



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: **OER Project World History - 1200**

Grade/Course: **World History**

Publisher: **OER Project**

Copyright: **2022**

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

[Tier 1](#), [Tier 2](#), [Tier 3](#) Elements of this review:

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

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

- Review the **required**¹ Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** criterion.
- Materials must meet **Non-negotiable** 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.

¹ **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
SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. Materials must meet all of the Non-negotiable Criteria 1-3 for the review to continue to Section II.			
<p>Non-negotiable</p> <p>1. ALIGNMENT AND SEQUENCE: Materials adequately address the Louisiana Student Standards for Social Studies.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>1a) Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies for the identified grade-level/course and require students to engage in thinking at the full depth and rigor of the standards.</p>	<p>Yes</p>	<p>Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for World History and require students to engage in thinking at the full depth and rigor of the standards. In each unit, the majority of lessons align to the content standards and skill practices. The units follow clear cycles where content in a specific time period is introduced, and students analyze the historical period in a variety of ways. All standards are incorporated with the exception of two Louisiana focused standards, WH.8 (Analyze the relationship between events and developments in Louisiana history and world history from 1300 to 2010) and WH.11.e (Analyze the historical connections between Civil Law, the Napoleonic Code, and Louisiana’s system of laws). The remaining units and lessons incorporate the content standards in the LSSSS. For example, in Lesson 4.1, Words of the Enlightenment, students explore how this intellectual movement quickly spread throughout the world and its contribution to ideas of revolutions (LSSSS WH.11.c). In Lesson 8.1, The Cold War Around the World, students use evidence to evaluate how developing countries</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			within Asia, Africa, and Latin America are affected by the Cold War (LSSSS WH.15).
	<p>Required *Indicator for grades 3-8 only</p> <p>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.</p>	N/A	Not Applicable for this course level.
	<p>1c) In any one grade or course, instructional materials spend minimal time on content outside of the course, grade, or grade-band.</p>	Yes	<p>Materials spend minimal time on content outside of the course. The majority of lessons and content directly align to the content standards. The ancillary materials provided serve to deepen students' historical understanding or add in relevant connections to current events today. Less than 10% of the content is outside the course and standards. Information outside the standards is available, but does not distract from the standards. For example, in Unit 2, the materials begin at 1200 C.E. while the World History LSSSS begins around 1300 C.E. Within Unit 2, Section 2, The Americas and the Pacific, the Incas, Aztecs, and Oceania, and the Pacific are addressed but are not included in the World History LSSSS.</p>
<p>Non-negotiable</p> <p>2. DISCIPLINARY SKILLS AND PRACTICES:</p> <p>Materials provide opportunities for students to build knowledge and</p>	<p>Required</p> <p>2a) Units are structured around engaging questions and big ideas relevant to the grade-level/course's academic content.</p>	Yes	<p>Units are structured around engaging questions and big ideas relevant to the course's academic content. Units are structured around large ideas that are aligned to the standards. Each unit is anchored in a framing question that centers on a big unit problem that begins with an introductory video. The framing</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>disciplinary literacy² through an integrated approach that is grounded in social studies content and supports development of disciplinary skills and practices.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>questions connect to at least three aligned supporting questions written in student-friendly language. These questions build into the learning objectives that are addressed throughout the course of the unit. The lessons and assessments connect back to the questions during and at the culmination of the unit. For example, in Unit 8.1 - Overview’s Problem Notebook, students initially answer questions and then revisit those questions twice in the unit and revise and/or add to their original responses to show how their thinking and knowledge evolve. Questions include: “What was the Cold War really about?” “What happens if we ask this question from different perspectives—from the US, from the Soviet Union, or from the Caribbean or Vietnam?” and “How did the Cold War and decolonization end, and how were they similar and different in the ways in which they concluded?” Students incrementally build knowledge and skills throughout the lessons to answer the questions by the end of the unit. In addition, each unit includes a Problem Notebook, a sourcing or claim testing lesson, and a Document Based Question (DBQ). Each unit has a Unit Problem that is addressed as students explore sources</p>

