



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: United States Government and Civics

Grade/Course: Civics

Publisher: McGraw Hill LLC

Copyright: 2024

Overall Rating: Tier 3, Not representing quality

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

STRONG	WEAK
	1. Alignment and Sequence (Non-Negotiable)

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** 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.
- 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 yellow. 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
<b>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b> <b>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.</b>			
<b>Non-Negotiable</b> <b>1. ALIGNMENT AND SEQUENCE:</b> Materials adequately address the <a href="#">Louisiana Student Standards for Social Studies</a> .  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Required</b> <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> .	<b>No</b>	Materials do not incorporate a majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for the identified course or require students to engage in thinking at the full depth and rigor of the standards. Content meets less than 80% of the framing standards. For example, materials only partially address LSSSS C.6 and C.7, as well as the supporting standards for LSSSS C.13 and C.14.
	<b>Required *Indicator for grades 3-8 only</b> <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>	<b>N/A</b>	Not applicable to this grade level.
	<b>Required</b> <b>1c) In any one grade or course, instructional materials spend minimal time on content outside of the course, grade, or grade-band.</b>	<b>Yes</b>	Materials spend minimal time on content outside of the course, grade, or grade band. The materials briefly mention additional court cases in the Supreme Court Case Summaries section of the appendix. While the materials spend some time on court cases not included in the standards, such as <i>South Dakota v. Dole</i> in Unit 6, Chapter 21, and <i>Shelby County, Alabama v. Holder</i> in Unit 5, Chapter 15, the inclusion of these cases does not detract from the course-level content.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>Non-Negotiable</b>  <b>2. DISCIPLINARY SKILLS AND PRACTICES:</b>            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 type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <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>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p><b>Required</b>  <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>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p><b>Required</b>  <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>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p><b>Required</b>  <b>2d)</b> Materials promote an emphasis on building <b>content-specific and academic vocabulary</b> in social studies.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p><b>2e)</b> Materials provide <b>frequent opportunities for evidence-based student discourse</b> and meaningful classroom discussions.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
<p><b>Non-Negotiable</b>  <b>3. QUALITY OF SOURCES:</b>            The sources students engage with are authentic and meaningful and in line with the kinds of knowledge</p>	<p><b>Required</b>  <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 <a href="#">complex</a>.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</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
and skills required by the standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>3b) Available sources are representative of multiple viewpoints or accounts</b> on the issue, event, or topic being examined.	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<b>Required</b> <b>3c) Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups</b> throughout the units.	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
<b>SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY</b>			
<b>4. SCAFFOLDING AND SUPPORT:</b> Materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts using multiple instructional approaches and strategies.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>4a) Materials provide appropriate scaffolding</b> that will allow <b>all students</b> to productively engage with content.	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<b>Required</b> <b>4b) Teacher support materials</b> include support for building social studies content knowledge and explanations of the instructional approaches that are used.	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
<b>5. USABILITY:</b> Materials are easily accessible, and are viable for implementation given the length of a school year.	<b>Required</b> <b>5a) The total amount of content is 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.	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>5b)</b> Materials provide <b>support for communicating with parents, community members, and other stakeholders</b> about how they can support student learning.	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<b>5c)</b> Student and teacher materials are easy to use and well organized.	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
<b>6. ASSESSMENT:</b> Materials offer assessment opportunities that genuinely measure progress and elicit evidence of the degree to which students can independently demonstrate the assessed standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>6a)</b> Materials encompass a <b>balanced system of assessments</b> that includes a variety of formative, performance, and traditional summative assessments.	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<b>Required</b> <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.	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<b>Required</b> <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.	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” for all Non-Negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-Negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-Negotiable Criteria.			
<b>Compile the results for Sections I and II to make a final decision for the materials under review.</b>			
<b>Section</b>	<b>Criteria</b>	<b>Yes/No</b>	<b>Final Justification/Comments</b>
<b>I: Non-Negotiable Criteria of Superior Quality<sup>3</sup></b>	1. Alignment and Sequence	<b>No</b>	While materials spend minimal time on content outside of the course, grade, or grade band, materials do not incorporate

<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 majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for the identified course or require students to engage in thinking at the full depth and rigor of the standards.
	2. Disciplinary Skills and Practices	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	3. Quality of Sources	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
<b>II: Additional Criteria of Superior Quality<sup>4</sup></b>	4. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	5. Usability	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	6. Assessment	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier 3, Not representing quality</u></b>			

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

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

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

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

The [2023-2024 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Allen, Ascension, Bienville, Caddo, Calcasieu, Catholic Diocese of Baton Rouge - REACH Department, CSAL, D'Arbonne Woods Charter School, East Baton Rouge, Hynes Charter School Corporation, Iberia, Iberville, Jefferson, Lafayette, Lafourche, Lincoln, LSU Laboratory School, Madison, Natchitoches, Orleans, Ouachita, Rapides, Richland, St. Landry, St. Martin, St. Mary, St. Tammany, Tangipahoa, University View Academy, Vermillion, Webster, West Feliciana, and Zachary Community Schools. This review represents the work of current classroom teachers with experience in grades 9-12.



Appendix I.

Publisher Response

Strong social studies instruction requires that students:

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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: United States Government and Civics

Grade/Course: Civics

Publisher: McGraw Hill LLC

Copyright: 2024

Overall Rating: Tier 3, Not representing quality

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

STRONG	WEAK
	1. Alignment and Sequence (Non-Negotiable)

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.
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- 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.

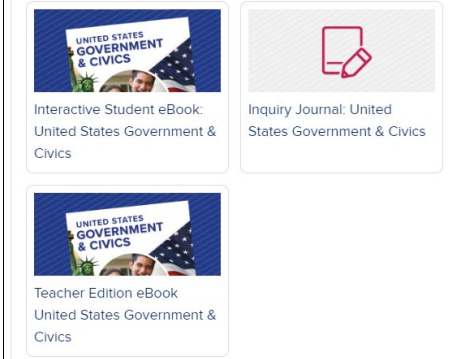
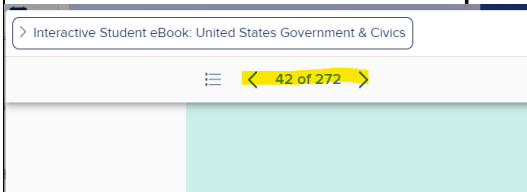
**Tier 2 ratings** receive a “Yes” for all Non-Negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.

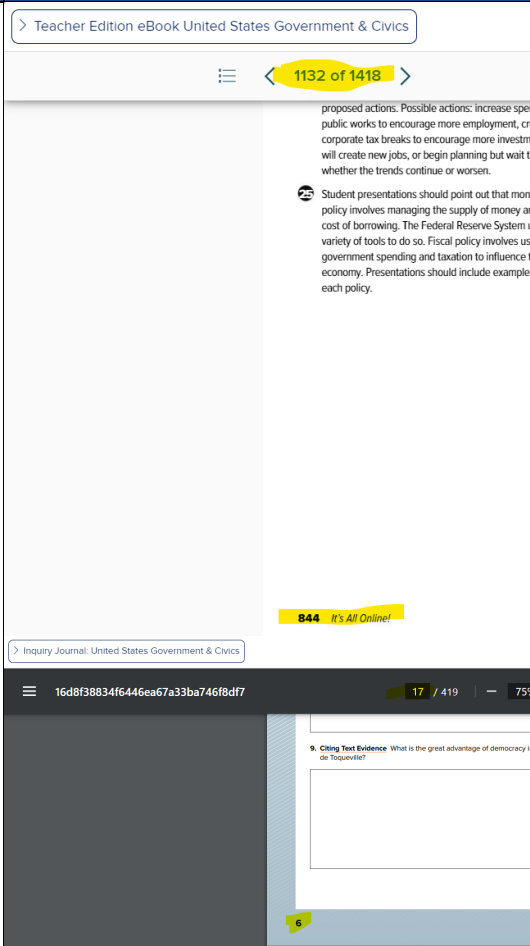
**Tier 3 ratings** receive a “No” for at least one of the Non-Negotiable Criteria.

