: a. Analyze social studies content. b. Explain claims and evidence. c. Compare and contrast multiple sources.” Unit 1, Chapter 1, Medieval Europe includes multiple primary sources from this time period, including both “Bald’s Leechbook” and the “Illuminated Manuscript.” Students respond to the following Evaluative question: “Compare the image of the medical text on page 8 and the illuminated manuscript on page 9. How are they similar and different?” Materials also</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--------------------------------|------------------------|---|
|          |                                |                        | <p>include a look-for in student responses, describing how both were created by Monks but for different purposes and with differing levels of detail. This information is further supported by the secondary background information provided in the Student Reader in the sections “The Rise of Monasticism” and “The Reign of Charlemagne.” This combination of sources, information, and questions meets the depth and rigor of the standard. Further, the materials fully address the LSSSS through the Core Lesson teacher instructions and the Student Reader for each of the six units. For example, LSSSS5.12d, “Explain how Johannes Gutenberg’s printing press affected the growth of literacy and diffusion of knowledge,” is first introduced and its significance explained in Unit 5, Renaissance and Reformation, Chapter 1, The Renaissance. In the next chapter, The Reformation, information and a series of maps show the spread of the printing press. Finally, in Chapter 3, The Scientific Revolution, students learn about the printing press’s influence in the spread of knowledge and learning during the Scientific Revolution. Skills and Practices LSSSS 5.3 requires that students “Explain connections between ideas, events, and developments in world history.” This standard is addressed multiple times across units and chapters throughout the materials. For example, Unit 1, Chapter 1,</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--------------------------------|------------------------|---|
|          |                                |                        | <p>Medieval Europe begins with an overview of the Fall of Rome and its lasting impacts. Specifically, the Core Lesson provides a note for students reminding them what a cause and effect is and to look for the impacts of that type of relationship as they read the section. Further, in Chapter 2, Expansion of Empires, War, and Reform, students respond to questions in which they connect certain events and developments, such as “Why was the Arabian Peninsula important to trade?” requiring students to consider the location of this region in relation to key Eurasian trade routes. Additionally, in reference to King John’s rising unpopularity, students respond to the following questions: “What mistakes did King John make that made his subjects lose their trust in him?” and “How did the nobles and the merchants end up on the same side?” which both require students to consider how John’s leadership led to dissent and united nobles and merchants who previously had fewer shared interests. Finally, in Unit 6, The Age of Contact, students make the connection that because of the conflicts outlined in Unit 1, Chapter 2, European explorers were searching for new water-based trade routes to access China and other former Silk Road trading partners. Materials then support students in describing the impacts of germs and the European desire for wealth on Indigenous populations in the Americas, as in the</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|--|------------------------|--|
|          |  |                        | question: “What was happening with the Inca that made it easier for Pizarro to defeat them?” This range of connections across the materials meets the depth and rigor of this standard.  |
|          | <p><b>Required *Indicator for grades 3-8 only</b><br/> <b>1b) Materials present a clear path for teachers to address content in a coherent and chronological manner that reasonably aligns to the sequence in the 2022 Louisiana Social Studies Course Frameworks.</b></p> | Yes                    | <p>Materials present a clear path for teachers to address content in a coherent and chronological manner that aligns 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. For example, materials follow the same format as the Grade 5 Framework. The Framework suggests a six-unit format generally subdivided into two to four related topics. The materials are organized into the same or similar units, including the following: The Medieval World; West African Kingdoms; Civilizations in North America; The Aztec and Incan Empires; Renaissance and Reformation; and the Age of Contact (entitled “The First Global Age” in the course frameworks). Each unit includes the same/similar suggested sub-chapters/topics as outlined in the Grade 5 Framework. The Grade 5 Framework suggests that Unit 2, West African Kingdoms, should be divided into the following three chapters: Ghana, Mali, and Songhai. The materials include Unit 2, West African Kingdoms, broken into the following</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--------------------------------|------------------------|---|
|          |                                |                        | <p>three chapters: Chapter 1: The Ghana Empire; Chapter 2: The Mali Empire; and Chapter 3: The Songhai Empire. The lessons are sequenced in a way that makes connections among these topics logical for students. Unit 3, Civilizations in North America, is structured around the big idea that “Civilizations flourished across North America prior to the arrival of Europeans.” The unit includes five chapters. In Chapter 1, students explain the role of geography in shaping Indigenous cultures of the Southeast (LSSSS 5.7, 5.13.a, 5.13.b) and describe the Indigenous cultures of the Southeast (LSSSS 5.13.c). Students analyze sources in order to answer the Framing Question, “What were the key characteristics of the nations of the Southeast?” Additionally, the units unfold chronologically. For example, Unit 1, The Medieval World, covers a time period that is chronologically before the time period addressed in Unit 5, Renaissance and Reformation. The materials include units that occur at the same time. In those cases, they are organized geographically. For example, Unit 1, The Medieval World, and Unit 2, West African Kingdoms, follow each other in the materials but occur in the same time period. This topical division of the same time period provides students the opportunity to focus on the new information in smaller, detailed groupings. This alignment with the Grade 5 Framework</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          | <p><b>Required</b><br/> <b>1c)</b> In any one grade or course, instructional materials spend <b>minimal time on content outside</b> of the course, grade, or grade-band.</p> | Yes                    | <p>ensures that materials are suitable for the requirements of the Grade 5 LSSSS.</p> <p>In any one grade, instructional materials spend minimal time on content outside of the grade or grade-band. The materials primarily emphasize content that aligns with the LSSSS. The materials adhere closely to the Grade 5 LSSSS and do not include additional materials that detract from the grade level content. For example, Unit 4 includes the following weekly pacing guidance over a four-week period, which highlights for teachers the alignment to essential standards: Week 1: The Inca Empire (Chapter 1); Day 1: The Inca Empire Core Lesson (TG &amp; SR, Chapter 1); Day 2: The Inca Empire Core Lesson (TG &amp; SR, Chapter 1); Day 3: Primary Source: Inca Artifacts (TG &amp; SR, Chapter 1, Additional Activities, AP 1.2); Day 4: The Rise and Fall of the Inca Empire (TG, Chapter 1 Additional Activities, AP 1.5); Day 5: Virtual Field Trip: The Inca Trail (TG, Chapter 1 Additional Activities). Units similarly include structures and organization in clear alignment with the LSSSS, with unit guidance clearly identifying the specific content and order in which it appears, with very little superfluous or off-topic content. In Unit 3, Chapter 5, students examine Civilizations in North America: Peoples of the Southwest. The objectives, which primarily focus on content aligned with the standards, include the</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|--------------------------------|------------------------|--|
|          |                                |                        | <p>following: “Describe the geographic, political, economic, and cultural structures of the peoples of the Southwest. (LSSSS 5.13);” “Explain the role of geography in shaping Indigenous cultures of the Southwest. (LSSSS 5.13.a, 5.13.c);” and “Describe the Indigenous cultures of the Southwest. (LSSSS 5.13.c).” Additional Activities within the chapter also primarily focus on content aligned with the standards, such as Coyote Goes to the Land of the Dead (LSSSS 5.2, 5.2.a, 5.13, 5.13.c) and Dance in Diné (Navajo) Culture (LSSSS 5.13, 5.13.c). Additionally, content included in the materials that is not specifically listed in a standard helps provide the context to understand more complicated materials. For example, in Unit 5, Renaissance and Reformation, Chapter 1, The Renaissance contains a section called Humanism. Although this is not included in a specific standard, this information supports students’ comprehension when they later learn that William Shakespeare was a humanist. His name and significance are included in LSSS 5.12c, “Explain the development of Renaissance art, including the significance of Leonardo da Vinci, Michelangelo, William Shakespeare, and systems of patronage.” While it doesn’t directly state “humanism” in the standard, its inclusion in the materials helps provide background information to explain William Shakespeare’s significance and work more</p> |