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

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

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			<p>and find support for their claims. At the conclusion of each unit, students complete a DBQ task. Students analyze sources and refer to the Unit Problem guiding questions. For example, Unit 3’s DBQ prompt is, “Evaluate the extent to which the Columbian Exchange transformed the Americas from c. 1500 to 1750 CE.” Students analyze and interpret an image, a memoir, a poem, and a summary and cite evidence from these sources to complete the task.</p>
	<p>Required 2b) Materials require students to engage in the various types of disciplinary thinking that are explicit and embedded in the Louisiana Student Standards for Social Studies.</p>	<p>Yes</p>	<p>Materials require students to engage in the various types of disciplinary thinking that are explicit and embedded in the Louisiana Student Standards for Social Studies. Students engage in critical thinking activities throughout the materials. Each type of disciplinary thinking is evident in the materials. Throughout the materials, students describe the cause and effects of events, contextualize events, and corroborate sources. Furthermore, students engage in investigations in which they assess change and continuity, cause and effect, and compare and contrast. For example, in Unit 2.4 Causation: The Black Death, students “think about both the causes and consequences of the spread of the Black Death.” Students find the factors that caused the Black Death, the consequences of it, and then create a map of causation. In Unit 4.2, the Causation-Recipe for a Revolution</p>

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			<p>activity, students "create a recipe to 'make' a political revolution." Students use one of the revolutions learned about in this lesson to create a recipe that consists of causes (the list of ingredients) for their revolution and an account of how the causes led to a revolution (the directions). In Unit 8.2, the Quick Sourcing-Communism activity, students prepare to answer the unit's DBQ prompt: "Develop an argument that evaluates the extent to which decolonization and the Cold War were interconnected factors in the experiences of two of the following countries: India, South Africa, and China from c. 1945 to 1991 CE." During the activity, students work in groups to gather evidence from documents to analyze questions. Groups then compare evidence to create potential counterclaims.</p>
	<p>Required 2c) Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments.</p>	<p>Yes</p>	<p>Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments. All units provide regular and varied opportunities for students to develop disciplinary writing through at least two informal writings and one formal writing piece. These writing types align to the way students are assessed on Advanced Placement exams. For example, in Unit 3,</p>

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			<p>students complete several informal writing activities in which they analyze sources for elements of “comparison, contextualization, and causation.” In Unit 3.0 CCOT Global Tapestry to Transoceanic Connections, students analyze the following statements “What were some of the biggest continuities and changes as networks began to transform over this period of time?” “What do you think were some of the biggest continuities and changes that took place as empires changed over this same period of time?” After answering, students discuss and analyze which changes were most important as well as if they were positive or negative. In Unit 3.2 Quick Sourcing Transformation of Beliefs, students use the materials’ source analysis tool “HAPPY.” At the end of the unit, students write a response to Unit 3’s DBQ prompt: “Evaluate the extent to which the Columbian Exchange transformed the Americas from c. 1500 to 1750 CE.” In Unit 4, students complete several informal writing activities in which they analyze sources for elements of “comparison, contextualization, and causation.” In Unit 4.0 CCOT Transoceanic Connections to Revolutions, students develop thesis statements to “Describe and analyze the most significant change and continuity that occurred in relation to communities from c. 1450 to 1750.” “Describe and analyze the most</p>

