

Office of Teaching and Learning

Instructional Materials Evaluation Tool

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

Strong social studies instruction requires that students:

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

Title: Gallopade Curriculum for Louisiana Social Studies

Grade/Course: K-2

Publisher: Gallopade International, Inc.

Copyright: 2025

Overall Rating: Tier 1, Exemplifies quality

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

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

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

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

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

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

Click below for complete grade-level reviews:

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

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

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

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SET THE CONTEXT

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



EXPLORE SOURCES

Read and examine
sources to build
content knowledge
and skills



DEVELOP CLAIMS

Evaluate evidence,
make connections,
compare and
contrast sources



EXPRESS CLAIMS

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

Title: Gallopade Curriculum for Louisiana Social Studies

Grade/Course: K

Publisher: Gallopade International, Inc.

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Overall Rating: Tier 1, Exemplifies quality

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

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

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-Negotiable Criterion 1 for the review to continue to Non-Negotiable Criteria 2 and 3. Materials must meet all of the Non-Negotiable Criteria 1-3 for the review to continue to Section II.			
Non-Negotiable 1. ALIGNMENT AND SEQUENCE: Materials adequately address the Louisiana Student Standards for Social Studies . ☒ Yes ☐ No	Required 1a) Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies for the identified grade-level/course and require students to engage in thinking at the full depth and rigor of the standards .	Yes	Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for the grade and require students to engage in thinking at the full depth and rigor of the standards. Each unit includes lessons and readings that align to the LSSSS. The materials do not include any extraneous or unaligned content within each unit. For example, Skills and Practice LSSSS K.1 requires students to “order events in a chronological sequence using schedules, calendars, and timelines. For example: a. Daily classroom activities b. Significant events in students’ lives.” This standard is addressed in multiple units and chapters throughout the materials. First, Unit 1, Chapter 1: Where People Live includes an activity for students to identify activities that belong in their daily routine, as well as putting those activities in order. Further, Unit 2, Chapter 4: People in the Past Are Important includes a variety of activities for students to engage with chronological sequencing, including ordering timelines for their own lives; using calendars to describe days, weeks, and months of the year; and applying these skills to events in the lives of George Washington and Abraham Lincoln.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Finally, in Unit 2, Chapter 7: National Holidays, students organize various holidays into an annual calendar. Similarly, Framing LSSSS K.5 requires students to “identify examples of different cultures and traditions in Louisiana, including: a. Music: Cajun, jazz, zydeco; b. Traditions: king cake, red beans and rice on Mondays; and c. Cuisine: jambalaya, gumbo, étouffée, bread pudding, meat pies, tamales.” Unit 2, Chapter 6: Culture in Louisiana addresses each component of the standard. During the chapter, students match different types of instruments used in each type of cultural music, match the traditions of red beans and rice and King Cake with the appropriate events (Monday/Mardi Gras), and connect local cuisine with local resources (popular dishes featuring rice). This set of content and activities meets the depth and rigor of the standard. Finally, in Unit 3, Chapter 8, Section 3, students answer questions about the choices they have made in the past few days. They explain how they made those choices and what factors they had to consider. Students use the Evidence Collector as they read the Student Book and examine the difference between wants and needs. Students complete a Choices Chart and decide how to spend money. Then, they explain the possible consequences of each decision they make. The teacher also has the option to include additional Extension Activities at home and in the classroom.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			These activities and tasks demonstrate direct alignment to LSSSS K.15, which requires students to differentiate between wants and needs.
	Required 1b) Materials present a clear path for teachers to address content in a coherent and chronological manner.	Yes	Materials present a clear path for teachers to address content in a coherent and chronological manner. The materials are structured into four coherent units with lessons that are sequenced around related topics and ideas. For example, Unit 1: Exploring Our World begins with simple concepts for students just entering school to comprehend. Chapter 1: Where People Live introduces students to the concept of place by first focusing on students' own environment, their school and home communities. This content does not require any background knowledge for students as it directly connects to their personal experiences. Once students have established an understanding of place, including daily routines and local weather, the materials incorporate larger concepts such as the types of natural resources available in that area and connections to how students use them daily. Chapter 2 builds on these micro-concepts by introducing students to mapping, first with the location of rooms inside a school building and then progressing to the map of a neighborhood before introducing larger scale maps and globes. Finally, Chapter 3 describes common landforms throughout

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the United States that students may or may not have seen, but can now place on a map with their new knowledge of places. This progression is appropriate for students and demonstrates a chronological presentation of content. Subsequently, Unit 2: Understanding the Past begins by returning to the concept of timelines, which was first presented in Unit 1, Chapter 1. Students create a timeline of their own lives in Chapter 4 before creating timelines for the events of people in the past later in Chapter 5. Finally, after discussing people of the past in Chapter 5, students learn about cause and effect relationships and how they can learn about the people of the past using primary and secondary sources. This progression of content is accessible for students and allows them to build on their knowledge of chronological events at a level appropriate to the grade. Finally, Chapter 6: Culture in Louisiana and Chapter 7: National Holidays connect back to some of the concepts of the past and connect them with how people memorialize and celebrate individuals and events in the present. By understanding cause, effect, and certain key historical figures, students develop a deeper understanding of the celebrations and traditions. Finally, in Unit 4: Being Part of Our Community, students examine rules and laws at home and at school and explain how fairness, responsibility, respect, and hard work support safety and responsibility