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|--|---|------------------------|--|
|  |   |                        | clearly. These examples illustrate a pattern of content that is standards-aligned with limited outside information detracting from core content.   |
| <p><b>Non-Negotiable</b><br/> <b>2. DISCIPLINARY SKILLS AND PRACTICES:</b></p> <p>Materials provide opportunities for students to build knowledge and disciplinary literacy<sup>2</sup> through an integrated approach that is grounded in social studies content and supports development of disciplinary skills and practices.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> | <p><b>Required</b><br/> <b>2a) Materials are structured around <b>engaging questions and big ideas</b> relevant to the grade-level/course’s academic content.</b></p> | <p><b>Yes</b></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 several 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 to each other, and activities and analytical questions within the separate chapters further support students in incrementally building knowledge 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 1, The Medieval World, states, “After the collapse of the Roman Empire in western Europe, a period of unrest, conflict, and</p> |

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

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

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--------------------------------|------------------------|---|
|          |                                |                        | <p>transformation took place. As Europe entered the Middle Ages, Islam developed in the Arabian Peninsula and began to spread. At its height, the Islamic empire covered parts of Asia, Africa, and Europe and became a center of trade, scholarship, and culture.” The Big Idea aligns with the Grade 5 Framework question for Unit 1, which asks, “What was life like in Europe during the Medieval Period?” The three chapters in Unit 1, Medieval Europe, Expansion of Empires, War, and Reform, and The Hundred Years' War and the Black Death, each include Framing Questions to support the Big Idea for the unit. The Framing Questions include the following: “What ideas and practices characterized the Middle Ages?” “What were the hallmarks of early Islamic civilization?” and “How did plague and war affect medieval Europe?” The contents of each chapter help students to answer these questions, which they can use to answer the overall Framing Question for the unit and understand the unit’s Big Idea. In Unit 2, which contains three chapters, students explore West African kingdoms, which aligns with the Big Idea: “Three large and powerful kingdoms rose and fell in West Africa before the modern era” (LSSSS 5.11.c, 5.11.b). The Framing Question of Chapter 3, “How was the Songhai Empire similar to and different from previous West African empires?” is supported by several Literal, Inferential, and Evaluative supporting</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|--------------------------------|------------------------|--|
|          |                                |                        | <p>questions listed in the Core Lesson section, such as the following: “Why was Mansa Musa’s request to Ali Kolon unusual?” “Why was Timbuktu such a prize for the Songhai Empire?” and “Why do you think Askia Muhammad filled many local positions with his relatives?” Students differentiate between primary and secondary sources and select and use appropriate evidence from these sources to support their answers to many of the questions. At the end of the lesson, teachers check students’ understanding as they write a short answer to the Framing Question. Unit 5, Renaissance and Reformation, Chapter 1, The Renaissance is organized around the Framing Question “What factors helped bring about the age known as the Renaissance?” Chapter 2, The Reformation, is organized around the Framing Question “What factors helped bring about the age known as the Reformation?” Chapter 3, The Scientific Revolution, is organized around the Framing Question “What new ideas were introduced during the Scientific Revolution?” These three questions unite concepts essential to student understanding of the rebirth of classical ideas and a shift in focus from spiritual beliefs to secular understanding during this era. Each chapter includes a set of Primary Focus Objectives that explain the Big Ideas that students should develop throughout the unit in order to answer the Framing</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--------------------------------|------------------------|---|
|          |                                |                        | <p>Questions. Chapter 1, The Renaissance includes the following Primary Focus Objectives to connect with the Framing Question: “Describe the factors that brought about the Renaissance. (LSSSS 5.12);” “Explain the importance of Italian city-states, such as Florence, in the development of the Renaissance. (LSSSS 5.12.b);” “Describe how the Catholic Church influenced the Renaissance. (LSSSS 5.8);” and “Identify characteristics of Renaissance art, architecture, inventions, and writing. (LSSSS 5.12, 5.12.c, 5.12.d).” Similarly, Chapter 2, The Reformation includes the following Primary Focus Objectives: “Explain how the printing press affected the spread of information. (LSSSS 5.12.d);” “Identify the causes of the Protestant Reformation. (LSSSS 5.12.e);” and “Describe the spread of Protestantism across Europe. (LSSSS 5.8, 5.12).” Finally, Chapter 3, The Scientific Revolution includes the following Primary Focus Objectives, “Describe the theories of Nicolas Copernicus and Galileo in relation to those of the ancient Greeks. (LSSSS 5.12.f, 5.12.g);” “Identify advancements in medicine during the Scientific Revolution. (LSSSS 5.12);” “Compare and contrast the ideas of Francis Bacon and René Descartes. (LSSSS 5.12);” and “Summarize the scientific contributions of Isaac Newton. (LSSSS 5.12)” These objectives support teachers in connecting the Framing Questions with standards-</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--|------------------------|---|
|          |  |                        | based objectives and creates a pathway for students to answer the Framing Question using the activities and information in the chapter.   |
|          | <p><b>Required</b><br/> <b>2b)</b> Materials require students to engage in the various types of <b>disciplinary thinking</b> that are explicit and embedded in the Louisiana Student Standards for Social Studies.</p> | Yes                    | <p>The materials require students to engage in different types of disciplinary thinking as outlined in the Louisiana Student Standards for Social Studies. This includes differentiating between primary and secondary sources, using appropriate evidence from both to support claims, describing causes and effects of events, observing basic characteristics of people, places, and objects, and identifying similarities and differences among places and people. For example, Unit 1, Chapter 2, Expansion of War, Empires, and Reform presents students with a history of the development and spread of the Islam religion. This chapter also includes multiple references to Judaism and Christianity as the other monotheistic religions that developed in the same region and within the same religious tradition. Materials include the following note to aid student understanding, “Support - Explain that Islam respects Christianity and Judaism as its predecessors. It considers Christians and Jews ‘People of the Book’ because of the shared monotheistic beliefs of the three faiths.” Then, students compare and contrast impacts of the interactions between followers of the three religions as</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
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|          |                                |                        | <p>they interacted during the Crusades. The Core Lesson includes the questions “How did the Crusades affect Jewish people? (LSSSS 5.9.f),” and “Why did Pope Urban II call for war against the Muslims? (LSSSS 5.9, 5.9.f)” to highlight varying perspectives in spiritual beliefs and their impacts on territory and conflict during the Middle Ages. During Activity 2.3, The Crusades, students engage in a mapping exercise to visualize the connections between these groups and the secular tensions and political conflicts that further impacted interactions between these groups. Further, each chapter has a primary source included on the last page of the chapter. Primary sources are usually an excerpted text or photograph of an artifact. Additionally, the Core Lesson includes an Artifact Study. These studies require students to source, corroborate, and contextualize sources to develop learning. Examples of questions that these studies will ask students include the following: “Understand the source. Identify its purpose, message, and/or audience.” “Connect the source to what you know.” “Why was it made? What is its purpose,” and “What do you know about the time and place the artifact was created?” In Unit 4, which contains two chapters, students explore the Inca and Aztec empires. This is aligned with the Big Idea: “The Inca and Aztec developed large, complex civilizations in South America and</p> |