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			<p>significant change and continuity that occurred in relation to networks from c. 1450 to 1750.” and “Describe and analyze the most significant change and continuity that occurred in relation to production and distribution from c. 1450 to 1750.” In Unit 4.1 Quick Sourcing Words of the Enlightenment, students use the materials’ source analysis tool “HAPPY.” At the end of the unit, students write a response to Unit 4’s DBQ prompt: “Analyze the most significant causes of the political revolutions of the long nineteenth century.” In Unit 5, students apply knowledge developed in the unit by analyzing sources to develop claims as they engage in several informal writing activities. In Unit 5.0 Notebook, Unit 5.0 CCOT Revolutions to Industrialization, students develop their own thesis to determine if the Industrial Revolution was a turning point in world history. In Unit 5.2 Making Claims - Globalization, students make claims and counterclaims about industrialization. At the end of the unit, students write a response to Unit 5’s DBQ prompt: “Analyze how the Industrial Revolution impacted Britain and India similarly and differently.”</p>
	<p>Required 2d) Materials promote an emphasis on building content-specific and academic vocabulary in social studies.</p>	<p>Yes</p>	<p>Materials promote an emphasis on building content-specific and academic vocabulary in social studies. Each unit overview begins with a vocabulary section that builds on content-specific and academic vocabulary in social studies. All</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p data-bbox="573 1308 1182 1409">2e) Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions.</p>	<p data-bbox="1339 1308 1388 1336">Yes</p>	<p data-bbox="1467 204 1969 1300">units have vocabulary lists, tracking, and word walls. The activities have students engage in domain and content-specific academic vocabulary that is aligned to the unit of study. Students use the Vocabulary Tracker as a repeated activity in each unit by tracking “new and unfamiliar words” encountered during a lesson. Students write words or phrases, definitions, synonyms, antonyms, and sentences. The class works together to build a Word Wall at the start of the unit. The words are called out by students as they see and use the words throughout the unit. For example, in Unit 3, Transoceanic Connections 1450 to 1750 CE, students create a Word Wall for terms such as capitalism, colonization, exchange, exploitation, indigenous, indentured servant, mercantilism, and sovereign in support of the learning objectives, “Understand how historians create narratives to explain how human communities entered a global age during this era” and “Evaluate the historical narrative of the formation of a new global age.” Students encounter the words throughout the unit, such as bureaucracy, aristocrat, and enslaved when reading the article, “A Sublime Empire: Ottoman Rule on Land and Sea.”</p> <p data-bbox="1467 1308 1969 1440">Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions. Every unit includes activities that facilitate</p>

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			<p>student discourse when using the Problem Notebooks, claim testing, and the cumulative DBQ lessons. While there are no specific discourse or seminar-based lessons, there are ample opportunities for students to speak, listen, discuss, and debate. For example, each Unit Overview includes an introductory video. Teacher guidance includes questions at time marks to discuss with students for understanding the content. For example, in Unit 2.1, students view “Mansa Musa and Islam in Africa.” Teachers stop at minute 3:13 and ask “Who was Mansa Musa, and why was his hajj (pilgrimage to Mecca) so significant?” A sample student response is provided. Each unit overview section has the unit Problem Notebook where students engage with content statements and questions before and after learning. For example, students agree or disagree with the following statement, “Increased connectivity between communities most often generates negative outcomes rather than positive ones.” Reading assignments within the unit comes with key ideas for understanding content questions and evaluating and corroborating questions. For example, students answer “Can you think of any ways that the history in this article might have influenced the ways we think of religion in the twenty-first century?”</p>

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<p>Non-negotiable</p> <p>3. QUALITY OF SOURCES: The sources students engage with are authentic and meaningful and in line with the kinds of knowledge and skills required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>3a) Materials provide many opportunities for students to build and deepen knowledge about content and concepts through analysis of a coherent selection of strategically-sequenced, high-quality primary and secondary sources, including written texts that are appropriately <u>complex</u>.</p>	<p>Yes</p>	<p>Materials provide many opportunities for students to build and deepen knowledge about content and concepts through analysis of a coherent selection of strategically-sequenced, high-quality primary and secondary sources, including written texts that are appropriately complex. Within each unit, there are multiple types of high-quality types of sources provided including selections of primary sources, articles, biographies, and videos. In addition, the majority of the secondary sources provided allow the opportunity for the teacher to select the sources in varying Lexile levels to best fit the needs of students. These sources are interwoven within the unit to help students to build and deepen their knowledge. The sources include multiple perspectives of events and include minority groups. Students are provided translations and vocabulary definitions to help them understand the content. For example, in Lesson 3.4, students evaluate the motivations for slavery, its attempted justification, and the different perspectives of those who were enslaved. Students begin the lesson by reading secondary sources on the transatlantic slave trade to contextualize slavery’s scale, motivations, and justifications. Next, through a two-part lesson entitled “Race and Coerced Labor Parts I and II,” students analyze secondary sources about the system of slavery and its view of</p>