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			for themselves and others. They also learn about leadership in communities and national and state symbols. The unit includes three chapters aligned with LSSSS K.4.a–b, K.7, K.8.a–c, K.9, K.10, K.11, K.12, K.18, and K.19. In Chapter 1: Rules and Laws, students learn about rules and laws, as well as important traits such as fairness and responsibility. In Chapter 2: Leadership in Communities, students learn about local government, leaders, community helpers, decision-making, and voting. In Chapter 3: Symbols of the United States and Louisiana, students learn about national and Louisiana symbols, including the Pledge of Allegiance and the national anthem. Students use the BIG Question Evidence Collector form to answer the BIG Question and Supporting Questions for each chapter. Each chapter includes a core lesson, differentiation tips, and extended learning activities.
	Required 1c) In any one grade or course, instructional materials spend minimal time on content outside of the course, grade, or grade-band.	Yes	In any one grade, instructional materials spend minimal time on content outside of the grade or grade-band. Materials primarily focus on content aligned with the LSSSS. For example, Unit 1: Exploring Our World addresses the Geography LSSSS, including the following: LSSSS K.18 (Use maps and models to describe relative location. For example: locating objects and places to the right or left, up or down, in or out, above or below); LSSSS K.19 (Identify basic landforms and bodies of water in a variety of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			visual representations, including mountains, hills, coasts, islands, lakes, and rivers); LSSSS K.20 (Identify ways people interact with their environment, including: a. Using natural resources and b. Modifying their environment to create shelter); LSSSS K.21 (Identify rural, suburban, and urban areas.; K.22 Explain how weather impacts daily life and choices); and LSSSS K.23 (Explain why people may move from place to place. Chapter 1 includes content and activities presenting the concepts of climate, natural resources, and rural/urban/suburban environments, as well as push/pull factors explaining why people choose to move from one place to another.) Chapter 2 continues with information on describing relative location using maps and models, with Chapter 3 finishing the geographic concepts with the representations of landforms. The materials address all geography-focused LSSSS without including additional information. Then in Unit 2, Chapter 6, students learn about Louisiana’s unique cultural heritage, aligned with LSSSS K.5.a, K.5.b, and K.5.c. The primary objectives are aligned with the LSSSS and include the following learning targets: identify Cajun, jazz, and zydeco as types of music (LSSSS K.5.a), identify King Cake and red beans and rice on Mondays as traditions in Louisiana culture (LSSSS K.5.b), identify jambalaya, gumbo, étouffée, bread pudding, meat pies, and tamales as types of Louisiana cuisine

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			(LSSSS K.5.c), and identify examples of different cultures and traditions in Louisiana (LSSSS K.5). The Extension Activity focuses on LSSSS K.5 aligned content and allows students to demonstrate what they know about Louisiana. Additionally, Unit 3: Understanding Wants and Needs addresses all standards related to Economic concepts, including LSSSS K.13 (Identify examples of goods and services. For example: a. Goods: food, toys, clothing AND b. Services: medical care, fire protection, law enforcement, library resources); LSSSS K.14 (Describe and compare reasons to save and spend money); LSSSS K.15 (Differentiate between wants and needs); LSSSS K.16 (Identify jobs and industries within a school and community); and LSSSS K.17 (Describe the concept of scarcity using examples). Each of these standards is addressed to the appropriate depth and rigor in a series of activities first defining wants and needs and identifying examples of each, then by explaining how people make economic decisions based on concepts like scarcity, and connecting jobs and income to economic decisions. The materials address each LSSSS without incorporating excess information or practice.
Non-Negotiable 2. DISCIPLINARY SKILLS AND PRACTICES:	Required 2a) Materials are structured around engaging questions and big ideas relevant to the grade-level/course’s academic content.	Yes	Units are structured around engaging questions and big ideas relevant to the grade-level academic content. Units are centered on a shared overarching concept,

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Materials provide opportunities for students to build knowledge and disciplinary literacy² through an integrated approach that is grounded in social studies content and supports development of disciplinary skills and practices. ☒ Yes ☐ No			while each chapter is designed around a BIG Question, with sub-sections connected to Supporting Questions that help students build towards understanding. For example, Unit 2: Understanding the Past includes four chapters to build towards the overarching concepts of chronological sequencing and an understanding of how the past can influence the present. Chapter 4: People in the Past are Important focuses on the BIG Question, “Why is it important to study people in the past who represent the United States?” The chapter includes the following Supporting Questions to help students reach their comprehensive response: “What does it mean if an event is in the past?” “How many days or on a weekly calendar? What are these days?” “How many months are in a calendar for a whole year? What are these months?” “Why do we use timelines?” “What are examples of different types of schedules people can use?” “Why do we study history?” “How did George Washington help the United States in the past?” “Why is Abraham Lincoln an important person in the history of the United States?” and “What did Martin Luther King, Jr. do to help the United States in the past?” These Supporting Questions help students develop knowledge of chronology, people, and events of the past which impact the

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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			present and support students in responding to the BIG Question. Further, in Unit 3, Chapter 10: People Spend and Save Money, students learn about reasons for spending and saving money, as aligned to LSSSS K.14 (Describe and compare reasons to save and spend money). The chapter’s BIG Question, “Why do we choose to spend and save money?” is supported by two questions, one for each section. Section 1 includes the Supporting Question, “What does it mean to spend money?” and Section 2 includes the Supporting Question, “What does it mean to save money?” Students use the BIG Question Evidence Collector to gather information and engage in turn-and-talk discussions at the end of each section. The teacher periodically asks students to share an item from their evidence portfolio as an exit ticket and facilitates class discussions to explore one or more Supporting Questions. Additionally, Unit 4: Being Part of a Community includes three chapters to build towards the overarching concepts of the purpose of rules and laws, the ways they protect our communities, and how these concepts are represented by national symbols. The learning within Chapter 12: Leadership in Communities anchors around the BIG Question, “What Makes Leaders Important?” The chapter includes the following Supporting Questions to help students reach the response: “How can we work together to make decisions for a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			community?” “Why do people vote?” and “What is the purpose of local government?” Each of these questions helps students understand the roles leaders play in the community, how our leaders are chosen, and the type of work they do, allowing students to determine what makes these leaders important for their everyday lives and community.
	Required 2b) Materials require students to engage in the various types of disciplinary thinking that are explicit and embedded in the Louisiana Student Standards for Social Studies.	Yes	Materials require students to engage in the various types of disciplinary thinking that are explicit and embedded in the Louisiana Student Standards for Social Studies (LSSS). Throughout the materials, students differentiate between primary and secondary sources and describe causes and effects of events. For example, in Unit 2, Chapter 5, students examine how events of the past influence the present. In Lesson 5.1, students learn about the concept of cause and effect. The lesson begins with a set of images that serve as a hook as students examine the cause-and-effect relationships shown in the images. After explaining the meaning of a cause-and-effect relationship, the teacher asks students to think of an activity they enjoy, such as dancing, art, or sports, and imagine what would happen if they dedicated a lot of time to practicing the activity. Students consider how their skills might change as a result. Next, students examine several example scenarios and work together to identify the cause and