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<sup>1</sup> **Required Indicators of Superior Quality** are labeled “**Required**” and shaded yellow. 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	PUBLISHER'S RESPONSE
<b>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b> 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><b>Non-Negotiable</b></p> <p><b>1. ALIGNMENT AND SEQUENCE:</b> Materials adequately address the <a href="#">Louisiana Student Standards for Social Studies</a>.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>Required</b></p> <p><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>No</b></p>	<p>Materials do not incorporate a majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for the identified course or require students to engage in thinking at the full depth and rigor of the standards. Content meets less than 80% of the framing standards. For example, materials only partially address LSSSS C.6 and C.7, as well as the supporting standards for LSSSS C.13. Additionally, there is no evidence of content addressing LSSSS C.13.a and LSSSS C.14 within the materials.</p>	<p>Thank you for giving McGraw Hill the opportunity to have new citations reviewed for coverage of the Louisiana Student Standards for Social Studies (LSSSS) C.6, C.7, C.13, and C.14. McGraw Hill <i>United States Government &amp; Civics</i> meets these standards. The original correlation provided at time of submission inadvertently omitted some of the strongest examples in the materials. For ease of use, a couple of the strongest examples for each LSSSS are described here in the publisher response, organized alphanumerically by standard code. At the conclusion of this response is a comprehensive correlation that includes all relevant citations for LSSSS C.6, C.7, C.13, and C.14.</p> <p><b>C.6a-d</b> For standards C.6a-d, the McGraw Hill <i>United States Government &amp; Civics</i> student and teacher materials include a wide variety of texts and different types of primary sources and secondary sources including letters, government documents, speeches, treatises, literature, stories, legends, myths, illustrations, poems, songs, art, artifacts, oral histories, political cartoons, newspaper articles, data tables, and more. In the Student Edition, primary and secondary sources are included throughout the lessons and in Analyzing Primary Sources features that open each chapter. In addition, the Inquiry Journal worktext includes an inquiry activity for each chapter with a series of primary and secondary sources that students analyze to respond to a Compelling Question. There</p>


CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				<p>are many examples throughout the Inquiry Journal that meet Standards C6a-d. From the <i>United States Government &amp; Civics</i> Dashboard, go to <b>eBook Options</b> to locate and access the Interactive Student eBook, Inquiry Journal, and Teacher Edition eBook.</p> <div data-bbox="1991 391 2448 797"> <p>eBook Options</p>  <p>Interactive Student eBook: United States Government &amp; Civics</p> <p>Inquiry Journal: United States Government &amp; Civics</p> <p>Teacher Edition eBook: United States Government &amp; Civics</p> </div> <p><b>NOTE: Page numbers are provided for both the eBook counter at the top of the page and the print page numbers on the documents. See screenshots for examples.</b></p> <div data-bbox="1991 927 2518 1117">  <p>&gt; Interactive Student eBook: United States Government &amp; Civics</p> <p>&lt; 42 of 272 &gt;</p> </div>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				 <p data-bbox="1991 1136 2521 1408"><b>C.6a</b>  Student Edition, Chapter 4, Analyzing Primary Sources: Federalism &amp; Education, Interactive Student eBook, p. 42 of 272 (Print SE Pages 126-127)  Student Edition, Chapter 14, Analyzing Primary Sources: Equal Justice Under Law, Interactive Student eBook, p. 144 of 272 (Print SE Pages 520-521)</p>


CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				<p>Teacher Edition, Chapter 4, Analyzing Primary Sources: Federalism &amp; Education, Social Studies Skills, Teacher Edition eBook p. 247 of 1418 (Print TE p. 127)</p> <p>Inquiry Journal, Chapter 8, eBook pages 126-134 (Print IJ pp. 116-124)</p> <p><i>For additional examples, please see the complete correlation at the end of this response.</i></p> <p><b>C6.b</b></p> <p>Student Edition, Chapter 2, Lesson 3: The Articles of Confederation, Lesson Review, Question 5, Interactive Student eBook, p. 25 of 272 (Print SE p. 64)</p> <p>Teacher Edition, Chapter 24, Analyzing Primary Sources, Question 3, Teacher Edition eBook p. 1251 of 1418 (Print TE p. 933)</p> <p>Inquiry Journal, Chapter 4, Communicate Conclusions-Congressional Redistricting Options, Questions 28 and 29, eBook p 87 (Print p. 77)</p> <p><i>For additional examples, please see the complete correlation at the end of this response.</i></p> <p><b>C6.c</b></p> <p>Teacher Edition, Chapter 2, Lesson 1, Question 2, eBook p. 145 of 1418 (Print TE p. 45),</p> <p>Student Edition, Chapter 23, Analyzing Primary Sources, eBook p. 239 of 272 (Print SE pp. 894-895)</p> <p>Student Edition, Literature: UN Declaration of Human Rights, eBook p. 251 of 272 (Print SE pp. 952-955)</p> <p>Inquiry Journal, Chapter 2, eBook pp. 27-42 (Print IJ pp. 17-32)</p> <p>Inquiry Journal, Chapter 3, Question 18, eBook p. 54 (Print IJ p. 43)</p> <p><i>For additional examples, please see the complete correlation at the end of this response.</i></p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				<p><b>C6.d</b>  Teacher Edition, Chapter 9, Analyzing Primary Sources, Close and Reflect, eBook p. 497 (Print TE p. 327)  Student Edition, Chapter 1, Lesson 1: Purposes and Origins of Government, Origins of the State, eBook p. 15 (Print SE pp. 10-12)  Inquiry Journal, Chapter 1, Grading Democracy, eBook pp. 11-26 (Print IJ pp. 1-16)  Inquiry Journal, Chapter 10, Question 8, eBook p. 162 (Print IJ p. 152)  <i>For additional examples, please see the complete correlation at the end of this response.</i></p> <p><b>C.7a-d</b>  For standards C.7a-d, the McGraw Hill <i>United States Government &amp; Civics</i> curriculum provides numerous opportunities in the Student Edition, Teacher Edition, and Inquiry Journal for writing about social studies content. In these written responses and essays, students construct and express claims and support those claims with evidence and reasoning.  In the Student Edition, Literature selections, Lesson Reviews, and Chapter Assessments include writing prompts and questions. The Analyzing Primary Sources activities at the beginning of each chapter include primary and secondary source readings that conclude with a series of writing questions and prompts where students can synthesize what they learned.  In the Teacher Edition, activities for each lesson include practice for writing using social studies content from lesson. These are clearly labeled in both the Lesson Planners and in the activities in the teacher wraparound material.</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				<p>In the Inquiry Journal, students begin with a Compelling Question and then analyze a series of primary and secondary sources, compile relevant evidence from those sources, and then use those sources to develop claims and make arguments. There are many examples throughout the Inquiry Journal that meet Standards C7a-d.</p> <p><b>NOTE: Page numbers are provided for both the eBook counter at the top of the page and the print page numbers on the documents. See screenshot for an example.</b></p>  <p><b>C.7a</b>  Teacher Edition, Chapter 8, Analyzing Primary Sources, Teacher Edition eBook, p. 451 of 1418  Student Edition, Chapter 3, Analyzing Primary Sources, Student Edition eBook p. 31 of 272 (Print SE pp. 80-81)  Inquiry Journal, Chapter 16, eBook pp. 266-275 of 419 (Print pp. 256-265)  <i>For additional examples, please see the complete correlation at the end of this response.</i></p> <p><b>C.7b</b>  Teacher Edition, Chapter 12, Analyzing Primary Sources, Question 1, Teacher Edition eBook, p. 641 of 1418 (Print TE p. 445)  Student Edition, Chapter 23, Analyzing Primary Sources, eBook p. 239 of 272 (Print SE pp. 894-895)  Inquiry Journal, Chapter 15, Question 14, eBook p. 257 of 419 (Print p. 247)</p>

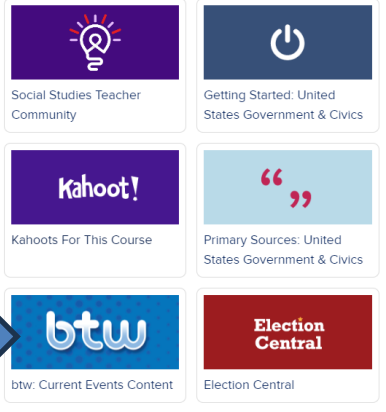
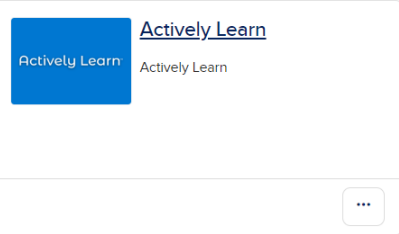
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				<p><i>For additional examples, please see the complete correlation at the end of this response.</i></p> <p><b>C.7.c</b>  Teacher Edition, Chapter 8, Lesson 1, Question 2, Teacher Edition eBook p. 453 of 1418 (Print TE, p. 295)  Student Edition, Chapter 24, Lesson 4, Global Economic Issues, Student Edition eBook p. 254 of 272 (Print SE pp. 969-971)  Inquiry Journal, Chapter 22, Question 15, eBook p. 376 of 419 (Print p. 366)</p> <p><i>For additional examples, please see the complete correlation at the end of this response.</i></p> <p><b>C.7.d</b>  Teacher Edition eBook, Chapter 5, Deliberation, p. 325 of 1418 (Print TE p. 193)  Student Edition, Chapter 2, Lesson 4, The Connecticut Compromise, p. 26 of 272 (Print SE pp. 68-70)  Inquiry Journal, Chapter 21, Question 20, eBook p. 366 of 419 (Print p. 356)</p> <p><i>For additional examples, please see the complete correlation at the end of this response.</i></p> <p><b>C.13a-g</b>  The McGraw Hill <i>United States Government &amp; Civics</i> program includes content about economic principles, different types of economic systems, the United States economy, U.S. economic policy, the role of government in regulating the economy, and the global economy and international trade. Most of the economics content is located within these chapters and lessons:</p> <ul style="list-style-type: none"> <li>• Chapter 1, Lesson 3: The Role of Government in Economic Systems</li> <li>• Chapter 21, Analyzing Primary Sources: Comparing Economic Theories</li> </ul>