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|          |                                |                        | <p>Mesoamerica in the years before European contact” (LSSSS 5.6, 5.13). Chapter 2’s Framing Question “What were the main characteristics of the Aztec Empire?” is supported by several Literal, Inferential, and Evaluative supporting questions such as the following: “Literal - Where did the Aztec settle to build Tenochtitlán?” (LSSSS 5.13.a); “Evaluative - What are some of the details that support the claim that the Aztec were strong warriors?” (LSSSS 5.13.e), and “Inferential - How did the Aztec people get around in Tenochtitlán?” (LSSSS 5.13.d, 5.13.g). At the end of the Core Lesson, students examine a primary source, “Plate from the Codex Borbonicus.” After studying the source, students answer the following questions: “Do all the birds look alike? What might this indicate?” (LSSSS 5.13, 5.13.f); “Do any of the birds look familiar, like birds you might see today?” (LSSSS 5.13, 5.13.f); and “What can you conclude about the Aztec Empire based on the design and use of this calendar?” (LSSSS 5.13, 5.13.f). Moreover, they complete the Primary Source Analysis (AP 1.3) page with a partner where they contextualize the source. Students differentiate between primary and secondary sources and select and use appropriate evidence from these sources to support their answers to many of the questions. At the end of the lesson, students write a brief response to the Framing Question. Additional activities provide</p> |

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|          |   |                        | opportunities to engage with additional primary sources such as “The Founding of the Aztec Empire” and Artifact Studies such as “Chac Mool.” This range of activities reflects the disciplinary thinking skills required by the LSSSS.  |
|          | <p><b>Required</b></p> <p><b>2c)</b> Materials provide regular and varied opportunities for students to engage in <b>disciplinary writing</b> that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments.</p> | <b>Yes</b>             | <p>The materials provide a variety of opportunities for students to engage in grade-appropriate disciplinary writing, both formal and informal. Each chapter includes at least one Claims and Evidence writing activity in which students incorporate relevant evidence from multiple sources to address the Big Idea of that chapter in addition to other multiple writing opportunities throughout the materials. For example, Unit 6, The Age of Contact provides the following prompt as a culminating Performance Task for the unit: “What was the greatest effect or consequence of the Age of Contact? (LSSSS 5.5, 5.5.a, 5.5.c, 5.5.d, 5.14).” The materials include the following guidance for teachers to share with students: “The Age of Contact brought together peoples from both sides of the Atlantic in unprecedented ways. The colonization of the Americas, along with the Columbian Exchange and the transatlantic slave trade, had lasting consequences for all the civilizations involved. Ask students to give a presentation in response to the following prompt. Encourage students to use information from their Student Reader</p> |

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|          |                                |                        | <p>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.” This meets the depth and rigor of disciplinary writing by requiring students to synthesize understanding from across multiple chapters and create an evidence-based response. Each unit includes a formal assignment of this scale. Unit 5, Chapter 1, Additional Activity, Machiavelli’s The Prince, provides an informal writing opportunity. Students read an adaptation from Machiavelli’s The Prince, a primary source in which Machiavelli explains the way he thinks princes should behave. After reading the text, students answer in writing the following text dependent questions: “What does Machiavelli say about cruelty and clemency?” “Why does Machiavelli say the prince should act in a temperate manner?” “What does Machiavelli say about fear and love? Do you agree or disagree with his opinion?” and “What does Machiavelli say about fear and hatred?” (LSSSS 5.2.a, 5.2.b, 5.5.a, 5.12). Similarly, the end of each chapter contains a Check for Understanding question for students to answer. Oftentimes, the Check for Understanding question prompts students to write a response to the chapter’s Framing Question. For example, in Unit 3, Chapter 4, Peoples of the Southwest, the Check for Understanding prompt states, “Write a short answer to the</p> |

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|          |   |                        | <p>Framing Question: ‘What were the key characteristics of the nations of the Southwest?’” The Core Lesson includes key information and vocabulary that should be included in student answers. These opportunities for disciplinary writing reflect the requirements of the LSSSS.</p>  |
|          | <p><b>Required</b><br/> <b>2d)</b> Materials promote an emphasis on building <b>content-specific and academic vocabulary</b> in social studies.</p> | <p><b>Yes</b></p>      | <p>Materials promote an emphasis on building content-specific and academic vocabulary in social studies. The teacher materials include a list of Core Vocabulary and embedded vocabulary instruction. 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. The Student Reader includes bold, highlighted vocabulary terms and definitions throughout the chapters and also includes a Glossary of terms within the unit at the end of the Reader. For example, Unit 2, Chapter 2, The Mali Empire includes the following terms: clan, cosmopolitan, entourage, and imam. These terms are specific to the content of the chapter and align with the Grade 5 LSSSS. During the Core Lesson, students read “The Rise of Timbuktu and Trade in the Malie Empire.” The teacher points out the term cosmopolitan and explains its meaning, “composed of people from many parts of the</p> |

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|          |  |                        | <p>world.” In Unit 6, Chapter 1, European Exploration, students read “The Age of Exploration” section of the Student Reader. Then, the teacher points out the vocabulary terms navigation, astrolabe, compass, and mercantilism, and explains their meanings. The Teacher Guide provides additional vocabulary support, such as the following: “Note the prefix astro- in astrolabe. Explain that astro- refers to the stars. The astrolabe used the stars to help sailors navigate. Ask volunteers to identify other words that use the prefix astro- (astronaut, astronomy);” “Point out that the compass relies on Earth’s magnetic field to work;” and “Explain that mercantilism was an economic system in which the entire purpose of a colony was to make money for its mother country. A colony that did not make money had no reason to exist.” Additionally, the last chapter in each unit includes a Domain Vocabulary activity to assess student understanding of the essential vocabulary terms. For example, in Unit 4, Chapter 2, Domain Vocabulary, Students drag each of the words to its definition. This combination of resources ensures that students have adequate access to and practice with content vocabulary.</p> |
|          | <p><b>2e)</b> Materials provide <b>frequent opportunities for evidence-based student discourse</b> and meaningful classroom discussions.</p> | <p><b>Yes</b></p>      | <p>Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions. Materials include a variety of discussion-</p>  |

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|          |                                |                        | <p>based approaches for students to engage with the content, including guidance for teachers on response look-fors and discussion formats. Each Unit Introduction includes information on various instructional strategies, including how and when they should be used, and with an explanation for the research behind it. 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 entire materials. Additional instructions provided guidance for how to encourage students to engage in discourse that aligns with the content. Each unit Introduction includes a link to a resource</p> |