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			effect in each scenario. To extend the lesson, the teacher instructs students to create their own cause-and-effect scenarios (LSSSS K.6). Subsequently, Unit 2, Chapter 5: Events in the Past Can Influence the Present includes Lesson 5.2 Primary Sources. In this lesson, the materials introduce students to the concept of sources and include activities in which they practice contextualizing documents and sourcing them. Both of these skills represent disciplinary thinking. For example, the lesson hook provides students with three examples of primary sources and includes analysis questions about what various images show, what one might learn from diaries and letters from the past, and how historic pictures can tell about the past. Materials then describe secondary sources and give students examples. Finally, students determine which sources are primary and which are secondary based on sets of pictures (LSSSS K.2.a). These activities help students engage in disciplinary thinking appropriate for the grade. Later, Unit 4, Chapter 13 includes an activity in which students analyze parts of the Star Spangled Banner. Materials include background information for context regarding the Battle of Baltimore, which inspired Francis Scott Key to write the lyrics. Materials include a video and conversation starters for students, as well as a flag activity requiring students to

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			connect the words of the national anthem with the flag it describes (LSSSS K.4a). This set of activities allow students to engage in analysis of a primary source and to explore additional sources to learn more at a level appropriate for the grade.
	Required 2c) Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments.	Yes	Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments. Throughout the materials, students engage in disciplinary writing to demonstrate their understanding and reasoning of social studies content at a level appropriate for the grade, including drawing, tracing, and completing sentences. Each chapter provides a BIG Question Evidence Collector that includes a series of open-ended questions aligned with the Supporting Questions from each lesson and culminating in the BIG Question. The organizer provides space for students to respond to the BIG Question using evidence they have collected throughout the lessons in the chapter on the organizer. At times, the teacher records verbal responses in place for written responses, which is appropriate for the grade. For example, Unit 1, Chapter 1: Where People Live includes a BIG Evidence Collector culminating in the open-ended

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			writing-based question, “People can travel to unfamiliar places to learn about them. What can people learn about new places by exploring the world?” (LSSSS K.20.a-b, K.21, K.22, K.23). This provides students the opportunity to practice disciplinary writing directly connected to their learning in this chapter. Unit 2, Chapter 4: People in the Past are Important includes a Writing Prompt titled, “My Favorite Day and Month,” in which students respond to a series of questions about their favorite days, as well as supporting details about the days and months in proximity to students’ “favorites.” This requires students to provide evidence supporting their preferred days and for them to demonstrate an accurate understanding of many components of the calendar. Unit 3, Chapter 10: People Spend and Save Money includes an activity in the Student Book that provides students with an opportunity to first identify ways they, or their families, currently spend money. Then, students draw a picture showing an item the student would choose to buy if they had more money. They also read a story, answer three questions, and then explain why they selected a specific person as the best example of saving money (LSSSS K.14). Further, Chapter 9: People Have Different Jobs provides the terms, nurse and doctor, for students to practice writing and spelling skills in conjunction with the presentation of community employment (LSSSS K.16).

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	Required 2d) Materials promote an emphasis on building content-specific and academic vocabulary in social studies.	Yes	Materials promote an emphasis on building content-specific and academic vocabulary in social studies. The materials include adequate vocabulary resources available for teachers and students throughout all units. Each unit includes a list of appropriate content-specific terms, along with their definitions, and each chapter includes Vocabulary Builder activities and a Vocabulary Quiz that can be auto-scored to track student progress on key content vocabulary. For example, in Unit 1, Chapter 3, students complete Vocabulary Builder activities at the beginning of the chapter to review the chapter’s vocabulary terms, aligned with the LSSSS K.19. In the interactive digital activity, students read and write each vocabulary term. The teacher has the option to complete this activity synchronously with the class so students can read each term aloud before writing it. Students also create flashcards for each term using the PDF activity by cutting out the cards, tracing the term on the front, and illustrating it on the back. They can create visual vocabulary cards as they learn the meaning of each term. Students review their vocabulary cards before taking the Vocabulary Quiz at the end of the chapter. After the quiz, students have the opportunity to review their results and to correct any misunderstandings prior to the Chapter 3 ExperTrack assessment. Each unit begins with a comprehensive list of

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			vocabulary terms. For example, the Teacher’s Edition includes terms and definitions at the outset of Unit 4 including the following terms related to Chapter 11, Rules and Laws, Chapter 12, Leadership in Communities, and Chapter 13, Symbols of the United States and Louisiana: citizen, consequence, duty, fairness, law, property, respect, responsibility, rule; decision, judge, local government, mayor, parish, volunteer, vote; and anthem, custom, freedom, motto, patriotism, state symbol, symbol. Vocabulary terms are embedded in the Student Book and highlighted in bold orange. The definitions are provided on the same page as the terms to ensure student access to the information in real time and assist in comprehension.
	2e) Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions.	Yes	The materials provide frequent prompts and opportunities for students to engage in evidence-based discussions based on the content and sources. The Teacher’s Edition Part 1 provides clear guidance and questions to assist in facilitating these discussions. For example, in Unit 2, Chapter 6, Lesson 6.1, students learn about culture through a combination of teacher-led discussion and independent student work. After reading the Student Book, the teacher poses the higher-order thinking question from the Interactive Read-Aloud to the entire class and prompts students to discuss the answer with their partner. Additionally, in Unit 4,

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			Chapter 11, Lesson 11.2, students learn about culture through a combination of teacher-led discussion and independent student work. After reading the Student Book, the teacher shows a video, “Understanding Justice,” to reinforce learning and then assigns students to work with a partner to discuss a time when they demonstrated or received justice. Further, each unit includes a Curated Content Board, which includes multiple image-based sources connected to the content of that unit. The Teacher’s Edition includes a list of questions teachers may use to guide class discussions to help students engage in critical thinking and to make connections during the learning process. Some of these discussion questions include: “What do you see or notice? What do you know or think you know? What do you wonder or are curious about? What do you see in the picture that is the same? What do you see that is different?” These instructions and resources create opportunities for evidence-based discourse throughout the materials. Finally, The Teacher’s Edition Part 1 includes detailed information about how to open, manage, and close class discussions. It also includes information about the research base supporting class discussions as a component of student learning. These resources ensure that teachers and students have multiple opportunities to engage in evidence-based discourse and