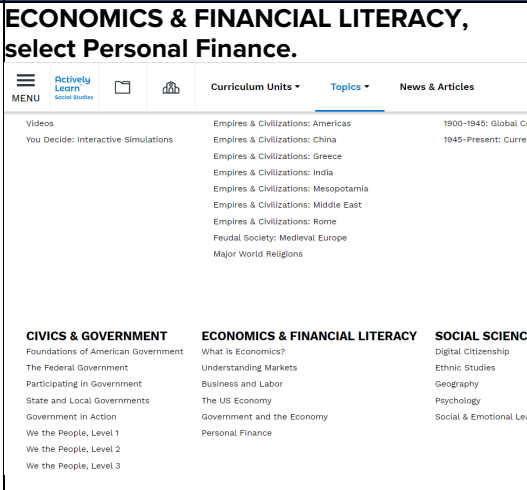
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				<ul style="list-style-type: none"> <li>• Chapter 21, Lesson 1: Economic Goals and the Federal Budget</li> <li>• Chapter 21, Lesson 3: Managing the Economy</li> <li>• Chapter 22, Lesson 1: Business and Labor Policy</li> <li>• Chapter 24, Lesson 3: Economic Systems in Action</li> <li>• Chapter 24, Lesson 4: The Global Economy</li> </ul> <p><b>NOTE: Page numbers are provided for both the eBook counter at the top of the page and the print page numbers on the documents. See screenshot for an example.</b></p>  <p><b>C.13a</b>  Student Edition eBook, Chapter 1, Lesson 3, p. 17 of 272 (Print SE, pp. 28-29)  Teacher Edition eBook, Chapter 1, Lesson 3, p. 118 of 1418 (Print TE pp. 28-29)</p> <p><b>C.13b</b>  Teacher Edition, Chapter 1, Lesson 3, eBook p. 117-222 of 1418 (Print TE pp. 27-32)  Teacher Edition, Chapter 24, Lesson 3, eBook pp. 1277 of 1418 (Print TE p. 929)  Student Edition, Chapter 1, Chapter Assessment, Q18, eBook p. 18 of 272 (Print SE p. 38)  Student Edition, Chapter 1, Lesson 3, eBook p. 17 of 272 (Print SE pp. 27-32)  Student Edition. Chapter 1, Study Guide, eBook pp. 19 of 272 (Print SE p. 36)</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				<p>Student Edition, Chapter 24, Lesson 3, eBook p. 253 of 272 (Print SE p. 959)</p> <p><b>C.13c</b></p> <p>Student Edition eBook, Chapter 21, Analyzing Primary Sources, eBook p. 218 of 272 (Print SE, pp. 806-807)</p> <p>Student Edition, Chapter 21, Lesson 1, eBook p. 1097-1098 of 1418 (Print SE pp. 809-810)</p> <p>Student Edition, Chapter 21, Lesson 3, eBook p. 1114-1116 of 1418 (Print SE pp. 826-828)</p> <p>Teacher Edition eBook, Chapter 21, Analyzing Primary Sources, eBook pp. 1094-1095 of 1418 (Print TE, pp. 806-807)</p> <p>Teacher Edition, Chapter 8, Lesson 3, eBook p. 475-476 of 1418 (Print SE pp. 317-318)</p> <p>Teacher Edition, Chapter 11, Lesson 4, eBook p. 622-624 of 1418 (Print SE pp. 434-436)</p> <p>Inquiry Journal, Chapter 21 Balancing the Budget, eBook pp. 353-368 (Print IJ pp. 343-358)</p> <p><b>C.13d</b></p> <p>Student Edition, Chapter 8, Lesson 3, Economic Development, Student Edition eBook p. 88 of 272 (Print SE pp. 317-318)</p> <p>Student Edition, Chapter 12, Supreme Court Case: Kelo v. New London, eBook p. 129 of 272 (Print SE page 477)</p> <p>Student Edition, Chapter 21, Analyzing Primary Sources, eBook p. 218 of 272 (Print SE, pp. 806-807)</p> <p>Student Edition, Chapter 22, Lesson 1: Business and Labor Policy, eBook p. 229 of 272 (Print SE pp. 848-856)</p> <p>Teacher Edition eBook, Chapter 21, Analyzing Primary Sources, eBook pp. 1094-1095 of 1418 (Print TE, pp. 806-807)</p> <p>Inquiry Journal, Chapter 21 Balancing the Budget, eBook pp. 353-368 (Print IJ pp. 343-358)</p>