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|          |                                |                        | <p>that gives detailed instructions to teachers entitled “About Class Discussions and Debates.” 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. Teacher guidance often prompts teachers to check for understanding using class discussions. For example, in Unit 5, Chapter 3, Scientific Revolution, the Core Lesson instructions for the “The Pursuit of Knowledge” state, “Turn and Talk - Francis Bacon, René Descartes, and others thought about the question ‘How do we know something is real?’ That question continues to fuel philosophical and creative exploration today, sometimes even in books and movies. Have students discuss or debate when or how they know something is ‘real.’ What criteria do they use?” Later, in the same chapter, students engage in another Turn and Talk activity while engaging with the Primary Source Feature: “Excerpt from Galileo’s Letter to Grand Duchess Christina of Tuscany (1615).” Teacher guidance states, “Read the source aloud. Invite volunteers to restate Galileo’s meaning in their own words. Support - Explain that contrary means the opposite of.</p> |

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|  |   |                        | <p>Turn and Talk - How does Galileo feel about what he’s been asked to do? How do you know?” After completing the Turn and Talk, students work on the Primary Source Analysis. In Unit 4, Chapter 1, The Inca Empire includes the following discussion protocol in conjunction with a Primary Source Analysis activity: “Turn and Talk - Have students answer the question ‘What do these artifacts tell us about the resources that were available to the Inca?’ Following the analysis activity, the teacher asks the following discussion questions: “Literal - What shapes are the artifacts? (LSSSS 5.2.a);” “Inferential - What experience or knowledge was needed to create these artifacts? (LSSSS 5.2, 5.2.b, 5.5, 5.5.a);” and “Evaluative - Explain how these objects may have been used. (LSSSS 5.13).”</p> |
| <p><b>Non-Negotiable</b><br/> <b>3. QUALITY OF SOURCES:</b></p> <p>The sources students engage with are authentic and meaningful and in line with the kinds of knowledge and skills required by the standards.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> | <p><b>Required</b><br/> <b>3a)</b> Materials provide many opportunities for students to build and deepen knowledge through a <b>coherent selection of strategically-sequenced, high-quality sources</b>, including written texts that are appropriately <u>complex</u>.</p> | <p><b>Yes</b></p>      | <p>Materials provide many opportunities for students to build and deepen knowledge through a coherent selection of strategically-sequenced, high-quality sources, including written texts that are appropriately complex. Materials include a variety of sources at varying complexity levels and with appropriate scaffolds to ensure students build and deepen content knowledge. Chapters and topics of study provide a variety of sources, both primary and secondary, that allow for authentic engagement during learning. The sources</p>   |

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|          |                                |                        | <p>correlate with the instruction of the unit and are sequenced in a way that helps students develop content knowledge and skills of the lesson. All chapters end with a primary source. Many primary sources are photographs of artifacts, but there are also adapted and excerpted primary sources. For example, in Unit 2, West African Kingdoms, Chapter 1, The Ghana Empire contains many photographs of artifacts like gold jewelry and a page from a North African illuminated Quran. To support the content and these photographs of artifacts, the chapter also contains photographs from modern Africa. The Student Reader contains an image of salt slabs like the ones that would have been traded in the Ghana Empire. Lastly, the chapter ends with the Primary Source Activity using an excerpt of “Ibn Battuta’s Travels in Asia and Africa.” The Core Lesson provides information to help scaffold the activity to make the primary sources accessible and refers back to the information that students learned in the Student Reader, such as the following: “Introduce the source to students by reviewing what was read about the salt-gold trade, including its role in the trans-Saharan trade and how it brought immense wealth and power to West African kingdoms like Ghana. Explain that students are going to read a description of a town and its salt mines.” Moving into the primary source activity, the teacher asks a series of</p> |

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|          |                                |                        | <p>questions to begin the activity, and then the students complete the Activity Page independently. Additionally, Unit 3, Civilizations in North America supports student learning through the use of photographs of various Native American artifacts and a text excerpt to help students develop an understanding of LSSSS 5.13c, “Describe the existence of diverse networks of Indigenous North American cultures, including varied languages, customs, and economic and political structures.” These images are supported through the background knowledge provided in the chapter, and students interact with them in a variety of ways. All chapters in this unit contain a variety of primary source images, including photographs of artifacts of the indigenous group represented in the chapter. Chapter 1, Peoples of the Southeast, includes photographs of mounds, pottery, replica housing, dolls, the Cherokee alphabet, and ends with a primary source activity that focuses on the photograph of Cherokee Handcrafts. The Core Lesson provides background information and questions for teachers to use to help students deepen their knowledge of the standards through primary and secondary sources, ending with the primary source activity. The teacher poses questions for students as they think about the primary source, such as the following: “Inferential - Why do you think</p> |

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|          |                                |                        | <p>modern historians know more about Cherokee society than many other societies? (LSSSS 5.3, 5.13.c).” As students begin the primary source activity with the photograph of the Cherokee Handcrafts, the teacher introduces the source by reviewing what they have read about the Cherokee. Students look at the images, identify the objects, determine their use, and then consider what these details tell them about the Cherokee. Chapter 3, Peoples of the Northeast ends with a text excerpt from the Haudenosaunee Great Law of Peace. Unit 5, Chapter 1, The Renaissance includes secondary source material in the Student Reader to help students build content knowledge at a level that is appropriately complex for the grade level. Timeline cards for the chapter include primary source images that correspond to this content, including the following: Da Vinci’s “The Last Supper,” Michelangelo’s Sistine Chapel; an image of Italian philosopher Petrarch; and an image depicting the construction of an early printing press. The Student Reader includes additional supporting images, including the following: a diagram of a printing press; Brunelleschi’s Duomo in Florence illustrating Renaissance architecture; and an image of a medical text translated into Arabic from its original Greek. The chapter also includes a primary source for student analysis, an excerpt from Machiavelli’s “The Prince.” The materials</p> |

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|          |  |                        | include background information for teachers explaining that it served as a sort of guidebook for rulers and is one of the most influential political books written. The materials include analysis resources and guidance to ensure students can access this content.  |
|          | <p><b>Required</b><br/> <b>3b) Available sources are representative of multiple viewpoints or accounts</b> on the issue, event, or topic being examined.</p> | <b>Yes</b>             | <p>When applicable, available, and appropriate, 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. For example, Unit 1, Chapter 1, Medieval Europe includes a primary source titled “Duties of the Coloni.” Materials include detailed explanations for teachers and students explaining that coloni were similar to serfs in many ways and that they were tied to the land, expected to work, and had very few rights and limited autonomy. The materials include the following series of questions that help students analyze not only the content of the source, but also the differing viewpoints of members of medieval society: “Evaluative - Based on the evidence in the primary source, what claim can be made about the landlord’s representative? (LSSSS 5.2.b);” “Literal - What physical labor were coloni required to do? (LSSSS 5.2.a, 5.9.d);” and “Evaluative - From whose point of view is the document written? How might this differ</p> |