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			meaningful class discussions.
Non-Negotiable 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. ☒ Yes ☐ No	Required 3a) Materials provide many opportunities for students to build and deepen knowledge through a coherent selection of strategically-sequenced, high-quality sources , including written texts that are appropriately <u>complex</u> .	Yes	Materials provide many opportunities for students to build and deepen knowledge through a coherent selection of strategically-sequenced, high-quality sources, including written texts that are appropriately complex. Materials include a variety of primary and secondary sources throughout the units, and several activities allow students to engage with the materials and make deeper connections to the content presented. For example, Unit 2, Understanding the Past includes a Curated Content Board that provides primary source images of Mardi Gras, Dr. Martin Luther King, Jr., New Year’s Day and Thanksgiving Day celebrations, and jambalaya, as well as a secondary source illustrating a “kid growth timeline.” These sources include discussion questions aligned to content throughout Chapters 4, 5, 6, and 7, which allow students to make connections and develop understanding of these individuals and events as they learn about how time is measured and how the past impacts the present (LSSSS K.1-K.6). Additionally, in Unit 2, Chapter 4, Section 9, students examine significant historical figures by analyzing various images, primary sources, and secondary sources, focusing on figures such as Dr. Martin Luther King, Jr., as aligned with LSSSSK.4.c. After reading about Dr. Martin Luther King, Jr.’s role as a

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			leader through a secondary source in the Student Book, students complete an activity by filling in sentences using words from a word bank. The teacher then distributes Let's Practice: Martin Luther King Jr. – Civil Rights Leader. After reading a brief source, students circle words that describe Dr. King and write two or three sentences using the selected words. In Chapter 5, students read the statement, “James states that Dr. Martin Luther King Jr. worked tirelessly to grant all Americans equal rights,” and analyze two primary source images to identify which source supports James’s claim. Finally, in Unit 4, Chapter 13: Symbols of the United States and Louisiana, Lesson 13.2, students analyze the Pledge of Allegiance. The materials include instructions for teachers to guide students in understanding key terms such as allegiance, freedom, liberty, and justice. The Student Book includes opportunities for students to trace these words. The teacher can extend the learning by directing students to create their own pledge for their school or classroom. This activity allows students to access a primary source, to engage with secondary sources on the same topic, and to deepen their understanding of key symbols and customs of the United States in alignment with LSSSS K.2, K.3, and K.4.b.
	Required 3b) Available sources are representative of	Yes	When applicable, available, and appropriate, sources are representative of multiple

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	multiple viewpoints or accounts on the issue, event, or topic being examined.		viewpoints or accounts on the issue, event, or topic being examined. The materials offer multiple viewpoints or accounts on many issues, events, and topics presented. Many of these voices are highlighted in the content standards as important individuals. Unit 1, Chapter 1: Where People Live includes a lesson differentiating rural, urban, and suburban environments. Materials present information about each type of environment, as well as the people who choose to live and work in each kind of area. Additionally, the lesson includes information on push and pull factors and examples of reasons people have for moving. These activities allow students to engage with multiple perspectives on living and working in different types of environments (LSSSS K.21, K.23). Similarly, Unit 3, Chapter 9: People Have Different Jobs includes information and examples of different careers available in Louisiana and the United States. The Curated Content Board includes images of firefighters, police officers, farmers, and cafeteria workers, and materials include questions guiding students in discussing the similarities and differences of each type of job, as well as how each person can help their community. The chapter also includes a detailed lesson plan investigating the roles of various school workers and provides opportunities for students to identify the different ways they support learning and the community

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			(LSSSS K.16). In Unit 4, Chapter 12, students learn about different types of leadership in the community, including school leaders and children’s leadership, which exposes them to multiple viewpoints and experiences within their own environment. By examining an issue from the perspectives of the principal, custodian, and school nurse, students explore how leadership differs across roles and settings. Students understand how leaders are viewed by different groups, allowing them to recognize that leadership can be expressed in many ways and interpreted from multiple perspectives when appropriate and relevant (LSSSS K.9).
	Required 3c) Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units.	Yes	Sources present the achievements and contributions, strengths, skills, and knowledge of the wide range of individuals and groups throughout the units. A majority of the individuals and groups specified in the 2022 LSSSS are discussed in the materials, often in the form of biographies with associated student activities. These sources present their achievements and contributions, strengths, skills, and knowledge. Additionally, some primary sources associated with individuals are present in the materials to help students further understand these people and groups. For example, Unit 2, Chapter 4: People in the Past are Important includes specific lessons detailing the

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			accomplishments and contributions of George Washington, Abraham Lincoln, and Dr. Martin Luther King, Jr. Each individual has a full page and lesson in the Student Book (LSSSS K.4c). The materials include a primary source analysis of a portrait of George Washington and a practice page for students to internalize the strengths and skill of Dr. Martin Luther King, Jr. Additionally, Chapter 7: National Holidays includes detailed biographical information for George Washington and Dr. Martin Luther King, Jr. in conjunction with the holidays that honor them. Further, Unit 2, Chapter 7: National Holidays includes detailed biographical information about Christopher Columbus in conjunction with the explanation of the October holiday recognizing his contributions to exploration (LSSSS K.4.d). Materials include an Interactive Read Aloud and a Biography worksheet in addition to the Student Book lesson. Unit 3, Chapter 9: People Have Different Jobs provides students with information about various jobs in schools and communities and the merits of each. Materials discuss doctors, nurses, chefs, and other businesses, as well as cafeteria workers, bus drivers, custodians, and teachers. Activities require students to connect jobs with the correct industry and to identify additional jobs after watching a video (LSSSS K.9, K.16). Materials further connect the concepts of jobs and income by