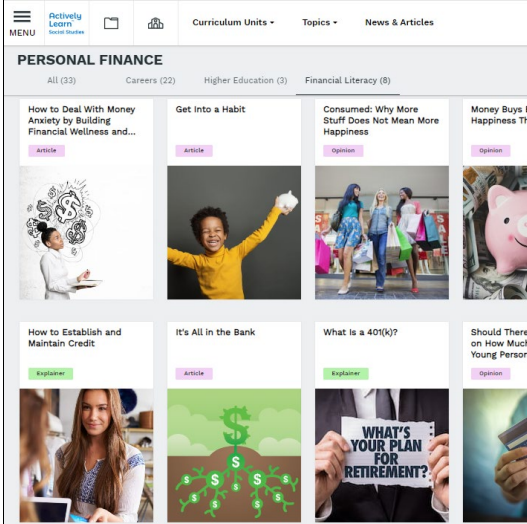
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				<p>Inquiry Journal, Chapter 22 Securing Social Security for the Future, eBook pp. 369-384 (Print IJ pp. 359-374)</p> <p><b>C.13.e</b>  Student Edition, Chapter 1, Lesson 3, eBook pp. 17 of 272 (Print SE pp. 27-29)  Student Edition, Chapter 22, Lesson 1: Business and Labor Policy, eBook p. 229 of 272 (Print SE pp. 848-856)  Student Edition, Chapter 24, Lesson 3, eBook pp. 253 of 272 (Print SE p. 957, 959)  Teacher Edition eBook, Chapter 22, Lesson 1, eBook pp. 1149-1150 of 1418 (Print TE p. 851-852)</p> <p><b>C.13.f</b>  Student Edition, Chapter 1, Lesson 3, eBook p. 17 of 272 (Print SE p. 26-29)  Student Edition, Chapter 22, Lesson 1: Business and Labor Policy, eBook p. 229 of 272 (Print SE pp. 848-856)  Student Edition, Chapter 24, Lesson 3, eBook p. 253 of 272 (Print SE pp. 958-963)  Student Edition, Chapter 24, Lesson 4, eBook pp. 254 of 272 (Print SE pp. 965-972)  Teacher Edition, Chapter 1, Lesson 3, eBook p. 116-119 of 1418 (Print TE p. 26-29)  Teacher Edition, Chapter 24, Lesson 3, eBook p. 1276-1277 of 1418 (Print TE pp. 958-959)  Teacher Edition, Chapter 24, Lesson 4, eBook pp. 1283-1290 of 1418 (Print TE pp. 965-972)</p> <p><b>C.13.g</b>  Student Edition, Chapter 1, Lesson 3, eBook p. 17 of 272 (Print SE p. 26-29)  Student Edition, Chapter 24, Lesson 2, eBook p. 250 of 272 (Print SE pp. 944)  Student Edition, Chapter 24, Lesson 3, eBook p. 253 of 272 (Print SE pp. 958-959)</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				<p>Student Edition, Chapter 24, Lesson 4, eBook pp. 254 of 272 (Print SE pp. 965-971)</p> <p>Student Edition, Chapter 24, Study Guide, eBook pp. 255 of 272 (Print SE p. 972)</p> <p>Teacher Edition, Chapter 1, Lesson 3, eBook pp. 116-119 of 1418 (Print TE p. 26-29)</p> <p>Teacher Edition, Chapter 24, Lesson 3, eBook p. 1276-1277 of 1418 (Print TE pp. 958-959)</p> <p>Teacher Edition, Chapter 24, Lesson 4, eBook pp. 1283-1289 of 1418 (Print TE pp. 965-971)</p> <p>Teacher Edition, Chapter 24, Study Guide, eBook pp. 1290 of 1418 (Print TE p. 972)</p> <p><b>C14a-e</b></p> <p>Most of the personal finance material for the program is located in the Actively Learn subscription and McGraw Hill btw current events website. Both sites include information about careers, personal financial wellness, credit, and other personal finance topics. These sites are updated continually and will include more information about personal finance over time.</p> <p><b>From the <i>United States Government &amp; Civics</i> courseware dashboard, see <b>Additional Resources</b> for access to btw: <b>Current Events Content.</b></b></p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				<p>Additional Resources</p>  <p><b>For access to Actively Learn, select Actively Learn from the My Programs menu.</b></p> <p>My Programs</p> <p>Active Archived</p> <p>5 Active Programs</p>  <p><b>Once in Actively Learn, select MENU, and choose the Social Studies catalogue. Go to the Topics menu. Under the heading</b></p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				<p><b>ECONOMICS &amp; FINANCIAL LITERACY, select Personal Finance.</b></p>  <p><b>Personal Finance articles are categorized as Careers, Higher Education, and Financial Literacy.</b>  See the <b>Financial Literacy tab:</b>  <a href="https://read.activelylearn.com/#/teacher/catalog/social-studies/ss-personal-finance/financial-literacy">https://read.activelylearn.com/#/teacher/catalog/social-studies/ss-personal-finance/financial-literacy</a></p> <p><b>C14.a.</b>  Teacher Edition, Chapter 4, Analyzing Primary Sources, eBook pp. 246-247 of 1418 (Print TE pp. 126-127)  Teacher Edition, Chapter 8, Lesson 3, eBook pp. 472-473 of 1418 (Print TE p. 314-315)</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				<p>Teacher Edition, Chapter 19, Analyzing Primary Sources, eBook pp. 991 of 1418 (Print</p>  <p>TE p. 723)</p> <p>Student Edition, Chapter 4, Analyzing Primary Sources, eBook p. 42 of 272 (Print SE pp. 126-127)</p> <p>Student Edition, Chapter 8, Lesson 3, p. 88 of 272 (Print SE p. 314-317)</p> <p>Chapter 19, Analyzing Primary Sources, 197 of 272 (Print SE p. 723)</p> <p>Dashboard&gt;Additional Resources&gt;McGraw Hill btw Current Events Content</p> <p><b>McGraw Hill btw Careers Page</b></p> <p><a href="https://mheducation.com/category/careers/">https://mheducation.com/category/careers/</a></p> <p>See Actively Learn, Personal Finance page</p> <p><a href="https://read.activelylearn.com/#/teacher/catalog/social-studies/ss-personal-finance">https://read.activelylearn.com/#/teacher/catalog/social-studies/ss-personal-finance</a></p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				<p><b>C.14b.</b>  <b>See Actively Learn, Personal Finance page</b>  <a href="https://read.activelylearn.com/#/teacher/catalog/social-studies/ss-personal-finance">https://read.activelylearn.com/#/teacher/catalog/social-studies/ss-personal-finance</a></p> <p>How Deal With Money Anxiety by Building Financial Wellness and Literacy:  <a href="https://reader.activelylearn.com/authoring/preview/6655328/notes?_gl=1*lu9o5q*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxNzgzOS42MC4wLjA">https://reader.activelylearn.com/authoring/preview/6655328/notes?_gl=1*lu9o5q*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxNzgzOS42MC4wLjA</a></p> <p>How to Establish and Maintain Credit  <a href="https://reader.activelylearn.com/authoring/preview/6108185/notes?_gl=1*lu9o5q*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxNzgzOS42MC4wLjA">https://reader.activelylearn.com/authoring/preview/6108185/notes?_gl=1*lu9o5q*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxNzgzOS42MC4wLjA</a>.</p> <p>What is a 401(k)?  <a href="https://reader.activelylearn.com/authoring/preview/6084951/notes?_gl=1*4z7u8a*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxODE5NS40Mi4wLjA">https://reader.activelylearn.com/authoring/preview/6084951/notes?_gl=1*4z7u8a*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxODE5NS40Mi4wLjA</a>.</p> <p><b>C.14c.</b>  <b>See Actively Learn, Personal Finance page</b>  <a href="https://read.activelylearn.com/#/teacher/catalog/social-studies/ss-personal-finance">https://read.activelylearn.com/#/teacher/catalog/social-studies/ss-personal-finance</a></p> <p>How Deal With Money Anxiety by Building Financial Wellness and Literacy:</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				<p><a href="https://reader.activelylearn.com/authoring/preview/6655328/notes?_gl=1*lu9o5q*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxNzgzOS42MC4wLjA">https://reader.activelylearn.com/authoring/preview/6655328/notes?_gl=1*lu9o5q*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxNzgzOS42MC4wLjA</a></p> <p>How to Establish and Maintain Credit:  <a href="https://reader.activelylearn.com/authoring/preview/6108185/notes?_gl=1*lu9o5q*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxNzgzOS42MC4wLjA">https://reader.activelylearn.com/authoring/preview/6108185/notes?_gl=1*lu9o5q*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxNzgzOS42MC4wLjA</a>.</p> <p><b>C.14d.</b>  <b>See Actively Learn, Personal Finance page</b>  <a href="https://read.activelylearn.com/#/teacher/catalog/social-studies/ss-personal-finance">https://read.activelylearn.com/#/teacher/catalog/social-studies/ss-personal-finance</a></p> <p>How Deal With Money Anxiety by Building Financial Wellness and Literacy:  <a href="https://reader.activelylearn.com/authoring/preview/6655328/notes?_gl=1*lu9o5q*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxNzgzOS42MC4wLjA">https://reader.activelylearn.com/authoring/preview/6655328/notes?_gl=1*lu9o5q*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxNzgzOS42MC4wLjA</a></p> <p>How to Establish and Maintain Credit:  <a href="https://reader.activelylearn.com/authoring/preview/6108185/notes?_gl=1*lu9o5q*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxNzgzOS42MC4wLjA">https://reader.activelylearn.com/authoring/preview/6108185/notes?_gl=1*lu9o5q*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxNzgzOS42MC4wLjA</a>.</p> <p><b>McGraw Hill btw:</b>  <b>Investing in Community:</b>  <a href="https://mhbtw.mheducation.com/2023/08/24/investing-in-community/">https://mhbtw.mheducation.com/2023/08/24/investing-in-community/</a></p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				<p><b>C.14e.</b>  <b>See Actively Learn, Personal Finance page</b>  <a href="https://read.activelylearn.com/#/teacher/catalog/social-studies/ss-personal-finance">https://read.activelylearn.com/#/teacher/catalog/social-studies/ss-personal-finance</a></p> <p>How Deal With Money Anxiety by Building Financial Wellness and Literacy:  <a href="https://reader.activelylearn.com/authoring/preview/6655328/notes?_gl=1*lu9o5q*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxNzgzOS42MC4wLjA">https://reader.activelylearn.com/authoring/preview/6655328/notes?_gl=1*lu9o5q*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxNzgzOS42MC4wLjA</a></p> <p>--</p> <p><b>Complete Correlation to LSSSS C.6, C.7, C.13, &amp; C.14</b></p> <p><b>C.6a</b>  <b>Teacher Edition eBook and Print References</b>  Chapter 1, Analyzing Primary Sources, eBook pp. 94-95 of 1418 (Print TE pp. 4-5)  Chapter 1, Lesson 3, eBook p. 121 of 1418 (Print TE p. 31)  Chapter 1, Assessment, eBook p. 128 of 1418, question 18 and 19 (Print TE p. 38)  Chapter 2, Analyzing Primary Sources, eBook p. 141 of 1418, Reading Skills (Print TE p. 41)  Chapter 2, Lesson 1, eBook p. 145 of 1418 (Print TE p. 45)  Chapter 2, Lesson 2, eBook p. 156 of 1418 (Print TE pp. 56)  Chapter 2, Lesson 2, eBook p. 157 of 1418 (Print TE p. 57)  Chapter 2, Assessment q. 18 and 19, eBook p. 178 of 1418 (Print TE p. 78)</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				<p>Chapter 3, Analyzing Primary Sources, eBook pp. 190-191 of 1418 (Print TE pp. 80-81)</p> <p>Chapter 3, Lesson 2, eBook p. 201 of 1418 (Print TE p. 91)</p> <p>Chapter 3, Literature, eBook pp. 209-212 of 1418 (Print TE pp. 99-102)</p> <p>Chapter 4, Analyzing Primary Sources, Social Studies Skills, eBook p. 247 of 1418 (Print TE p. 127)</p> <p>Chapter 7, Lesson 4, eBook p. 433 of 1418 (Print TE p. 283)</p> <p>Chapter 8, Analyzing Primary Sources, eBook p. 451 of 1418 (Print TE p. 293)</p> <p>Chapter 8, Lesson 1, eBook p. 453 of 1418 (Print TE p. 295)</p> <p>Chapter 9, Lesson 1, eBook p. 501 of 1418 (Print TE p. 331)</p> <p>Chapter 10, Analyzing Primary Sources, q. 2, eBook p. 547 of 1418 (Print TE pp. 369)</p> <p>Chapter 12, Analyzing Primary Sources, q. 1, eBook p. 641 of 1418 (Print TE p. 445)</p> <p>Chapter 17, Analyzing Primary Sources, Reading Skills, eBook p. 894 of 1418 (Print TE p. 646)</p> <p>Chapter 17, Analyzing Primary Sources, q. 2, eBook p. 895 of 1418 (Print TE p. 647)</p> <p>Chapter 24, Analyzing Primary Sources, q. 2, eBook p. 1251 of 1418 (Print TE p. 933)</p> <p>Chapter 24, Analyzing Primary Sources, q. 3, eBook p. 1251 of 1418 (Print TE p. 933)</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				<p><b><u>Student Edition eBook and Print References</u></b></p> <p><b>Chapter 1, Analyzing Primary Sources, eBook p. 14 of 272 (Print SE pp. 4-5)</b></p> <p><b>Chapter 1, Lesson 3, eBook p. 17 of 272 (Print SE p. 31)</b></p> <p><b>Chapter 1, Assessment, eBook p. 20 of 272, question 18 and 19 (Print SE p. 38)</b></p> <p><b>Chapter 2, Lesson 1, eBook p. 23 of 272 (Print SE p. 45)</b></p> <p><b>Chapter 2, Lesson 2, eBook p. 24 of 272 (Print SE pp. 56)</b></p> <p><b>Chapter 2, Lesson 2, eBook p. 24 of 272 (Print SE p. 57)</b></p> <p><b>Chapter 2, Assessment q. 18 and 19, eBook p. 29 of 272 (Print SE p. 78)</b></p> <p><b>Chapter 3, Analyzing Primary Sources, eBook p. 31 of 272 (Print SE pp. 80-81)</b></p> <p><b>Chapter 3, Lesson 2, eBook p. 33 of 272 (Print SE p. 91)</b></p> <p><b>Chapter 3, Literature, eBook p. 35 of 272 (Print SE pp. 99-102)</b></p> <p><b>Chapter 7, Lesson 4, eBook p. 80 of 272 (Print SE p. 283)</b></p> <p><b>Chapter 8, Analyzing Primary Sources, eBook p. 84 of 272 (Print SE p. 293)</b></p> <p><b>Chapter 8, Lesson 1, eBook p. 85 of 272 (Print SE p. 295)</b></p> <p><b>Chapter 9, Lesson 1, eBook p. 96 of 272 (Print SE p. 331)</b></p> <p><b>Chapter 10, Analyzing Primary Sources, q. 2, eBook p. 106 of 272 (Print SE pp. 369)</b></p> <p><b>Chapter 12, Analyzing Primary Sources, q. 1, eBook p. 124 of 272 (Print SE p. 445)</b></p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				<p>Chapter 17, Analyzing Primary Sources, q. 2, eBook p. 178 of 272 (Print SE p. 647)</p> <p>Chapter 24, Analyzing Primary Sources, q. 2, eBook p. 248 of 272 (Print SE p. 933)</p> <p>Chapter 24, Analyzing Primary Sources, q. 3, eBook p. 248 of 272 (Print SE p. 933)</p> <p><u>Inquiry Journal</u></p> <p>Chapter 1, eBook pp. 14-21 of 419 (Print pp. 4-11)</p> <p>Chapter 2, eBook pp. 30-37 of 419 (Print pp. 20-27)</p> <p>Chapter 3, eBook pp. 46-53 of 419 (Print pp. 36-43)</p> <p>Chapter 4, eBook pp. 62-67 of 419 (Print pp. 52-57)</p> <p>Chapter 5, eBook pp. 76-84 of 419 (Print pp. 66-74)</p> <p>Chapter 6, eBook pp. 94-101 of 419 (Print pp. 84-91)</p> <p>Chapter 7, eBook pp. 110-117 of 419 (Print pp. 100-107)</p> <p>Chapter 8, eBook pp. 126-134 of 419 (Print pp. 116-124)</p> <p>Chapter 9, eBook pp. 144-151 of 419 (Print pp. 134-141)</p> <p>Chapter 10, eBook pp. 160-170 of 419 (Print pp. 150-160)</p> <p>Chapter 11, eBook pp. 180-189 of 419 (Print pp. 170-179)</p> <p>Chapter 12, eBook pp. 198-205 of 419 (Print pp. 188-195)</p> <p>Chapter 13, eBook pp. 214-224 of 419 (Print pp. 204-214)</p> <p>Chapter 14, eBook pp. 234-242 of 419 (Print pp. 224-232)</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				<p>Chapter 15, eBook pp. 252-257 of 419 (Print pp. 242-247)</p> <p>Chapter 16, eBook pp. 266-275 of 419 (Print pp. 256-265)</p> <p>Chapter 17, eBook pp. 284-294 of 419 (Print pp. 274-284)</p> <p>Chapter 18, eBook pp. 304-314 of 419 (Print pp. 294-304)</p> <p>Chapter 19, eBook pp. 324-331 of 419 (Print pp. 314-321)</p> <p>Chapter 20, eBook pp. 340-346 of 419 (Print pp. 330-336)</p> <p>Chapter 21, eBook pp. 356-363 of 419 (Print pp. 346-353)</p> <p>Chapter 22, eBook pp. 372-380 of 419 (Print pp. 362-370)</p> <p>Chapter 23, eBook pp. 388-395 of 419 (Print pp. 378-385)</p> <p>Chapter 24, eBook pp. 404-414 of 419 (Print pp. 394-404)</p> <p><b>C.6b.</b></p> <p><u>Teacher Edition eBook and Print References</u></p> <p>Chapter 1, Analyzing Primary Sources, eBook pp. 94-95 of 1418 (Print TE pp. 4-5)</p> <p>Chapter 1, Assessment, eBook p. 128 of 1418, question 18 and 19 (Print TE p. 38)</p> <p>Chapter 2, Analyzing Primary Sources, eBook p. 141 of 1418, Reading Skills (Print TE p. 41)</p> <p>Chapter 2, Lesson 1, eBook p. 145 of 1418 (Print TE p. 45)</p> <p>Chapter 2, Lesson 2, eBook p. 156 of 1418 (Print TE pp. 56)</p>