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			<p>slaves as property as well as its racial hierarchy status. Students are then exposed to primary sources called “First Person Accounts of the Transatlantic Slave Trade,” in which students read about the horrors of the slave trade through first-hand accounts. Materials continue with a video entitled “Impact of the Slave Trade: Through a Ghanaian Lens,” which provides evidence to students about the system of slavery and its economic, political, and psychological results on the people impacted. In the Unit 5 Overview, students begin the unit by reading “Industrialization from 1750 to 1914” that provides foundational knowledge of the Industrial Revolution including origins, economic transformations, and social transformations. In the Unit 5 Overview source, “Data Exploration: Child Labor,” students analyze graphs and maps that provide data on child labor. In Unit 5.1 “Images of the Industrial Revolution,” students view images that show before and after the Industrial Revolution. In Unit 5.3 “Harriet Forten Purvis (Graphic Biography)” students review a graphic biography and an extended biography of Purvis whose life was affected by the changes of the Industrial Revolution. In Unit 5.3 “Sourcing- Why Was Slavery Abolished?” students read three excerpts of primary sources by Eric Williams, William Lloyd Garrison, and Ottobah</p>

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			<p>Cugoano. The Unit 7 Overview video provides an introduction to students about Global Conflict. The teacher is provided with sample questions to facilitate student discussions during the video. The unit also includes a reading, "Global Conflict, 1914 to 1945," along with primary source images. Students are given a Political Map (1914 CE) to analyze and complete a mapping activity. The Data Exploration: Democracy lesson provides two charts and a map to aid in the discussion about government around the world. The Primary Sources - World War I lesson encourages students to use a variety of sources including: Army recruitment posters, a British propaganda postcard, Children's accounts of air bombing, British War pictorials, a magazine article about the role of Canadian women, and a poem.</p>
	<p>Required 3b) Available sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined.</p>	<p>Yes</p>	<p>Available sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined. Throughout the units, the materials provide a variety of sources that reflect varying viewpoints on the topics. The materials provided are a variety of primary and secondary sources that include perspectives of male or female, child and adult, different countries during the time period, and different socio-economic classes. For example, in Unit 5.2 Global Industrialization, students begin the unit with "When Countries</p>

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			<p>Industrialized” to research and analyze the effects of when nations industrialized. Within the same unit, students read “Japan’s Industrial Revolution,” “Meiji Restoration,” and “Iwasaki Yataro (Graphic Biography)” that all describe the effects of industrialization on Japan. After those activities, students read “Egypt’s Industrial Revolution” and then complete the “Comparison- Egypt and Japan” activity where they compare and contrast industrialization within those two nations. Within Unit 5.2, students then read “Imperialism and De-Industrialization in India” to provide the experiences of an additional nation, India. In Lesson 6.2 Primary Sources-Indigenous Responses to Imperialism, students assess how different Indigenous societies responded to increased imperial expansion. In Unit 9, the Primary Sources- Resistance to Global Institutions lesson, students explore multiple perspectives about refugees, migration, and foreign businesses. The sources include: the UN Charter, the International Bank agreement, an interview with a female professor from Bangladesh that worked with women’s groups to crush poverty, an interview with a male activist from Seattle, a news article from the New York Times, a series of interviews with Women Behind the Labels focusing on foreign-owned companies, and a speech delivered by the Venezuelan President Chavez.</p>

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	<p>Required</p> <p>3c) Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units.</p>	<p>Yes</p>	<p>Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units. Every unit includes at least one graphic biography or extended biography which centers around the contributions and achievements of many different individuals or groups from around the world throughout history. For example, in Lesson 2.1, Sorqoqtani Beki (Graphic Biography), students study how trade and politics shaped the Mongol Empire through the role of women and their contribution to the empire. One Mongol woman, Sorqoqtani Beki, used her family relationships to seize power for her son by challenging the male-dominated standards in her time. Unit 5.1 The Industrial Revolution Begins has the video “Macartney’s Expedition and the Global Economy” that shows the expedition of Lord Macartney in 1793 to China. Unit 5.2 Global Industrialization provides sources that show the experiences and contributions of Great Britain, Japan, Egypt, and India. These can be found in “The Global Transformations of the Industrial Revolution,” “Japan’s Industrial Revolution,” “Meiji Restoration,” “Iwasaki Yataro (Graphic Biography),” “Egypt’s Industrial Revolution,” and “Imperialism and De-industrialization in India.” Within Unit 5.3 Shifting Economics, the graphic biography of Harriet Forten Purvis shows</p>

