



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 History**

Grade/Course: **US History**

Publisher: **McGraw Hill LLC**

Copyright: **2023**

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>			
<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) 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>No</b></p>	<p>Materials do not incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for US History and do not require students to engage in thinking at the full depth and rigor of the standards. The materials do not align with all of the Skills and Practices standards. Recurring activities within the materials, including Taking Informed Action and the Inquiry Journal, do not align with the language and intent of the writing Skills and Practice Standards, including LSSSS 9-12.SP.1, US.5, and US.6. In addition, the materials do not align with or integrate some of the supporting standards. For example, supporting standard US.7.j is not directly addressed in the materials. Other examples of standards that are not included to the depth and rigor of the standard include the following: Patrick Henry’s “Give me liberty, give me death” speech in supporting standard US.7.a; Adam Smith in supporting standard US.14.f; cryptology in World War II in supporting standards US.15.g, and the Holodomor in supporting standard US.15.j. For supporting standard US.7.i, Alexis de Tocqueville is discussed but the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			five characteristics are not explained in detail.
	<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 for this grade level.
	<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>No</b>	Materials do not spend minimal time on content outside of the course. More than 10% of the content is outside the course. The materials begin with Topic 1 Native American Cultures and the Colonial Period, but the US History Frameworks begin with Colonial America. Topic 15 The Vietnam War goes into more detail about the war than the standard requires.
<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.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>2a) Units are structured around engaging questions and big ideas relevant to the grade-level/course’s academic content.</b>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<b>Required</b> <b>2b) Materials require students to engage in the various types of disciplinary thinking that are explicit and embedded in the Louisiana Student Standards for Social Studies.</b>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<b>Required</b> <b>2c) Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social</b>	<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.

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	studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments.		
	<b>Required</b> <b>2d)</b> Materials promote an emphasis on building <b>content-specific and academic vocabulary</b> in social studies.	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<b>2e)</b> Materials provide <b>frequent opportunities for evidence-based student discourse</b> and meaningful classroom discussions.	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
<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>	<b>Required</b> <b>3a)</b> Materials provide many opportunities for students to build and deepen knowledge about content and concepts through <b>analysis of a coherent selection of strategically-sequenced, high-quality primary and secondary sources</b> , including written texts that are appropriately <a href="#">complex</a> .	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<b>Required</b> <b>3b)</b> Available <b>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)</b> Sources present the achievements and <b>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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<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> <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> <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>
<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><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>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>6c) Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards.</b>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.

**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 materials 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>No</b>	Materials do not incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for the identified course and do not require students to engage in thinking at the full depth and rigor of the standards. Materials do not spend minimal time on content outside of the course.
	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.

<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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier 3, Not representing quality</u></b>			



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 [2022-2023 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: A.E. Phillips, Ascension, Belle Chasse Academy, Bienville, Caddo, Calcasieu, Catholic Diocese of Baton Rouge -REACH Department, East Baton Rouge, Hynes Charter School Corporation, Iberia, Iberville, Jefferson, KIPP New Orleans, Lafayette, Lafourche, Lincoln, Louisiana Virtual Charter Academy, LSU Laboratory School, Orleans, Monroe City Schools, Morehouse, Orleans, Ouachita, Plaquemines, Rapides, Richland, St. Landry, St. Martin, St. Mary, St. Tammany, Tangipahoa, University View Academy, Vermillion, Webster, West Feliciana, and Zachary Community Schools. This review represents the work of current classroom teachers with experience in grades 6-12.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.