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				<p>Chapter 12, Analyzing Primary Sources, q. 3 p. 641 of 1418 (Print TE p. 445)</p> <p>Chapter 12, Lesson 3, q. 1, p. 668 of 1418 (Print TE p. 472)</p> <p>Chapter 14, Assessment, q. 18, p. 774 of 1418 (Print TE p. 556)</p> <p>Chapter 15, Analyzing Primary Sources, Social Studies Skills S2, p. 788 of 1418 (Print TE p. 558)</p> <p>Chapter 15, Lesson 5, q. 1 p. 825 of 1418 (Print TE p. 595)</p> <p>Chapter 16, Lesson 3, q. 1, p. 876 of 1418 (Print TE p. 638)</p> <p>Chapter 21, Lesson 1, Analyzing Primary Sources, p. 1101 of 1418 (Print TE p. 813)</p> <p><b><u>Student Edition eBook and Print References</u></b></p> <p>Chapter 1, Analyzing Primary Sources, q. 2. eBook p. 14 of 272 (Print SE p. 5)</p> <p>Chapter 2, Lesson 2, q. 2, p. 24 of 272 (Print SE p. 56)</p> <p>Chapter 2, Lesson 2, q. 2 p. 24 of 272 (Print SE p. 57)</p> <p>Chapter 3, Lesson 1, q. 2 p. 32 of 272 (Print SE p. 86)</p> <p>Chapter 3, Lesson 2, q. 1 p. 33 of 272 (Print SE p. 91)</p> <p>Chapter 8, Lesson 1, q. 2 p. 85 of 272 (Print SE p. 295)</p> <p>Chapter 9, Analyzing Primary Sources, q. 2, p. 95 of 272 (Print SE p. 327)</p> <p>Chapter 9, Lesson 2, q. 1, p. 97 of 272 (Print SE p. 340)</p> <p>Chapter 10, Lesson 2, q. 2, p. 109 of 272 (Print SE p. 383)</p>

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				<p>Chapter 10, Assessment, q. 18, p. 113 of 272 (Print SE p. 398)</p> <p>Chapter 11, Lesson 4, q. 3, p. 120 of 272 (Print SE p. 436)</p> <p>Chapter 12, Analyzing Primary Sources, q. 3 p. 124 of 272 (Print SE p. 445)</p> <p>Chapter 12, Lesson 3, q. 1, p. 128 of 272 (Print SE p. 472)</p> <p>Chapter 14, Assessment, q. 18, p. 153 of 272 (Print SE p. 556)</p> <p>Chapter 15, Lesson 5, q. 1 p. 161 of 272 (Print SE p. 595)</p> <p>Chapter 16, Lesson 3, q. 1, p. 172 of 272 (Print SE p. 638)</p> <p>Chapter 21, Lesson 1, Analyzing Primary Sources, p. 219 of 272 (Print SE p. 813)</p> <p><u>Inquiry Journal</u></p> <p>Chapter 1, eBook p. 20 of 419 (Print p. 10), q. 17</p> <p>Chapter 2, eBook p. 32 of 419 (Print p. 22), q. 7</p> <p>Chapter 2, eBook p. 51 of 419 (Print p. 41), q. 14</p> <p>Chapter 6, eBook p. 97 of 419 (Print p. 87), q. 8</p> <p>Chapter 10, eBook p. 167 of 419 (Print p. 157), q. 19</p> <p>Chapter 10, eBook p. 169 of 419 (Print p. 159), q. 23</p> <p>Chapter 10, eBook p. 170 of 419 (Print p. 160), q. 24-25</p> <p>Chapter 11, eBook p. 185 of 419 (Print p. 175), q. 11</p> <p>Chapter 11, eBook p. 189 of 419 (Print p. 179), q. 16</p>