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			her contributions to the Philadelphia Anti-Slavery Society and women’s suffrage. Unit 7 includes a graphic biography about Manuel Quezon, the president of the Commonwealth of the Philippines who allowed Jewish refugees to flee to the country from Germany.
SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY			
<p>4. SCAFFOLDING AND SUPPORT: Materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts using multiple instructional approaches and strategies.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 4a) Materials provide appropriate scaffolding that will allow all students to productively engage with content.</p>	<p>Yes</p>	<p>Materials provide appropriate scaffolding that allows all students to productively engage with content. Every unit is scaffolded in a way to increase access for all learners. Each unit begins with a unit overview video and overview article to read. All articles are available for teachers to select varying Lexile levels as well as in English or Spanish. Students are then introduced to unit frames, geography, political maps, and vocabulary exercises. Students use the Unit Problem Notebook to assess and develop content and claims throughout the unit. As the units progress, students engage in Continuity and Change Overtime (CCOT) activities and scaffolded writing activities where they assess evidence throughout the unit, develop claims, and express their claims with evidence. For example in Units 2 and 3, students begin the unit with an introduction video, which provides a roadmap to the unit and its concepts. Students then create Unit Frames where they analyze three different events separately and together to evaluate how</p>

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			<p>the particular time period is both similar and/or different from their own. Through the geography activity, students make connections between places and predict patterns and effects. Through vocabulary and the creation of a vocabulary wall, students learn a process on how to understand unfamiliar words. The unit's Problem Notebook directs students to focus on the unit's core theme as they answer the same questions at different times of the unit. Videos that are included in each unit help students to contextualize their ideas and see them through a visual representation. Students analyze both primary and secondary sources in different sections of the unit to make a unit claim and answer the DBQ for each unit.</p>
	<p>Required 4b) Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used.</p>	<p>Yes</p>	<p>Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used. Unit lessons begin with learning objectives, a summary, and a lesson purpose. Readings and activities include the process description for teachers as guidance with questions students should be able to answer at the end of the lesson. Articles, sources, and activities can be downloaded in student and teacher versions. The teacher version has questions with completed answers as well as completed graphic organizers. Teacher training sessions are broken down to help</p>

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			<p>teachers use the materials and provide content knowledge. Session 1 explains what to expect, introductions to historical thinking practices, and information about the OER Project teacher community. Sessions 2 and 3 build on the material's use of history frames, claim testing, reading, and writing including causation, comparison, routines, and research. It also provides assistance navigating the website. Sessions 4, 5, and 6 provide content knowledge for each of the units of the materials with suggestions for teachers such as "fun, sourcing, google classroom, contextualization, assessment, advice, and graphic biographies" to better help teachers understand the structure of the materials. In 2.3 Routes of Exchange CCOT Introduction, the teacher is provided instructions on how to lead the students to be successful along with the materials needed as well as the guiding questions teachers ask students. In Unit 2.4, The Black Death Quick Sourcing, teachers are provided the materials needed and the activity's purpose. Teachers are also given four questions to guide students to answer the quick sourcing's HAPPY tool. In Lesson 7.4 Activity, Assessment- Unit 7 DBQ, the teacher is guided through the DBQ activity with a timeline and explanation of the steps. Teachers are also provided estimated times needed to complete the activity. The directions inform the teacher of the needed</p>