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			asking students to determine whether various jobs provide goods, such as a chef, or services, such as teachers (LSSSS K.13).
SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY			
4. SCAFFOLDING AND SUPPORT: Materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts using multiple instructional approaches and strategies. ☒ Yes ☐ No	Required 4a) Materials provide appropriate scaffolding that will allow all students to productively engage with content.	Yes	Materials provide appropriate scaffolding that will allow all students to productively engage with content. The materials include scaffolded supports for students needing additional help accessing grade level content, and they also include extended learning opportunities for students who need to be challenged further. The materials include access points at multiple levels throughout the materials to meet all learners' needs. For example, in Unit 1, Chapter 1: Where People Live in the Teachers' Edition Part I, highly detailed teacher instructions outline the first several activities. The materials include specific suggestions for how to present information to students, as well as additional reminders and information specific to the beginning of the year. Guidance includes tips for supporting students struggling to understand essential unit vocabulary, as well as possible student responses for the questions included in the student materials. This level of detail in instruction is appropriate for the beginning of the year. Each lesson throughout the first chapter also includes optional scaffolded support activities to reinforce essential concepts. The materials include instructions for using

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			these materials with small groups and for the whole class depending on student needs. For example, the first lesson includes Teacher Tips describing how to set up chart paper, how/where to hang, how to print and organize additional support materials, and step-by-step scripted instructions to prompt students in the lesson and class discussion. This level of detail helps teachers and students build strong routines in the first lessons as they engage with social studies content. Additionally, in Unit 4, Chapter 13, the teacher uses Vocabulary Building activity to start the chapter and introduce students to the chapter vocabulary's terms. The teacher begins Lesson 13.1 by writing the word symbol on the board and asking students to define it, allowing responses without confirming or correcting. Materials include a range of questions and suggestions for getting students to engage with the words in a variety of ways appropriate to the grade. If additional support is needed to help students understand the purpose of symbols, the materials suggest gathering images of other symbols to show students and discuss what they stand for. To extend the lesson, guidance suggests that the teacher reads The Bald Eagle interactive read-aloud, discuss the higher-order question as a class, and consider assigning the Extension Activity as a take-home project. This range of activities and options provides

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			opportunities for teachers to address the needs of a wide range of student levels of understanding. Finally, the Teacher's Edition Part 1 includes Differentiation Tips and Extended Learning options in all chapters to ensure that teachers have more options to reach struggling learners and to challenge advanced learners. For example, Unit 3, Chapter 8: Our Needs and Wants provides two Differentiation Tips in the Opener of the lesson, including options for non-verbal responses for students who may have difficulty communicating and for quick visual response, as well as ways to offer additional context before beginning the lesson. Later, in Lesson 2, a Differentiation Tip suggests an alternative format for a writing assignment for students who struggle with writing at this level. Finally, the chapter includes an Extended Learning option for a project-based learning assignment where students collaborate to create bulletin boards for goods and services to demonstrate their understanding of these concepts.
	Required 4b) Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used.	Yes	Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used. Materials include detailed step-by-step teaching guides to ensure teachers communicate content effectively. The guide includes notes on preparing classroom

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			setup and materials, reasoning behind activities, and exemplar responses, as well as potential challenges and suggestions for addressing them. For example, Unit 1, Chapter 1: the Teacher’s Edition includes detailed step-by-step instructions for every activity, beginning with the introduction to the chapter’s BIG Question. The guide provides a model for how the teacher should present the BIG Question, including suggestions for student look-fors in evidence collection and instructions for guiding students in collecting evidence aligned with the LSSSS expectations for the grade. The instructions, specific to the timing of this unit at the beginning of the year, offer additional suggestions and supports for teachers to introduce these ideas to students, as well as the rationale behind this process. The materials also include suggestions for grading with a focus on evidence. In Lesson 1, the materials include instructions for each activity, as well as potential challenges for students with additional guidance for how to address these challenges. Further, in Unit 1, Chapter 3, students explore the United States. The Teacher’s Edition Part 1 provides teachers with Learning Targets and guidance on reviewing them with students. The Learning Targets section explains how to introduce learning targets and why they are important. Guidance directs teachers to use Vocabulary Builder activities, with specific

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			instructions on how to implement them effectively. Teacher’s Edition Part 1 also includes a Step-by-Step Teaching Guide featuring a BIG Question, Supporting Questions and answers, lesson walkthroughs, anticipated student responses, strategies to reinforce students’ collection, analysis, and use of evidence, and differentiation strategies. For example, in Unit 1, Chapter 3, Lesson 3.3, students examine different bodies of water. The lesson begins with a review of previously learned landforms, followed by the introduction of bodies of water through Lesson Hook images. Students observe and discuss each image using turn-and-talks and thumbs-up/thumbs-down responses. Students then read Section 3 of the Student Book through a combination of teacher-led discussion and independent work, using the BIG Evidence Collector to track information. After reading, students complete a graphic organizer to summarize the characteristics of three bodies of water, with a modified version available for additional support. The lesson concludes with a whole-class review of student responses and clarification of any misconceptions. The Thinking Like a... section includes additional guidance on examining the past and helping students think like historians, geographers, economists, and political scientists, using Examining the Source analysis sheets. The Facilitating Classroom Discussion section

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			provides guidance on facilitating classroom discussions. Teacher's Edition Part 2 contains answers to Student Book activities, and most Teaching Tools include answer keys to support teacher content knowledge and instructional confidence. Similarly, Unit 2 Chapter 7: National Holidays, Lesson 7.9 includes an Interactive Read Aloud to provide background information as students engage with learning about Independence Day. The read aloud includes a higher order thinking question for students, as well as Extension Activities for both home and classroom use. The Teacher's Edition Part I explains the rationale behind this strategy, as well as the scenarios in which it can be most beneficial, before providing the teacher with step-by-step instructions and materials to execute this process effectively.
5. USABILITY: Materials are easily accessible, and are viable for implementation given the length of a school year. ☒ Yes ☐ No	Required 5a) The total amount of content is viable for a school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Yes	The content is appropriate for the school year, the pacing supports student understanding, and the materials include guidance on how long tasks may take. The materials include a full year pacing guide aligned with the LSSSS, which is outlined in detail at the beginning of the Teacher's Edition Part 1 in the Scope and Sequence section and includes suggested timeframes organized by four Units and thirteen total Chapters. For example, Unit 3 is divided into three chapters, and the Teacher's Edition Part 1 provides estimated durations that