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				<p>Chapter 13, eBook p. 221 of 419 (Print p. 211), q. 16</p> <p>Chapter 13, eBook p. 224 of 419 (Print p. 214), q. 23</p> <p>Chapter 14, eBook p. 234 of 419 (Print p. 224), q. 4</p> <p>Chapter 16, eBook p. 273 of 419 (Print p. 263), q. 18</p> <p>Chapter 19, eBook p. 330 of 419 (Print p. 320), q. 14</p> <p>Chapter 19, eBook p. 331 of 419 (Print p. 321), q. 15</p> <p>Chapter 22, eBook p. 372 of 419 (Print p. 362), q. 4</p> <p>Chapter 22, eBook p. 373 of 419 (Print p. 363), q. 7</p> <p>Chapter 22, eBook p. 376 of 419 (Print p. 366), q. 15</p> <p>Chapter 23, eBook p. 393 of 419 (Print p. 383), q. 12</p> <p>Chapter 24, eBook p. 404 of 419 (Print p. 394), q. 3</p> <p>Chapter 24, eBook p. 405 of 419 (Print p. 395), q. 5</p> <p>Chapter 24, eBook p. 408 of 419 (Print p. 398), q. 12</p> <p>Chapter 24, eBook p. 411 of 419 (Print p. 401), q. 18</p> <p>Chapter 24, eBook p. 414 of 419 (Print p. 404), q. 24</p> <p><b>C.7d.</b></p> <p><u>Teacher Edition eBook and Print References</u></p> <p>Chapter 1, Supreme Court Case, p. 125 of 1418 (Print TE p. 35)</p>

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				<p>Chapter 2, Supreme Court Case, p. 175 of 1418 (Print TE p. 75)</p> <p>Chapter 4, Analyzing Primary Sources, q. 3, p. 247 of 1418 (Print TE p. 127)</p> <p>Chapter 4, Deliberation, p. 263 of 1418 (Print TE p. 143)</p> <p>Chapter 4, Supreme Court Case, p. 277 of 1418 (Print TE p. 157)</p> <p>Chapter 5, Supreme Court Case, p. 309 of 1418 (Print TE p. 177)</p> <p>Chapter 5, Deliberation, p. 325 of 1418 (Print TE p. 193)</p> <p>Chapter 6, Debate, p. 380 of 1418 (Print TE p. 240)</p> <p>Chapter 7, Supreme Court Case, p. 421 of 1418 (Print TE p. 271)</p> <p>Chapter 8, Supreme Court Case, p. 468 of 1418 (Print TE p. 310)</p> <p>Chapter 8, Deliberation, p. 477 of 1418 (Print TE p. 319)</p> <p>Chapter 9, Debate, p. 521 of 1418 (Print TE p. 351)</p> <p>Chapter 9, Supreme Court Case, p. 533 of 1418 (Print TE p. 363)</p> <p>Chapter 10, Supreme Court Case p. 556 of 1418 (Print TE p. 378)</p> <p>Chapter 10, Debate, p. 573 of 1418 (Print TE p. 395)</p> <p>Chapter 12, Debate, p. 660 of 1418 (Print TE p. 464)</p> <p>Chapter 12, Supreme Court Case, p. 673 of 1418 (Print TE p. 477)</p> <p>Chapter 13, Supreme Court Case, p. 715 of 1418 (Print TE p. 507)</p> <p>Chapter 14, Debate, p. 759 of 1418 (Print TE p. 541)</p>

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				<p>Chapter 15, Debate, p. 799 of 1418 (Print TE p. 569)</p> <p>Chapter 16, Deliberation, p. 871 of 1418 (Print TE p. 633)</p> <p>Chapter 17, Supreme Court Case, p. 907 of 1418 (Print TE p. 659)</p> <p>Chapter 17, Debate, p. 916 of 1418 (Print TE p. 668)</p> <p>Chapter 18, Deliberation, p. 949 of 1418 (Print TE p. 691)</p> <p>Chapter 19, Supreme Court Case, p. 1031 of 1418 (Print TE p. 763)</p> <p>Chapter 20, Debate, p. 1075 of 1418 (Print TE p. 799)</p> <p>Chapter 21, Supreme Court Case, p. 1104 of 1418 (Print TE p. 816)</p> <p>Chapter 21, Debate, p. 1129 of 1418 (Print TE p. 841)</p> <p>Chapter 22, Deliberation p. 1162 of 1418 (Print TE p. 864)</p> <p>Chapter 22, Supreme Court Case p. 1187 of 1418 (Print TE p. 889)</p> <p>Chapter 24, Supreme Court Case, p. 1274 of 1418 (Print TE p. 956)</p> <p><u>Student Edition eBook and Print References</u></p> <p>Chapter 1, Supreme Court Case, p. 18 of 272 (Print SE p. 35)</p> <p>Chapter 2, Supreme Court Case, p. 27 of 272 (Print SE p. 75)</p> <p>Chapter 4, Analyzing Primary Sources, q. 3, p. 42 of 272 (Print SE p. 127)</p> <p>Chapter 4, Deliberation, p. 45 of 272 (Print SE p. 143)</p>

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				<p>Chapter 4, Supreme Court Case, p. 48 of 272 (Print SE p. 157)</p> <p>Chapter 5, Supreme Court Case, p. 56 of 272 (Print SE p. 177)</p> <p>Chapter 5, Deliberation, p. 59 of 272 (Print SE p. 193)</p> <p>Chapter 6, Debate, p. 70 of 272 (Print SE p. 240)</p> <p>Chapter 7, Supreme Court Case, p. 78 of 272 (Print SE p. 271)</p> <p>Chapter 8, Supreme Court Case, p. 87 of 272 (Print SE p. 310)</p> <p>Chapter 8, Deliberation, p. 89 of 272 (Print SE p. 319)</p> <p>Chapter 9, Debate, p. 99 of 272 (Print SE p. 351)</p> <p>Chapter 9, Supreme Court Case, p. 102 of 272 (Print SE p. 363)</p> <p>Chapter 10, Supreme Court Case p. 108 of 272 (Print SE p. 378)</p> <p>Chapter 10, Debate, p. 111 of 272 (Print SE p. 395)</p> <p>Chapter 12, Debate, p. 127 of 272 (Print SE p. 464)</p> <p>Chapter 12, Supreme Court Case, p. 129 of 272 (Print SE p. 477)</p> <p>Chapter 13, Supreme Court Case, p. 139 of 272 (Print SE p. 507)</p> <p>Chapter 14, Debate, p. 148 of 272 (Print SE p. 541)</p> <p>Chapter 15, Debate, p. 157 of 272 (Print SE p. 569)</p> <p>Chapter 16, Deliberation, p. 171 of 272 (Print SE p. 633)</p> <p>Chapter 17, Supreme Court Case, p. 180 of 272 (Print SE p. 659)</p>

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				<p>Chapter 17, Debate, p. 182 of 272 (Print SE p. 668)</p> <p>Chapter 18, Deliberation, p. 189 of 272 (Print SE p. 691)</p> <p>Chapter 19, Supreme Court Case, p. 203 of 272 (Print SE p. 763)</p> <p>Chapter 20, Debate, p. 212 of 272 (Print SE p. 799)</p> <p>Chapter 21, Supreme Court Case, p. 220 of 272 (Print SE p. 816)</p> <p>Chapter 21, Debate, p. 224 of 272 (Print SE p. 841)</p> <p>Chapter 22, Deliberation p. 231 of 272 (Print SE p. 864)</p> <p>Chapter 22, Supreme Court Case p. 235 of 272 (Print SE p. 889)</p> <p>Chapter 24, Supreme Court Case, p. 242 of 272 (Print SE p. 956)</p> <p><u>Inquiry Journal</u></p> <p>Chapter 2, eBook p. 40 of 419 (Print p. 30), q. 19</p> <p>Chapter 3, eBook p. 56 of 419 (Print p. 46), q. 21</p> <p>Chapter 4, eBook p. 87 of 419 (Print p. 77), q. 29</p> <p>Chapter 7 eBook p. 120 of 419 (Print p. 110), q. 17</p> <p>Chapter 8 eBook p. 137 of 419 (Print p. 127), q. 26</p> <p>Chapter 11 eBook p. 192 of 419 (Print p. 182), q. 21</p> <p>Chapter 21 eBook p. 366 of 419 (Print p. 356), q. 20</p> <p>Chapter 22 eBook p. 382 of 419 (Print p. 372), q. 27</p>