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			resources, the purpose, and practices/skills. Teachers are provided the grading rubric with examples of what they need to look for in the students' writing. In Lesson 7.4 Activity, Quick Sourcing- World War II, teachers are guided through the lesson with preparation, purpose, and the process. Teachers are provided strategies to help students with the activity, such as HAPPY, historical context, audience, point of view, purpose, and why.
<p>5. USABILITY: Materials are easily accessible, and are viable for implementation given the length of a school year.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>5a) The total amount of content is viable for a school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	<p>Yes</p>	<p>The total amount of content is viable for a school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take and are achievable within a calendar year. The materials are paced for the year with a projected pacing guide with the estimated start dates as well as the estimated duration for each unit. For example, in the Course Planning section, teachers are provided with a yearlong and semester long pacing guides. The pacing guides provide an overview of the driving question, activities, and learning outcomes for each unit. The materials provide a suggested amount of time for each unit. For example, Unit 1 is estimated to take 2 weeks, Unit 2 is suggested to take 4 weeks, and Unit 4 is suggested to take 3 weeks. The course plan suggests that the projected pacing guide takes into account school holidays, in-service days, and other commonly</p>

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			missed time such as testing. Unit 3 is estimated to begin on October 18 and should take around 4 weeks to finish. All units are paced appropriately with opportunities to adjust based on specific school or district needs.
	<p>5b) Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning.</p>	<p>Yes</p>	<p>Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning. The materials offer a variety of opportunities to be aware of the content students are exposed to, the order in which they are taught, as well as the ways students will be assessed. For example, course brochures are provided in the Teacher Resources. The brochure lists the eight major skills in the course that students develop, a graphic of the units with names and time periods covered, as well as a reference to the OER community connections. All materials can be viewed through common online platforms such as Google Classroom, Canvas, Clever, and other learning management systems. The “How-to” guides offer teachers ways to familiarize themselves with educational platforms to integrate with the OER Project. Educators can share goals, challenges, and questions with one another through the online professional development course, Teaching World History which guides teachers with content and skills.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>5c) Student and teacher materials are easy to use and well organized.</p>	<p>Yes</p>	<p>Student and teacher materials are easy to use and are well organized. Items are easily labeled, written with clear directions, and all organized on a top and side toolbar. Each unit has a unit page that provides an overview. The tabs are well organized and labeled at the top and left of the page making it easy to navigate from one activity to the next. Directions are clear and easy to follow for both teachers and students. Under Teacher Resources, teachers can access the practice progressions placement chart. This allows teachers to see the unit in its entirety and to strategize and plan where to place reading and writing skills, claim testing, causation and comparison, contextualization, continuity and change, and sourcing. Under the courses tab, users select their assigned curriculum and can easily click around each unit and lesson within the unit. As teachers click on the specific lesson, they can either scroll down to see the materials or use the links on the left toolbar to go through the materials.</p>
<p>6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit evidence of the degree to which students can independently demonstrate the assessed standards.</p>	<p>Required 6a) Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments.</p>	<p>Yes</p>	<p>Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments. Lessons, activities, and assessments are scaffolded throughout the materials to build on skills and content from previous units. At the end of each unit, a summative assessment in the form of a DBQ essay is provided. For example, in Unit 3's DBQ summative</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>writing assessment, students use both their gained content knowledge as well as the sources to complete the summative assessment. Unit 3’s DBQ prompt, “Evaluate the extent to which the Columbian Exchange transformed the Americas from c. 1500 to 1750 CE,” gives students the opportunity to complete the activity in one or two days through the Score, which gives them quick feedback. In the two-day activity, students read the provided texts and apply the content knowledge they have developed to answer the prompt. Whereas, the one-day activity is set up to mirror a standardized test so that students have a fifty-minute class period to complete the assessment. Unit 4 begins with the frames, geography and mapping skills, vocabulary, and the unit Problem Notebook. Students use the provided foundational information to engage with foundational knowledge and activities. Activities throughout the unit provide formative assessment opportunities for teachers to ask questions about articles, videos, primary sources, and graphic biographies. Activities are provided throughout the unit including Unit 4.1 Quick Sourcing - Words of the Enlightenment, 4.2 Causation-Recipe for a Revolution, and 4.3 Responsibility and Compassion. At the end of each lesson in the unit, students have an option to test their knowledge through multiple-choice practice questions. Unit 8,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Cold War and Decolonization, provides students with multiple assessments. The first section of the unit includes vocabulary tracking, the Problem Notebook, and research. In the Problem Notebook, students agree or disagree with a claim statement and support their answer with evidence. In Lesson 8.1 Activity, students redraw frames to understand how and why people lived the way they did throughout history. In Unit 8, students draw representations of community and production and distribution. In the Lesson 8.1 Quick Sourcing activity, students analyze multiple sources.</p>