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			closely align with the Grade K Framework. The materials are designed for approximately 29 weeks of instruction within a typical 33-week school year, excluding holidays and late starts for kindergarten. Chapter 8, Our Wants and Needs, Chapter 9, People Have Different Jobs, and Chapter 10, People Spend and Save Money, each take approximately two weeks in both the Teacher’s Edition and the Grade K Framework. This pacing allows flexibility for re-teaching content or skills as needed. In this unit and throughout lessons, discussions, and readings, students learn to distinguish between wants and needs, understand scarcity, explore reasons for saving and spending money, and identify goods, services, jobs, and industries in their school and community. These concepts are reinforced in Student Book Chapters 8, 9, and 10 and extended through at-home activities such as identifying goods, discussing community services, exploring spending and saving choices, and comparing needs versus wants. Chapter 8 includes four lessons, Chapter 9 includes three lessons, and Chapter 10 includes two lessons. The distribution of lessons provides flexibility for teachers to revisit challenging concepts, check for comprehension, and offer differentiated support. The gradual progression, combined with built-in opportunities for reinforcement and reflection, ensures students have multiple

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			chances to grasp and apply key concepts before moving on to the next topic. The pacing is designed to support student understanding by allowing sufficient time for instruction, guided practice, discussion, and independent work. Each lesson builds on prior knowledge, starting with foundational concepts like distinguishing wants and needs in Chapter 8, moving to understanding different jobs in Chapter 9, and then applying that knowledge to spending and saving money in Chapter 10. Further, Unit 2, Chapter 4, People in the Past Are Important includes an activity in which materials provide instructions for using a timer for a specified amount of time. Unit 2, Chapter 4, Lesson 4.6 describes a “Recap Line Dance” in which students form two lines and students take turns responding to the provided prompts paced with a timer. This type of activity provides teachers with a clear instruction of how to time an activity to remain on track in terms of content pacing. Finally, Unit 4 is divided into three chapters, and the Teacher’s Edition Part 1 provides estimated durations that closely align with the Grade K Framework. Chapter 11, Rules and Laws and Chapter 12, Rules Protect Communities, each take approximately two weeks in both the Teacher’s Edition and the Grade K Framework. Chapter 13, Symbols of the United States and Louisiana, takes approximately three weeks in both the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Teacher's Edition and the Grade K Framework.
	5b) Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning.	Yes	The materials include resources with every unit to communicate with parents, community members, and other stakeholders providing background information and suggestions about ideas for supporting student learning based on the content of each unit. Unit 1 begins with a letter that can be printed directly and sent home along with the option to copy-and-paste for communicating any other form of online platform with families. The letter includes an overview of the topics for each chapter, as well as a list of suggestions for how to communicate with students about what they are learning, as well as ideas for enhancing learning, such as museum visits, family discussions, books to read together, and independent research ideas. Similarly, in Unit 3, the Teacher's Edition begins with an overview of the content and at-home support, including an At-Home Support Letter. The letter informs families that students will learn about basic economic concepts, including the differences between wants and needs, scarcity, reasons to save and spend money, and examples of goods, services, jobs, and industries. Suggested at-home activities, such as identifying household goods, discussing family services, exploring spending and saving choices, and comparing needs versus wants,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			reinforce understanding. In addition to these resources beginning each unit, materials also incorporate Interactive Read Aloud activities throughout the chapters, and each Interactive Read Aloud includes a suggested Extension Activity for use at home. For example, Unit 4, Chapter 13: Symbols of the United States and Louisiana includes an Interactive Read Aloud titled “Our U.S. Flag.” The at-home Extension Activity includes instructions for students to create a “family flag” and describe what chosen symbols and colors mean.
	5c) Student and teacher materials are easy to use and well organized.	Yes	Student and teacher materials are easy to use and well organized. The teacher materials are clearly organized and thorough and include two independent teaching guides that closely correspond to the Student Book, with all resources available in both print and digital formats. Materials provide efficient navigation and use in both the digital and print resources, with clear labels and corresponding page numbers. An orientation and training on how to use the digital platform effectively supports teachers in maximizing their use of the materials, especially the data collection and analysis tools. For example, each unit and chapter is organized in the same format, beginning with the letter to families and the Curated Content Board for the unit. Each chapter begins with the BIG Question and follows with subtopics organized into

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			lessons, which are all framed as Supporting Questions. This consistency in structure supports efficient navigation throughout the materials. Further, Unit 3 of the student materials is divided into the following three chapters: Chapter 8, Our Wants and Needs; Chapter 9, People Have Different Jobs; and Chapter 10, People Spend and Save Money, aligning precisely with the Grade K Framework. Each chapter is further divided into sections or lessons, providing concise information and activities. The teacher materials include two editions. Teacher Edition Part 2 corresponds to the student edition, providing answers in red and an addendum with additional Student Book answers, such as discussion questions, writing prompts, and rubrics. Teacher Edition Part 1 includes step-by-step lesson plans and teaching tools, clearly connecting to the student materials. The digital platform allows teachers to easily create assignments, with resources organized to match the instructional guide.
6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit evidence of the degree to which students can independently demonstrate	Required 6a) Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments.	Yes	Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments. Each unit includes at least one project, a writing assignment, a formative assessment, a vocabulary assessment, and multiple Formative Review checkpoints providing students the opportunity to practice essential skills while