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				<p><b>C.13a.</b>  <u>Teacher Edition eBook and Print References</u>  Chapter 1, Lesson 3, eBook pp. 118 of 1418 (Print TE pp. 28-29)</p> <p><u>Student Edition eBook and Print References</u>  Chapter 1, Lesson 3, eBook pp. 17 of 272 (Print SE pp. 28-29)</p> <p><b>C.13b.</b>  <u>Teacher Edition eBook and Print References</u>  Chapter 1, Lesson 3, eBook p. 117-222 of 1418 (Print TE pp. 27-32)  Chapter 1, Study Guide, eBook pp. 126 of 1418 (Print TE p. 36)  Chapter 1, Chapter Assessment, q. 25, eBook p. 128 of 1418 (Print TE p. 38)  Chapter 24, Lesson 3, eBook pp. 1277 of 1418 (Print TE p. 929)</p> <p><u>Student Edition eBook and Print References</u>  Chapter 1, Lesson 3, eBook p. 17 of 272 (Print SE pp. 27-32)  Chapter 1, Study Guide, eBook pp. 19 of 272 (Print SE p. 36)  Chapter 1, Chapter Assessment, q. 25, eBook p. 128 of 1418 (Print TE p. 38)  Chapter 24, Lesson 3, p. 253 of 272 (Print SE p. 959)</p>

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				<p><b>C.13c.</b></p> <p><b><u>Teacher Edition eBook and Print References</u></b></p> <p>Chapter 8, Lesson 3, eBook p. 475-476 of 1418 (Print SE pp. 317-318)</p> <p>Chapter 11, Lesson 4, eBook p. 622-624 of 1418 (Print SE pp. 434-436)</p> <p>Chapter 21, Analyzing Primary Sources, eBook pp. 1094-1095 of 1418 (Print TE pp. 806-807)</p> <p>Chapter 21, Lesson 1, eBook p. 1097-1098 of 1418 (Print SE pp. 809-810)</p> <p>Chapter 21, Lesson 3, eBook p. 1114-1116 of 1418 (Print SE pp. 826-828)</p> <p>Chapter 23, Lesson 2, eBook pp. 1216 of 1418 (Print SE pp. 908)</p> <p>Chapter 24, Lesson 4, eBook pp. 1286-1287 of 1418 (Print SE p. 968-969)</p> <p><b><u>Student Edition eBook and Print References</u></b></p> <p>Chapter 8, Lesson 3, eBook p. 88 of 272 (Print SE pp. 317-318)</p> <p>Chapter 11, Lesson 4, eBook p. 120 of 272 (Print SE pp. 434-436)</p> <p>Chapter 21, Analyzing Primary Sources, eBook pp. 218 of 272 (Print SE pp. 806-807)</p> <p>Chapter 21, Lesson 1, eBook p. 219 of 272 (Print SE pp. 809-810)</p> <p>Chapter 21, Lesson 3, eBook p. 222 of 272 (Print SE pp. 826-828)</p> <p>Chapter 23, Lesson 2, eBook pp. 241 of 272 (Print SE pp. 908)</p> <p>Chapter 24, Lesson 4, eBook pp. 254 of 272 (Print SE p. 968-969)</p>

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				<p><u>Inquiry Journal</u> Chapter 21 Balancing the Budget, eBook pp. 353-368 (Print IJ pp. 343-358)</p> <p><b>C.13d.</b></p> <p><u>Teacher Edition eBook and Print References</u> Chapter 1, Lesson 3, eBook pp. 117-118 of 1418 (Print TE pp. 27-28) Chapter 8, Lesson 3, eBook p. 475-476 of 1418 (Print TE pp. 317-318) Chapter 9, Lesson 4, eBook p. 526-527 of 1418 (Print TE pp. 356-357) Chapter 11, Lesson 4, eBook pp. 622-623 of 1418 (Print TE pp. 434-435) Chapter 19, Lesson 3, eBook pp. 1013 of 1418 (Print TE p. 745) Chapter 21, Analyzing Primary Sources, eBook pp. 1094-1095 of 1418 (Print TE pp. 806-807) Chapter 21, Lesson 1, eBook pp. 1097-1098 of 1418 (Print TE p. 809-810) Chapter 21, Lesson 3, eBook pp. 1114-1115 of 1418 (Print TE p. 826-827) Chapter 23, Lesson 1, eBook pp. 1205 of 1418 (Print TE p. 897) Chapter 23, Lesson 2, eBook pp. 1216 of 1418 (Print TE p. 908) Chapter 24, Lesson 4, eBook pp. 1287-1288 of 1418 (Print TE p. 969-971)</p> <p><u>Student Edition eBook and Print References</u> Chapter 1, Lesson 2, eBook p. 16 of 272 (Print SE p. 23)</p>



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				<p>Chapter 1, Lesson 3, eBook pp. 17 of 272 (Print SE pp. 27-28)</p> <p>Chapter 8, Lesson 3, eBook p. 88 of 272 (Print SE pp. 317-318)</p> <p>Chapter 9, Lesson 4, eBook p. 100 of 272 (Print SE pp. 356-357)</p> <p>Chapter 11, Lesson 4, eBook pp. 120 of 272 (Print SE pp. 434-435)</p> <p>Chapter 19, Lesson 3, eBook pp. 202 of 272 (Print SE p. 745)</p> <p>Chapter 21, Analyzing Primary Sources, eBook pp. 218 of 272 (Print SE pp. 806-807)</p> <p>Chapter 21, Lesson 1, eBook pp. 219 of 272 (Print SE p. 809-810)</p> <p>Chapter 21, Lesson 3, eBook pp. 222 of 272 (Print SE p. 826-827)</p> <p>Chapter 23, Lesson 1, eBook pp. 240 of 272 (Print SE p. 897)</p> <p>Chapter 23, Lesson 2, eBook pp. 241 of 272 (Print SE p. 908)</p> <p>Chapter 24, Lesson 4, eBook pp. 254 of 272 (Print SE p. 969-971)</p> <p><u>Inquiry Journal</u></p> <p>Chapter 21 Balancing the Budget, eBook pp. 353-368 (Print IJ pp. 343-358)</p> <p>Chapter 22 Securing Social Security for the Future, eBook pp. 369-384 (Print IJ pp. 359-374)</p> <p><b>C.13e.</b></p> <p><u>Teacher Edition eBook and Print References</u></p> <p>Chapter 1, Lesson 3, eBook pp. 117-119 of 1418 (Print TE pp. 27-29)</p>

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				<p>Chapter 1, Lesson 3, eBook p. 161-162 of 1418 (Print TE pp. 61-62)</p> <p>Chapter 21, Lesson 3, eBook p. 1116-1119 of 1418 (Print TE pp. 828-831)</p> <p>Chapter 22, Lesson 1, eBook pp. 1147 of 1418 (Print TE p. 849)</p> <p>Chapter 22, Lesson 1, eBook pp. 1149-1150 of 1418 (Print TE p. 851-852)</p> <p>Chapter 24, Lesson 3, eBook pp. 1275 of 1418 (Print TE p. 957)</p> <p>Chapter 24, Lesson 3, eBook pp. 1277 of 1418 (Print TE p. 959)</p> <p>Chapter 24, Lesson 4, eBook pp. 1286 of 1418 (Print TE p. 968)</p> <p><u>Student Edition eBook and Print References</u></p> <p>Chapter 1, Lesson 3, eBook pp. 17 of 272 (Print SE pp. 27-29)</p> <p>Chapter 2, Lesson 3, eBook p. 25 of 272 (Print SE pp. 61-62)</p> <p>Chapter 21, Lesson 3, eBook p. 222 of 272 (Print SE pp. 828-831)</p> <p>Chapter 22, Lesson 1, eBook pp. 229 of 272 (Print SE p. 849)</p> <p>Chapter 22, Lesson 3, eBook pp. 232 of 272 (Print SE p. 851-852)</p> <p>Chapter 24, Lesson 3, eBook pp. 253 of 272 (Print SE p. 957, 959)</p> <p>Chapter 24, Lesson 4, eBook pp. 254 of 272 (Print SE p. 968)</p> <p><b>C.13f.</b></p> <p><u>Teacher Edition eBook and Print References</u></p>

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				<p>Chapter 1, Lesson 3, eBook p. 116-119 of 1418 (Print TE p. 26-29)</p> <p>Chapter 24, Lesson 3, eBook p. 1276-1281 of 1418 (Print TE pp. 958-963)</p> <p>Chapter 24, Lesson 4, eBook pp. 1283-1290 of 1418 (Print TE pp. 965-972)</p> <p><u>Student Edition eBook and Print References</u></p> <p>Chapter 1, Lesson 3, eBook p. 17 of 272 (Print SE p. 26-29)</p> <p>Chapter 24, Lesson 3, eBook p. 253 of 272 (Print SE pp. 958-963)</p> <p>Chapter 24, Lesson 4, eBook pp. 254 of 272 (Print SE pp. 965-972)</p> <p><b>C.13g.</b></p> <p><u>Teacher Edition eBook and Print References</u></p> <p>Chapter 1, Lesson 3, eBook pp. 116-119 of 1418 (Print TE p. 26-29)</p> <p>Chapter 24, Lesson 2, eBook p. 1262 of 1418 (Print TE pp. 944)</p> <p>Chapter 24, Lesson 3, eBook p. 1276-1277 of 1418 (Print TE pp. 958-959)</p> <p>Chapter 24, Lesson 4, eBook pp. 1283-1289 of 1418 (Print TE pp. 965-971)</p> <p>Chapter 24, Study Guide, eBook pp. 1290 of 1418 (Print TE p. 972)</p> <p><u>Student Edition eBook and Print References</u></p> <p>Chapter 1, Lesson 3, eBook p. 17 of 272 (Print SE p. 26-29)</p>