	<p>Required 6b) Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or provided sources.</p>	<p>Yes</p>	<p>The materials provide guidance and support to help teachers collect, interpret, and act on data about student progress towards the standards. The materials use Score to help teachers assess the DBQs and provide feedback. The materials include Score reports that provide insight to help focus on writing instruction. Students are scored on a scale from 0-4 in the areas of Claim and Focus, Analysis and Evidence, Organization, and Language and Style. Every unit's DBQ writing assessment is scored using a writing rubric. Students' writing components are scored into four categories of advanced, proficient, developing, and emerging. The students' DBQ writing assessment is scored using the following criteria: claim and focus, analysis and evidence, organization,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>language and style, and applying world history concepts. Using the Project Score program for the DBQs, reports can be generated for the whole class as well as individual students. This program is available for Unit 1 DBQ 0, Unit 3 DBQ, Unit 5 DBQ, Unit 7 DBQ, Unit 7 DBQ, and Unit 9 DBQ. Using Turnitin, Score Project will scan student DBQ essay responses and mark the signal check highlights for students and teachers to show where students have met criteria.</p>
	<p>Required 6c) Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards.</p>	<p>Yes</p>	<p>Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or provided sources. The Teacher Resources provides state standard alignment for LSSSS. Summative assessments at the end of each unit are in DBQ essay format. For example, the Unit 6 DBQ prompt is “Develop an argument that evaluates the extent to which responses to colonial rule were effective c. 1850 to 1950 CE.” Students use seven primary source documents. Students can complete the assessment in one day or two days. If completed in two days, a worksheet is provided to analyze and break down the prompt. Students use tools that they have worked on throughout the unit including comparison, CCOT, and causation to help them complete their DBQ. The activities throughout the unit help students prepare</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and provide background information and historical context to answer the DBQ. Unit 3's DBQ summative writing assessment requires students to use both their gained content knowledge as well as the sources to complete the summative assessment. In Unit 7, the DBQ asks students to write 5-6 paragraphs in response to the prompt—analyze how and why the Nazi Party rose to power in prewar Germany. Students must use content knowledge and the provided sources. Sources include a map of Germany, excerpts from a zoologist, a telegram from German election results, Nazi party platform, an excerpt from a speech by Hitler, German propaganda, and an image of a fire.
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I and II to make a final decision for the materials under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I: Non-negotiable Criteria of Superior Quality³	1. Alignment and Sequence	Yes	Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for World History and require students to engage in thinking at the full depth and rigor of the standards. Materials spend minimal time on content outside of the course.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	2. Disciplinary Skills and Practices	Yes	Units are structured around engaging questions and big ideas relevant to the course’s academic content. Materials require students to engage in the various types of disciplinary thinking that are explicit and embedded in the Louisiana Student Standards for Social Studies. Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments. Materials promote an emphasis on building content-specific and academic vocabulary in social studies. Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions.
	3. Quality of Sources	Yes	Materials provide many opportunities for students to build and deepen knowledge about content and concepts through analysis of a coherent selection of strategically-sequenced, high-quality primary and secondary sources, including written texts that are appropriately complex. Available sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined. Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
II: Additional Criteria of Superior Quality⁴	4. Scaffolding and Support	Yes	Materials provide appropriate scaffolding that allows all students to productively engage with content. Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used.
	5. Usability	Yes	The total amount of content is viable for a school year and the pacing of content allows for maximum student understanding. Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning. Student and teacher materials are easy to use and are well organized. Items are easily labeled under the assigned curriculum, written with clear directions, and all organized on a top and side toolbar.
	6. Assessment	Yes	Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments. The materials provide guidance and support to help teachers collect, interpret, and act on data about student progress towards the standards. Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or provided sources.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL DECISION FOR THIS MATERIAL: <u>Tier 1, Exemplifies quality</u>			

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.