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|          |                                |                        | <p>from the point of view of the coloni? (LSSSS 5.2, 5.5.b).” This activity allows students to consider different perspectives among social classes in the Middle Ages. In Unit 6, Age of Contact, students explore the issue of European exploration and colonization from multiple viewpoints. The unit begins with Chapter 1, European Exploration and then continues with Chapter 2, Colonization of the Americas. Prior to this unit, students learn about the peoples of the Americas and their varied cultures in Unit 3, Civilizations in North America, and Unit 4, The Inca and Aztec Empires. With this background information, students learn about the effects that colonization in the Americas had on people both in Europe and the Americas. In the Primary Source Activity, “Fray Bernardino de Sahagún’s General History of the Things in New Spain,” students learn about the arrival of the Spanish from two different sources with different viewpoints. Students use the sources “Moctezuma Learns About the Spaniards” and “Malinche Begs Mexicas to Help Spaniards.” The activity prompts the teacher to ask a series of questions about the sources after reading the sources. Students then complete the Primary Source Analysis. In Unit 5, Chapter 3, Activity 3.1, students role-play Galileo’s trial in front of Church officials (SSS 5.2.b, 5.5, 5.5.d, 5.12.g). One group of students defends Galileo’s position, and the other group</p> |

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|          |   |                        | <p>promotes the Church’s position. The debate is structured as follows: Galileo’s group has three minutes to present its argument; The Church officials’ group has three minutes to present its argument; Galileo’s group has two minutes to respond; The Church officials’ group has two minutes to respond; After the trial, the teacher leads a conversation with the entire class to review each side’s argument and response and evaluate its strengths and weaknesses using the following questions from Part 2 of Galileo’s Trial: “What were the strengths of Galileo’s group’s argument?” “What were the weaknesses of Galileo’s group’s argument?” “What were the strengths of the argument by the Church officials’ group?” “What were the weaknesses of the argument by the Church officials’ group?” and “Which group was more convincing? Why?” These examples illustrate intentionality in incorporating multiple perspectives into the materials.</p> |
|          | <p><b>Required</b><br/> <b>3c) Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units.</b></p> | <p><b>Yes</b></p>      | <p>Sources present the achievements and contributions, strengths, skills, and knowledge of the wide range of individuals and groups throughout the units, as required by the LSSSS. For example, LSSSS 5.9 requires students to “Describe the geographic, political, economic, and cultural structures of Europe during the Middle Ages,” with substandard “c. Explain how Charlemagne shaped and defined medieval</p>  |

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|          |                                |                        | <p>Europe, including the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire” and “h. Describe the significance of the Hundred Years’ War, including the roles of Henry V in shaping English culture and language and Joan of Arc in promoting a peaceful end to the war” specifically mentioning the achievements of Charlemagne and Joan of Arc. Unit 1, Chapter 1, Medieval Europe provides detailed information and suggested questions for students regarding the rise of Charlemagne and his accomplishments. Similarly, Chapter 3, The Hundred Years’ War and the Black Plague, includes detailed information and resources for students to investigate Joan of Arc’s role as a military and symbolic leader of France during this era. Similarly, LSSSS 5.13 requires that students “Describe the geographic, political, economic, and cultural structures of Indigenous civilizations of the Americas,” with the substandard “h. Identify Moctezuma II and describe features of his reign.” Unit 4, Chapter 2, The Aztec Empire provides detailed information about the ruler Moctezuma II and his interactions with early European explorers and colonizers. The chapter also includes detailed accounts of his military and leadership accomplishments, as well as primary sources illustrating the Aztec calendar called the “Codex Barbonicus.” Further, Unit</p> |

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|   |  |                        | <p>6, Chapter 2, European Colonization returns to the reign of Moctezuma II in discussing Cortes’ defeat of the Aztecs in the 1500s. In Unit 5, Chapter 2, students examine the achievements of Martin Luther (LSSSS 5.12.e). They read the section about him with a partner and answer the following questions: “On what points did Martin Luther disagree with the Church? (LSSSS 5.8, 5.12, 5.12.e);” “Why do you think Luther translated parts of the Bible into German? (LSSSS 5.12);” and “How did rulers in the Holy Roman Empire respond to Luther’s reforms? (LSSSS 5.12)” At the end of the lesson, students analyze a primary source, “Excerpts from the Ninety-Five Theses.” They read the source aloud and complete the Primary Source Analysis (AP 1.2) Activity Page independently. Students then answer a series of questions to help analyze Luther’s motivations and beliefs. This set of activities supports students’ ability to learn about key figures identified in the Grade 5 LSSSS and gain an understanding of their accomplishments and points of view.</p> |
| <b>SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY</b>  |  |                        |   |
| <p><b>4. SCAFFOLDING AND SUPPORT:</b></p> <p>Materials provide teachers with guidance to build their own knowledge and to give all students extensive</p> | <p><b>Required</b></p> <p><b>4a) Materials provide appropriate scaffolding that will allow all students to productively engage with content.</b></p> | <p><b>Yes</b></p>      | <p>Materials provide appropriate scaffolding that will allow all students to productively engage with content. Materials are organized in a way to scaffold skills and gradually increase in complexity of topics. The units contain pacing guidance, visual aids, and suggestions for supporting texts.</p>  |

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| <p>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>Materials contain extension and Additional Activities with suggestions for more advanced texts, alternate approaches, or suggestions for addressing common student difficulties. For example, Unit 4, Chapter 1, The Inca Empire includes the following graphic organizers to use with various lesson components: Activity Page 1.2, Artifact Study; Activity Page 1.3, Primary Source Analysis; Activity Page 1.4, Claims and Evidence; Activity Page 1.5, Flowchart; Activity Page 1.6, The Inca Empire (map). Each of these organizers allows students to build a better understanding of the lesson content. At the end of Chapter 1, students engage with the Primary Source Feature: “Inca Artifacts.” The “Scaffold understanding as follows” section provides guidance for teachers to support students as they engage in a group discussion and reading of the source. Teacher background information is first provided, followed by sequential prompts to scaffold student learning. The teacher directs students to the Primary Source Feature and introduces the source to students by “reminding them that the Inca did not have a writing system” and that “much of what we know about the Inca comes from the study of the artifacts from their civilization. These are three of those artifacts.” The students then study the artifacts and share what they notice about them. Teacher guidance includes descriptions of the artifacts that the</p> |

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|          |                                |                        | <p>teacher points out, noting what the materials depict about the artifact. After providing some supporting details, labeled as “Support,” the teacher distributes the Artifact Study and instructs students to complete the Activity Page with a partner for at least one of the artifacts. After the students complete the Activity Page, the teacher asks the following questions: “Literal - What shapes are the artifacts? (LSSSS 5.2.a);” “Inferential - What experience or knowledge was needed to create these artifacts? (LSSSS 5.2, 5.2.b, 5.5, 5.5.a);” and “Evaluative - Explain how these objects may have been used. (LSSSS 5.13).” This set of instructions, guidance, and questions prepares students to complete the primary source graphic organizer independently. Similarly, in Unit 6, Chapter 1, Core Lesson, the teacher introduces European Exploration and reads the first three paragraphs of “The Age of Exploration.” The teacher notes the mention of the Crusades in the first paragraph and reminds students that they read about the Crusades in Unit 1. Then, student volunteers read the rest of the section aloud. The teacher explains the meaning of the following vocabulary terms: navigation, astrolabe, compass, and mercantilism. After supporting students in developing the vocabulary of the lesson, the teacher helps students understand the importance of spices as a tool of preservation during this</p> |