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				<p><b>Careers: Retirement</b>  <a href="https://mhbtw.mheducation.com/2019/10/23/careers-retirement/">https://mhbtw.mheducation.com/2019/10/23/careers-retirement/</a></p> <p><b>C.14b.</b>  See Actively Learn, Personal Finance page  <a href="https://read.activelylearn.com/#/teacher/catalog/social-studies/ss-personal-finance">https://read.activelylearn.com/#/teacher/catalog/social-studies/ss-personal-finance</a></p> <p><b>How Deal With Money Anxiety by Building Financial Wellness and Literacy:</b>  <a href="https://reader.activelylearn.com/authoring/preview/6655328/notes?_gl=1*lu9o5q*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxNzgzOS42MC4wLjA">https://reader.activelylearn.com/authoring/preview/6655328/notes?_gl=1*lu9o5q*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxNzgzOS42MC4wLjA</a></p> <p><b>How to Establish and Maintain Credit</b>  <a href="https://reader.activelylearn.com/authoring/preview/6108185/notes?_gl=1*lu9o5q*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxNzgzOS42MC4wLjA">https://reader.activelylearn.com/authoring/preview/6108185/notes?_gl=1*lu9o5q*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxNzgzOS42MC4wLjA</a>.</p> <p><b>What is a 401(k)?</b>  <a href="https://reader.activelylearn.com/authoring/preview/6084951/notes?_gl=1*4z7u8a*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxODE5NS40Mi4wLjA">https://reader.activelylearn.com/authoring/preview/6084951/notes?_gl=1*4z7u8a*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxODE5NS40Mi4wLjA</a>.</p> <p><b>C.14c.</b>  See Actively Learn, Personal Finance page  <a href="https://read.activelylearn.com/#/teacher/catalog/social-studies/ss-personal-finance">https://read.activelylearn.com/#/teacher/catalog/social-studies/ss-personal-finance</a></p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				<p><b>How Deal With Money Anxiety by Building Financial Wellness and Literacy:</b>  <a href="https://reader.activelylearn.com/authoring/preview/6655328/notes?_gl=1*lu9o5q*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxNzgzOS42MC4wLjA">https://reader.activelylearn.com/authoring/preview/6655328/notes?_gl=1*lu9o5q*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxNzgzOS42MC4wLjA</a></p> <p><b>How to Establish and Maintain Credit:</b>  <a href="https://reader.activelylearn.com/authoring/preview/6108185/notes?_gl=1*lu9o5q*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxNzgzOS42MC4wLjA">https://reader.activelylearn.com/authoring/preview/6108185/notes?_gl=1*lu9o5q*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxNzgzOS42MC4wLjA</a>.</p> <p><b>C.14d.</b>  See Actively Learn, Personal Finance page  <a href="https://read.activelylearn.com/#/teacher/catalog/social-studies/ss-personal-finance">https://read.activelylearn.com/#/teacher/catalog/social-studies/ss-personal-finance</a></p> <p><b>Actively Learn:</b>  <b>How Deal With Money Anxiety by Building Financial Wellness and Literacy:</b>  <a href="https://reader.activelylearn.com/authoring/preview/6655328/notes?_gl=1*lu9o5q*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxNzgzOS42MC4wLjA">https://reader.activelylearn.com/authoring/preview/6655328/notes?_gl=1*lu9o5q*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxNzgzOS42MC4wLjA</a></p> <p><b>How to Establish and Maintain Credit:</b>  <a href="https://reader.activelylearn.com/authoring/preview/6108185/notes?_gl=1*lu9o5q*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxNzgzOS42MC4wLjA">https://reader.activelylearn.com/authoring/preview/6108185/notes?_gl=1*lu9o5q*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxNzgzOS42MC4wLjA</a>.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				<p>McGraw Hill btw: Investing in Community: <a href="https://mhbtw.mheducation.com/2023/08/24/investing-in-community/">https://mhbtw.mheducation.com/2023/08/24/investing-in-community/</a></p> <p><b>C.14e.</b> See Actively Learn, Personal Finance page <a href="https://read.activelylearn.com/#/teacher/catalog/social-studies/ss-personal-finance">https://read.activelylearn.com/#/teacher/catalog/social-studies/ss-personal-finance</a></p> <p>How Deal With Money Anxiety by Building Financial Wellness and Literacy: <a href="https://reader.activelylearn.com/authoring/preview/6655328/notes?_gl=1*lu9o5q*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxNzgzOS42MC4wLjA">https://reader.activelylearn.com/authoring/preview/6655328/notes?_gl=1*lu9o5q*_ga*MjAwODAxNjA4My4xNzA5MjE3ODI3*_ga_C05KL0SE8D*MTcwOTIxNzgzOS4xLjEuMTcwOTIxNzgzOS42MC4wLjA</a></p>
	<p><b>Required *Indicator for grades 3-8 only</b> <b>1b)</b> 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></p>	N/A	Not applicable to this grade level.	
	<p><b>Required</b> <b>1c)</b> In any one grade or course, instructional materials spend <b>minimal time on content outside of the course,</b> grade, or grade-band.</p>	Yes	Materials spend minimal time on content outside of the course, grade, or grade band. The materials briefly mention additional court cases in the Supreme Court Case Summaries section of the appendix. While the materials spend some time on court cases not included in the standards, such as <i>South Dakota v. Dole</i> in	Click or tap here to enter text.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			Unit 6, Chapter 21, and <i>Shelby County, Alabama v. Holder</i> in Unit 5, Chapter 15, the inclusion of these cases does not detract from the course-level content.	
<p><b>Non-Negotiable</b></p> <p><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 type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>2a)</b> Materials are structured around <b>engaging questions and big ideas</b> relevant to the grade-level/course's academic content.</p>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	<p><b>Required</b></p> <p><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>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	<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>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	<p><b>Required</b></p> <p><b>2d)</b> Materials promote an emphasis on building <b>content-specific and academic vocabulary</b> in social studies.</p>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	<p><b>2e)</b> Materials provide <b>frequent opportunities for evidence-based student discourse</b> and meaningful classroom discussions.</p>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	

<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	PUBLISHER'S RESPONSE
<p><b>Non-Negotiable</b></p> <p><b>3. QUALITY OF SOURCES:</b> 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 type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><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 <a href="#">complex</a>.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p><b>Required</b></p> <p><b>3b)</b> Available <b>sources are representative of multiple viewpoints or accounts</b> on the issue, event, or topic being examined.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p><b>Required</b></p> <p><b>3c)</b> Sources present the achievements and <b>contributions, strengths, skills, and knowledge of a wide range of individuals and groups</b> throughout the units.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
<b>SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY</b>				
<p><b>4. SCAFFOLDING AND SUPPORT:</b> 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 type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>4a)</b> Materials <b>provide appropriate scaffolding</b> that will allow <b>all students</b> to productively engage with content.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p><b>Required</b></p> <p><b>4b)</b> <b>Teacher support materials</b> include support for building social studies content knowledge and explanations of the instructional approaches that are used.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
<p><b>5. USABILITY:</b> Materials are easily accessible, and are viable for implementation given the length of a school year.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <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>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p><b>5b)</b> Materials provide <b>support for communicating with parents, community members, and other stakeholders</b> about how they can support student learning.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p><b>5c)</b> Student and teacher materials are easy to use and well organized.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
<p><b>6. ASSESSMENT:</b> 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 type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <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>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p><b>Required</b> <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>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p><b>Required</b> <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>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
<p><b>FINAL EVALUATION</b>  <i>Tier 1 ratings</i> receive a “Yes” for all Non-Negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.  <i>Tier 2 ratings</i> receive a “Yes” for all Non-Negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.  <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-Negotiable Criteria.</p>				
<p><b>Compile the results for Sections I and II to make a final decision for the materials under review.</b></p>				
Section	Criteria	Yes/No	Final Justification/Comments	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
<b>I: Non-Negotiable Criteria of Superior Quality<sup>3</sup></b>	1. Alignment and Sequence	<b>No</b>	While materials spend minimal time on content outside of the course, grade, or grade band, materials do not incorporate a majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for the identified course or require students to engage in thinking at the full depth and rigor of the standards.	Click or tap here to enter text.
	2. Disciplinary Skills and Practices	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	3. Quality of Sources	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	
<b>II: Additional Criteria of Superior Quality<sup>4</sup></b>	4. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	5. Usability	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	6. Assessment	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier 3, Not representing quality</u></b>				

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

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

Appendix II.

Public Comments

There were no public comments submitted.