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
the assessed standards. ☒ Yes ☐ No			allowing teachers to track skills development over time. Several chapters include a Project-Based Learning task with a rubric, creating opportunities for students to synthesize their understanding of content and to apply essential skills. Chapters include a variety of formative assessments and summative assessments. Chapters include activities, such as Map Skills, Extended Learning, Let's Learn, Let's Practice, and Let's Review, that can be collected as formative assessments to evaluate student understanding. Each chapter includes ExperTrack Checkpoints and Vocabulary Quizzes to evaluate student proficiency of the chapter's vocabulary knowledge, concepts, and skills. Throughout each chapter, students use the BIG Question Evidence Collector to practice writing and using information from sources to answer the BIG Question and Supporting Questions. The materials also provide a Student Book End-of-Year Test, End-of-Year Assessment, and Benchmark Test. Additionally, materials offer several options for End-of-Year Extension Projects. Materials include an end-of-year assessment to measure students' progress and mastery of the LSSSS for Grade K. For example, Unit 1: Exploring Our World includes three ExperTrack assessments, one at the end of each of the three chapters in the unit. The unit also includes three Vocabulary Quizzes, one for each chapter in the unit. For

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			example, in Unit 1, Chapter 2, Lesson 2.2, students learn about maps and globes. After completing introductory activities, they read about maps and globes in the Student Book and answer teacher questions, such as, “Have you ever wondered what the world looks like from way up high, like when you’re on a swing or climbing up a slide? What do you see when you look down?” Students then explore a playground from a bird’s-eye view using a map, identify playground equipment, make connections to local playgrounds, and complete a matching activity to practice using relative location words. In addition, students complete the Let’s Practice: Draw a Map – Classroom Map Activity using crayons to draw and color a bird’s-eye view of their classroom, showing where items are located. After Lesson 2.3, the teacher conducts a Formative Review using a location review to assess students’ understanding of maps and globes. Students use the Let’s Review: Where Am I? – Location Review activity to practice positional words. They cut out a house, a boy, and a soccer ball, then follow teacher directions to place the items in different positions, such as right, above, down, left, and inside. The teacher models each step, circulates to check understanding, and provides prompts as needed. The teacher also administers a Vocabulary Quiz, and at the end of Chapter 2, administers ExperTrack Checkpoint 02 to assess and

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			reinforce students' mastery of the standards-based learning objectives. In Unit 2, Chapter 7, Lesson 7.14, students examine why Christmas Day is a national holiday. The teacher begins by showing images of Christmas and guiding students to identify the holiday and explain their choices. Using the Interactive Read Aloud: Christmas Around the World and a world map, students explore how Christmas is celebrated in several countries. They then complete Section 14 in the Student Book with teacher-led discussion and independent work. To reinforce learning, students play Christmas Around the World Bingo, identifying different holiday customs, with support provided as needed. The lesson concludes with a discussion comparing similarities and differences in Christmas celebrations in the United States and other countries. The teacher uses a Formative Review to assess student learning of their favorite national holiday. The teacher also administers a Vocabulary Quiz, and at the end of Chapter 2, administers ExperTrack Checkpoint 02 to assess and reinforce students' mastery of the standards-based learning objectives. During the project-based activity, students work together to create a special classroom holiday by choosing the holiday, explaining why it was selected, selecting a celebration date on a calendar, planning customs and traditions, deciding on special clothing or items, and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			creating invitations to invite other kindergarten classes to the celebration. As part of this class project, students also use a classroom holiday project rubric, where they have an opportunity to self-reflect by identifying what they did well and how they can improve.
	Required 6b) Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or provided sources.	Yes	Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or provided sources. For example, Unit 2, Chapter 5: Events in the Past Can Influence the Present includes a writing prompt titled, “Jazz v. Cajun v. Zydeco,” addressing LSSSS K.3 and K.5a. Assessment guidance includes the following teacher prompt, “We have learned a lot about three styles of music that have made a big impact on Louisiana. You are going to choose which style you would want to learn more about and explain why. Allow students time to choose the type of music they would want to learn more about.” along with the following instructions, “Students will circle either jazz, Cajun, or zydeco to indicate their choice, then write a sentence to explain their choice.” A differentiation tip offers an oral response option for students who struggle with writing. This assessment addresses multiple standards and skills at the appropriate depth and rigor of the LSSSS. Additionally, in Unit 4, Chapter 12,

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			students learn about leadership in communities as aligned with LSSSS K.7, K.9, K.11, and K.12. Throughout the chapter, students use the BIG Question Evidence Collector to practice writing and using information from sources to answer the BIG Question, “What makes leaders important?” and the seven connected Supporting Questions. Students use the Evidence Collector to take notes throughout the chapter to support both the Supporting Questions and the BIG Question with textual evidence. At the end of the chapter, the teacher administers a Vocabulary Quiz, which includes seven questions in which students identify the correct definition, choose the correct word or phrase to complete the dictionary entry of the term, and write the correct vocabulary term to complete the sentence. Additionally, the teacher administers ExperTrack Checkpoint 12 to assess and reinforce students’ mastery of the standards-based learning objectives, which incorporates primary and secondary sources, including a diagram and calendars. The assessment includes twelve questions and engages students in multiple formats, including matching, sentence completion, distinguishing between different leadership positions, multiple choice, and multiple select, ensuring students demonstrate an understanding of leadership in their communities. For example, students choose the correct word or phrase to complete each

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			sentence, match each group of community leaders with the way they help solve problems, and select which visual examples show purposes of local government by selecting two correct responses. The assessment reflects the content, depth, and rigor of the standards by requiring students to apply their understanding of leadership in communities, not just recall names or titles. Students also apply social studies knowledge and skills in meaningful, real-world contexts, such as in assessment item 1, where students are presented with a scenario and must identify how the class can make a responsible decision. Similarly, in assessment item 3, students decide which pet the family will get based on the following scenario: “A family decides to vote on which pet to get. Two people vote for a dog. One person votes for a cat. One person votes for a goldfish. No one votes for a snake.” Finally, Unit 2, Chapter 4: People in the Past Are Important includes a Project-Based Learning assessment that invites students to create a collage to respond to the prompt, “Can You Sense Time?” The project addresses LSSSS K.1 and K.3 and incorporates a rubric for teachers to evaluate student understanding of the concepts of chronology and their ability to support claims with evidence.
	Required 6c) Materials provide guidance and support to	Yes	Materials provide guidance and support to help teachers collect, interpret, and act on