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|          |                                |                        | <p>time period by stating that “Today, while we do still preserve some foods with salt, most food is preserved through refrigeration, canning, or freezing. That technology is relatively new, though. Refrigerators as we know them weren’t invented until the early 1900s. Europeans of the Middle Ages had to find other ways to preserve their food. (Ice, while an effective preservation agent, was not reliably obtainable.) Salt filled that need. Other spices added flavor, making meat that wasn’t fresh more palatable.” Afterwards, the students answer text dependent questions. Additionally, the materials employ the use of Timeline Cards for each chapter. For example, in Unit 2, West African Kingdoms, Chapter 2, The Mali Empire, the timeline card deck includes images, maps, dates, and additional information to help support learning. The materials provide questions to help guide the overall goal of the timeline cards activity. Guidance states, “Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates. Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice.” Then, they review and discuss the Framing Question “How did strong leaders change West Africa?” The other units include similar supports and align with the expectations for scaffolding.</p> |

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|          | <p><b>Required</b><br/> <b>4b) Teacher support materials</b> include support for building social studies content knowledge and explanations of the instructional approaches that are used.</p> | <p><b>Yes</b></p>      | <p>Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used. The materials outline the cognitive and developmental research behind the structure, content, and activities included to support teachers in executing the instructional approaches effectively. Each unit includes detailed information about a variety of instructional approaches embedded throughout the chapters in a given unit and describes the research base behind the approach. For example, each unit Introduction includes explanations of the appropriate use of Read Aloud, Picture This, Turn and Talk, and Primary Sources activities. The instructions for using Read Aloud include the following explanation of the research behind this approach:<br/> “Cognitive science suggests that even in the later elementary grades and into middle school, students’ listening comprehension still surpasses their independent reading comprehension (Sticht, 1984). For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
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|          |                                |                        | <p>volunteers. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.” This explanation of research backing, purpose, and suggested use of the approach meets the requirements of this criterion. Additionally, each unit Introduction includes detailed instructions on teaching about time. The materials provide the following instructions for teachers in each of the unit Introductions: “Before you use the Timeline Cards, discuss with students the concept of time and how it is recorded.” This section provides several discussion points that the teacher can use to promote discussion about time. Unit 3 provides the following information regarding time: “The Timeline in Relation to Content in the Student Reader: The events highlighted in the Unit 3 Timeline Cards are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Reader is organized geographically, not chronologically. Each chapter discusses a different region of North America and the people who lived there. Each region experienced different events at various times, which is reflected in the timeline.” The materials go on to explain when less specific information may be available and is referenced as a time period rather than a strict date. These resources</p> |

| CRITERIA             | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
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|                      |   |                        | <p>help teachers approach a complex topic in a manner that is age-appropriate and aligned to background knowledge needs that prepare students to access the content. Further, all chapters include a What Teachers Need to Know section, a multi-paragraph resource divided into the topics that students will learn about in that chapter. Information found in these sections helps teachers deepen their understanding of a topic to better address students' questions as they progress through the chapter. For example, Unit 1: The Medieval World provides the following examples of what students should know after the unit: "The Magna Carta placed limits on the power of English monarchs and laid the groundwork for modern democracy;" "The Black Death, or bubonic plague, caused tens of millions of casualties and contributed to social, political, and economic upheaval;" and "The Hundred Years' War was a series of battles fought between France and Europe over control of the French throne." The At a Glance section includes the most important ideas that students should know by the end of the unit. The Introduction also includes a bibliography of sources that teachers can use to deepen their understanding of the content taught in the unit.</p> |
| <b>5. USABILITY:</b> | <b>Required</b><br><b>5a) The total amount of content is viable for a</b> | <b>Yes</b>             | The total amount of content is viable for a school year, and the pacing of content   |

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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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><b>school year</b> and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p> |                        | <p>allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take. Materials provide pacing guidance that allows for all units to be taught within the school year with additional pacing and timing supports built into the materials, 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 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. For example, 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 - 4 weeks/20 days; Unit 3 - 7 weeks/35 days; Unit 4 - 4 weeks/20 days; Unit 5 - 5 weeks/25 days; Unit 6 - 5 weeks/25 days. This accounts for 31 weeks of materials with opportunities for teachers to adjust activities and timing as dictated by other school events and requirements. 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 that will be</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
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|          |                                |                        | <p>taught that day. For example, Unit 5, Renaissance and Reformation includes a Pacing Guide with eight days of lessons, materials, and activities dedicated to Chapter 1, The Renaissance. Day 9 of the Pacing Guide includes an assessment for the first chapter. Day 10 picks up with Chapter 2, The Reformation, with lessons, materials, and activities accounting for the following seven days of class time. Day 17 of the unit is recommended for the Chapter 2 assessment, and Day 18 picks up with Chapter 3, The Scientific Revolution. This chapter continues for the next five days of the Pacing Guide with an assessment scheduled for Chapter 3 on Day 23. Finally, Day 24 and 25 include the final two days of the pacing map dedicated to a Performance Task for synthesizing knowledge of the whole unit. This amount of time is appropriate to the content and realistic for the included materials and activities. Further, each lesson component within the Core Lesson is assigned an expected pacing time. For example, in Unit 3, Chapter 3, the materials include the following timing guidelines: “The Core Lesson: 35 minutes,” subsequently broken down by the following lesson components and timing expectations: “Introduce ‘Peoples of the Northeast’ - 5 min;” and “Guided Reading Supports for ‘Peoples of the Northeast’ - 30 min” Each of these lesson components includes detailed instructions to guide</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          |  |                        | <p>teachers in adhering to the time requirements while meeting objectives with students. This format is continued throughout the materials, establishing a framework for teachers to meet instructional goals within the timeframe established by the pacing guides. Finally, the Additional Activities included to support and/or extend student learning also include the estimated time for the activity. For example, Unit 5, Chapter 2, The Reformation includes the Primary Source Activity, “Martin Luther’s Speech at the Diet of Worms (1521),” which takes 35 minutes to complete. Teacher guidance provides the connection to the Student Reader for review prior to beginning the activity, and a link is also provided to the text needed to complete the lesson. This set of resources ensures that the content is appropriately paced for a school year.</p> |
|          | <p><b>5b) Materials provide support for communicating with parents, community members, and other stakeholders</b> about how they can support student learning.</p> | <p><b>Yes</b></p>      | <p>Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning. The materials include accessible resources and letters for parents, offering examples of student learning outcomes for each unit and guidance for supporting learning at home. For example, Unit 2, West African Kingdoms, Chapter 1, The Ghana Empire includes Activity Page 1.1 Letter to the Family. The letter includes the approximate</p>   |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          |                                |                        | <p>length of time for the unit of study, with an overview of what students will be learning. In this particular letter it states that, “As part of their exploration, students will also learn a little about the role of conquest and the slave trade in West African kingdoms during this time. 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 practice.” The letter also encourages parents and guardians to engage in conversations about what students are learning at school. It states, “Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.” Additionally, Unit 4, The Inca and Aztec Empires, Chapter 2, The Inca Empire includes Activity Page 1.1 Letter to the Family that explains that students will learn about the development, culture, and economies of the Inca and Aztec peoples, which includes information about human sacrifice. The letter provides some information for parents and guardians about the learning that will take place regarding cultural practices such as religious beliefs and human sacrifice. It states, “As part of</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|---|------------------------|--|
|          |   |                        | <p>their exploration, students will also learn about the role of human sacrifice in the Inca and Aztec Empires. While today we view this practice as unacceptable, the Inca and Aztec saw human sacrifice as an important part of their cultures and religions. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular practice, culture, or group. The goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar.” The letter continues to explain that parents and guardians are encouraged to have conversations with their children to answer any questions that they may bring home. Finally, each unit includes a bibliography of additional resources that can be shared with families who request additional support materials. For example, Unit 4 includes the following list of books, which can be provided to families seeking more resources to understand and share with their students at home: <i>Child of the Flower-Song People</i>; <i>Aztec, Inca, &amp; Maya</i>; <i>The Sad Night: The Story of an Aztec Victory and a Spanish Loss</i>; <i>The Inca Empire</i>; and <i>Pass the Pandowdy, Please: Chewing on History with Famous Folks and Their Fabulous Foods</i>.</p> |
|          | <p><b>5c) Student and teacher materials are easy to use and well organized.</b></p> | <p><b>Yes</b></p>      | <p>Student and teacher materials are easy to use and well organized. Materials are clearly labeled and easy to navigate in the online</p>  |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--------------------------------|------------------------|---|
|          |                                |                        | <p>portal. Teacher materials correspond with 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. On the individual unit dashboard, teachers can access quick links to the following unit components: Introduction, Pacing Guide, Student Reader, individual chapters within the unit (2-3, depending on the unit), and the end of Unit Performance Task. These links are simple to navigate and allow teachers to easily access any part of the unit necessary. Each unit is set up in a toolbar to the left of the page, and each unit follows the same format, including the Introduction, Pacing Guide, and Student Reader followed by the chapters which are then each broken down into Core Vocabulary, the Core Lesson, What Teachers Need to Know, Additional Activities, Activity Page(s), and Chapter Assessment. For example, Unit 3 begins with an Introduction, followed by a pacing guide and chapters, and concludes with a performance task and culminating activity. The Student Reader is also included and can be bookmarked on the Kiddom screen. Unit 2, Chapter 2 includes Primary Focus Objectives, Essential Teacher Knowledge, Required Materials (with hyperlinks), Core</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
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|          |                                |                        | <p>Lesson Vocabulary, the Core Lesson, Additional Activities (with included links), Chapter Assessment, Performance Task, a culminating activity, and a customizable slide presentation. The teacher materials clearly connect to the Student Reader by posing questions and offering support related to the sources in the Student Reader. Further, materials provide Additional Activities for each chapter with any appropriate links included. For example, in Unit 1: The Medieval World Chapter 3: The Hundred Years' War and the Black Death, the Additional Activities list the links needed to complete the activities within the instructions without having to download additional documents to access the materials. The Additional Activity, "Primary Source Activity: The Hundred Years' War," provides a link to a document that contains text and visual primary sources for students to analyze. Links to activities like this allow students to be exposed to a variety of artifacts on a digital platform. Finally, materials include specific references to connect teacher-facing materials with student materials, such as the Student Reader. For example, Unit 6, Chapter 2 - Colonization of the Americas includes the following details in the Core Lesson guide for teachers: "A Wave of Colonization" and "Europeans Encounter Native Peoples in the Americas," pages 18–21. Scaffold understanding as follows: Invite a volunteer</p> |

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|  |  |                        | to read the section “A Wave of Colonization” on pages 18–19 aloud.” These instructions correspond to the Student Reader section entitled “A Wave of Colonization,” followed by “Europeans Encounter Native Peoples in the Americas” which are on the pages specified by the core lesson instructions. The teacher materials also include a series of questions aligned to standards that connect with this section of text in the Student Reader. This system is simple to navigate for teachers, students, and families.   |
| <p><b>6. ASSESSMENT:</b></p> <p>Materials offer assessment opportunities that genuinely measure progress and elicit evidence of the degree to which students can independently demonstrate the assessed standards.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> | <p><b>Required</b></p> <p><b>6a)</b> Materials encompass a <b>balanced system of assessments</b> that includes a variety of formative, performance, and traditional summative assessments.</p> | <p><b>Yes</b></p>      | <p>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 to help teachers gather evidence of student knowledge of standards, such as the following: various activity pages to utilize throughout the chapter to enhance learning; standards-based traditional chapter assessments; and at least one performance task for each unit. Materials include formative assessment questions embedded throughout the lessons. For example, in Unit 3, Chapter 5, students explore the peoples of the West Coast while focusing on the following Framing Question: “What were the key characteristics of the nations of the West Coast?” Students read the text and answer</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          |                                |                        | <p>a variety of Literal, Inferential, and Evaluative questions. This questioning strategy is consistent throughout the materials. At the end of the chapter, students analyze the primary source, “Tlingit Carving,” and complete the Artifact Study activity with a partner. Afterwards, students answer the following question: “Literal - What is the object made of? (LSSSS 5.2.a, 5.13.c); “Evaluative - What knowledge and experience do you think was required to make it? (LSSSS 5.2.a, 5.13.c);” and “Inferential - What does this carving tell you about Tlingit culture? (LSSSS 5.2.a, 5.13.c).” After reviewing the Chapter 5 timeline cards, students discuss the Framing Question: “What were the key characteristics of the nations of the West Coast?” and then write a short answer. Students also choose one Core Vocabulary word, potlatch, totem pole, or olla, and use it in a sentence. Students then take the Unit 3, Chapter 5 Assessment. At the end of the unit, students complete a Performance Task essay in response to the prompt: “The environment was the most important factor in shaping Indigenous North American cultures.” In their essay, students support their answer with details and evidence from the unit readings and activities. The materials include a sample table with possible answers for teachers to use as scaffolding if needed. The materials also include a Performance Task Rubric to</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          |                                |                        | <p>evaluate student responses. Further, most chapters in the materials contain a traditional assessment with eleven questions that often have students refer to maps, diagrams, images, or primary source texts to answer questions. The last question is a constructed response question that requires students to use text evidence to completely answer the question. There is also a sample guide to help teachers when grading the short answer question. The Unit 1, The Medieval World, Chapter 1, Medieval Europe, End of Chapter Assessment includes questions that have single-select and multiple-select multiple choice items, and a constructed response item. Questions range from lower to higher order thinking with many that ask “what” or “who” questions, while a few ask “why” or “how” questions. For these assessments, teachers have the option to personalize the assessment and can assign it electronically to students. Unit 6, The Age of Contact includes an end-of-unit Performance Task with the following instructions: “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. Prompt: What was the greatest effect or consequence of the Age</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--|------------------------|---|
|          |  |                        | of Contact? (LSSSS 5.5, 5.5.a, 5.5.c, 5.5.d, 5.14).” The Performance Task instructions also include a scoring chart to serve as a rubric for students in creating their presentations and for teachers in scoring them. This type of activity is included in all units, serving as a performance-based assessment option.   |
|          | <p><b>Required</b><br/> <b>6b)</b> Assessments are <b>high quality, with questions that are standards-aligned, represent a range of disciplinary thinking,</b> and require students to use their <b>content knowledge,</b> skills, practices, and/or provided sources.</p> | <b>Yes</b>             | <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. Materials include a variety of formative and summative assessments that address the standards aligned with each unit and chapter. Assessments include various item types that require students to engage in disciplinary thinking and writing that reflects the full range of the Grade 5 LSSSS. Additionally, assessments use primary sources, primarily through images, photographs of artifacts, or texts. Students answer a variety of questions throughout the unit, write a short response to the Framing Question at the end of each chapter, and write an extended response at the end of the unit (LSSSS 5.5.a, 5.5.b, 5.5.c). Almost half of the assessment items included on Chapter Assessments require students to interact with a map, photograph of an artifact, image, or text to answer the question. For example, Unit 4, Chapter 2,</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
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|          |                                |                        | <p>The Aztec Empire includes a Chapter Assessment with a variety of item types, including multiple choice, multiple select, and constructed response questions. The questions incorporate two separate primary sources. First, students observe and analyze an image of an eagle eating a snake and then draw a conclusion about the major Aztec belief represented in the image in alignment with LSSSS 5.13.f, “Describe Aztec religious beliefs and how they were linked to the traditions of the society.” Second, students observe and analyze an image of the Aztec Codex Borbonicus and identify two purposes of the codex in alignment with LSSSS 5.13f and LSSSS 5.2, “Use primary and secondary sources to: a. Analyze social studies content. b. Explain claims and evidence. c. Compare and contrast multiple sources.” Multiple choice and multiple select questions integrate a variety of standards and disciplinary skills and practices and address the LSSSS at an appropriate depth of coverage. The constructed response item addresses LSSSS 5.5, “Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to: a. Demonstrate an understanding of social studies content. and c. Explain causes and effects,” which includes the following prompt: “The strength of the Aztec Empire depended on its strong army.</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          |                                |                        | <p>Use evidence from the chapter to support or refute this claim. Write a well-organized paragraph in response to the following prompt. Be sure to include evidence from the reading and activities to support your claim.” This item also addresses LSSSS 5.13.e, “Explain how the Aztec built and controlled a powerful empire that covered much of what is now central Mexico.” The Unit 2, West African Kingdoms, Chapter 3, The Songhai Empire’s Chapter Assessment includes an image of a tomb for students to observe and analyze when answering two questions. The prompt states, “Use this image of a tomb in Gao to answer questions 9 and 10. Why is this structure significant?” At the end of Unit 1, Performance Task, students write an extended response to the following prompt: “Historians used to refer to the Middle Ages as ‘the Dark Ages.’ Today, some historians suggest that we refer to the Middle Ages as ‘the Bright Ages’ instead. Which nickname is more accurate? Write an essay that supports your claim with details and evidence from the unit reading and activities.” (LSSSS 5.5, 5.9). Students make a claim and support their claim with reason and evidence from the unit’s reading and activities. The teacher suggests using the Claims and Evidence Activity Page (AP 1.4) to organize their thoughts and plan their finished essay. These examples reflect a high-quality and comprehensive range of assessment questions and activities that</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|---|------------------------|--|
|          | <p><b>Required</b><br/> <b>6c) Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards.</b></p> | Yes                    | <p>meet the criteria for depth and rigor at the level of the Grade 5 LSSSS.</p> <p>Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards. Materials include a variety of resources to support teachers in collecting data about student performance, interpreting student mastery of standards, and providing further guidance to struggling learners. The materials provide exemplar or anticipated student responses to questions and rubrics for students’ responses to Performative Tasks. The materials provide suggestions on how to change instruction based on students’ assessment results. For example, in the teacher component of the unit Introduction, it states, “The guide includes lessons aligned to each chapter of the Renaissance and Reformation Student Reader, with a daily Check for Understanding and Additional Activities – such as vocabulary practice, primary source analysis, literature connections, and virtual field trips – designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are also included.” The section continues and provides a breakdown of the purpose of Chapter Assessments, Performative Tasks, and Activity Pages, which states that “Activity Pages are designed to support, reinforce, and extend</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--------------------------------|------------------------|---|
|          |                                |                        | <p>content taught in specific chapters throughout the unit.” Similarly, Unit 3, Chapter 1, Peoples of the Southeast includes a series of Support notes for teachers as students work through the lesson plan that highlight essential background information and connect to previous content. For example, after students read a section in the Student Reader about the Mound Builders, materials include the following guidance: “Support - Students who completed Bayou Bridges Grade 4 may recall learning about the Mound Builders and their history in Louisiana. Explain to students that mound-building societies in North America date to at least 3500 BCE. They include at least several different groups, including those we call the Adena and Hopewell cultures. When Europeans arrived in North America, they encountered the Mississippian mound-building culture. The Cahokia Mounds in southern Illinois, such as the one shown on page 4, are the remnants of a Mississippian city that prospered after 1000 CE.” Additionally, Unit 6, Chapter 1, European Exploration includes a variety of question types, including Literal, Inferential, Evaluative, as well as Possible Answer exemplars for each question associated with a section of text for the Student Reader. These exemplars provide teachers with a sense of when students are on track and/or when more scaffolding or support</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|--------------------------------|------------------------|--|
|          |                                |                        | <p>may be needed. For example, in the section Portuguese Navigators, the Core Lesson includes detailed instructions, beginning with a call for volunteers to read, followed by a series of questions to evaluate student understanding. The instructions include an additional Support paragraph that teachers can choose to use based on students' responses as a check for understanding. The materials then provide instructions for students to read the next sections with additional Support paragraphs provided depending on student comprehension, as well as a vocabulary term check-in point. The materials provide a series of questions based on the passage. Each of these questions (two Inferential, one Evaluative, three Literal) includes student look-fors to help teachers understand whether students are correctly interpreting the content. Finally, writing components for student writing, whether in the constructed response question of assessments or in the unit Performative Tasks, include student answer look-fors that teachers can use to gauge students' understanding and mastery of the content. The Unit 4, The Inca and Aztec Empires, Chapter 2, The Aztec Empire, Chapter Assessment includes a constructed response question at the end of the assessment. It states, "B. Write a well-organized paragraph in response to the following prompt: The strength of the Aztec Empire depended on its strong army. Use</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|          |                                |                        | evidence from the chapter to support or refute this claim.” Beneath that question, the materials provide the section, Notes for Evaluating Responses, and include social studies content that should be present in students’ answers. The teacher’s notes for this assessment question states, “Students should clearly state an accurate claim and support it with relevant evidence, such as that the army was responsible for conquering neighboring areas, which is what allowed the empire to expand, and the people who were captured were used for human sacrifice. Answers should include explanations of how the evidence supports the claim.” |

**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  |
|---|---------------------------|------------|---|
| <b>I: Non-Negotiable Criteria of Superior Quality<sup>3</sup></b> | 1. Alignment and Sequence | <b>Yes</b> | Materials incorporate a majority of the content standards in the Louisiana Student Standards for Social Studies for the identified grade level and require students to engage in thinking at the full depth and rigor of the standards. Materials present a clear path for teachers to address content in |

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

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

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
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|  |                                |                        | complex. Available sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined. Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units.   |
| <b>II: Additional Criteria of Superior Quality<sup>4</sup></b> | 4. Scaffolding and Support     | <b>Yes</b>             | 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                   | <b>Yes</b>             | The total amount of content is viable for a school year, and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take. Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning. Student and teacher materials are easy to use and are well-organized. |
|  | 6. Assessment                  | <b>Yes</b>             | Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments. Assessments are high quality, with questions that are  |

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

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

# Reviewer Information

## Instructional Materials Review

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

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

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

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

# Appendix I.

## Publisher Response



The publisher had no response.

# Appendix II.

## Public Comments



There were no public comments submitted.