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	help teachers collect, interpret, and act on data about student progress toward the standards.		data about student progress toward the standards. Teacher guidance and support includes student look-fors in written answers, rubrics for writing assignments, and suggestions on which resources and activities would be useful in responding to student performance data at a variety of levels. Teacher’s Edition Part 2 includes the answer key for all chapter activities included in the Student Book. Teacher’s Edition Part 1 includes a detailed introductory section, Using Assessments to Inform Instruction, which outlines the various types of assessments available in the materials and provides guidance on the use of each assessment. This information includes details on how and when to use various formative assessments, as well as how they can be used for collecting student data and responding to trends in student data. The section directs teachers to use the Differentiation Tips in the Step-by-Step Teaching Guide in order to provide scaffolded support to meet the needs of the students. Additionally, the section directs teachers to use the Extended Learning Activities to deepen student understanding of skills and concepts presented in the chapter. Additional guidance informs the teacher to use exit tickets and closing activities to “identify content and skills that need additional emphasis or clarification in the next day’s instruction.” Further, the Step-by-Step Teaching Guide includes

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			anticipated student responses for questions asked during whole group instruction, Formative Review activities to “reinforce and assess student learning” with student answers. Materials provide indicators to look for in student work, assessment guidelines, rubrics, and recommendations for modifying instruction based on students’ assessment results. For example, in Unit 1, Chapter 1, students learn where people live. At the end of the chapter, the teacher conducts a Formative Review to decide which students need additional support. This YES/NO review activity engages students in an interactive game to reinforce and assess understanding of key chapter topics, including daily life, weather, natural resources, land areas, and reasons people move. Students use YES/NO cards to respond to teacher statements, allowing the teacher to quickly check comprehension, address misconceptions through discussion, and identify students who may need additional support. The materials also include an Extension Activity to further reinforce learning or provide extra practice. At the end of the chapter, the teacher administers ExperTrack Checkpoint 01 to assess and reinforce students’ mastery of the standards-based learning objectives. The digital platform allows documentation of students’ progress throughout the school year by standard, content type, and activity. ExperTrack helps in this area by providing

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			teachers clear, actionable data on student progress toward the standards, based on students’ responses in the Student Book and the assessment. The pre-built, auto-graded assessments allow teachers to quickly see which skills and standards students have mastered and which need additional support. Results are aligned to standards, making it clear where students are struggling or excelling. Additionally, the item bank allows teachers to create targeted assessments to gather more focused data. This guidance and flexibility support teachers in using assessment data to adjust instruction, provide interventions, and plan next steps to better meet students’ needs. Finally, Unit 3, Chapter 10: People Spend and Save Money includes a Writing Prompt titled, “Why Save Money?” In addition to providing detailed instructions in both the Teacher’s Edition Part 1 and student-friendly instructions in the assignment worksheet, the materials also include a comprehensive rubric for students and teachers to evaluate performance. The Teacher’s Edition includes student look-fors and suggestions to expand on learning by allowing students to add images to enhance their written responses, which also correspond to activities in the Student Workbook. Further, Differentiation Tips prompt the teacher to consider alternative assessment formats for students who may struggle. This set of resources provides

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			adequate guidance and support for teachers to fully engage with standards-based performance data and respond accordingly.
FINAL EVALUATION Tier 1 ratings receive a “Yes” for all Non-Negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. Tier 2 ratings receive a “Yes” for all Non-Negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. Tier 3 ratings receive a “No” for at least one of the Non-Negotiable Criteria.			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiable Criteria of Superior Quality³	1. Alignment and Sequence	Yes	Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies for the identified grade-level/course and require students to engage in thinking at the full depth and rigor of the standards. Materials present a clear path for teachers to address content in a coherent and chronological manner. In any one grade or course, instructional materials spend minimal time on content outside of the course, grade, or grade-band.
	2. Disciplinary Skills and Practices	Yes	Materials are structured around engaging questions and big ideas relevant to the grade-level/course’s academic content. Materials require students to engage in the various types of disciplinary thinking that are explicit and embedded in the Louisiana Student Standards for Social Studies.

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
			Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments. Materials promote an emphasis on building content-specific and academic vocabulary in social studies. Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions.
	3. Quality of Sources	Yes	Materials provide many opportunities for students to build and deepen knowledge through a coherent selection of strategically-sequenced, high-quality sources, including written texts that are appropriately complex. When applicable, available, and appropriate, sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined. Sources present the achievements and contributions, strengths, skills, and knowledge of the wide range of individuals and groups throughout the units.
II: Additional Criteria of Superior Quality⁴	4. Scaffolding and Support	Yes	Materials provide appropriate scaffolding that will allow all students to productively engage with content. Teacher support materials include support for building social studies content knowledge and

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
			explanations of the instructional approaches that are used.
	5. Usability	Yes	The total amount of content is viable for a school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take. Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning. Student and teacher materials are easy to use and well organized.
	6. Assessment	Yes	Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments. Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or provided sources. Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards.
FINAL DECISION FOR THIS MATERIAL: <u>Tier 1, Exemplifies quality</u>			

Office of Teaching and Learning

Instructional Materials Evaluation Tool

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

Strong social studies instruction requires that students:

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



SET THE CONTEXT

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



EXPLORE SOURCES

Read and examine
sources to build
content knowledge
and skills



DEVELOP CLAIMS

Evaluate evidence,
make connections,
compare and
contrast sources



EXPRESS CLAIMS

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

Title: Gallopade Curriculum for Louisiana Social Studies

Publisher: Gallopade International, Inc.

Overall Rating: Tier 1, Exemplifies quality

Grade/Course: 1

Copyright: 2025

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

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

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-Negotiable Criterion 1 for the review to continue to Non-Negotiable Criteria 2 and 3. Materials must meet all of the Non-Negotiable Criteria 1-3 for the review to continue to Section II.			
Non-Negotiable 1. ALIGNMENT AND SEQUENCE: Materials adequately address the Louisiana Student Standards for Social Studies . ☒ Yes ☐ No	Required 1a) Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies for the identified grade-level/course and require students to engage in thinking at the full depth and rigor of the standards .	Yes	Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for the grade and require students to engage in thinking at the full depth and rigor of the standards. Each unit includes lessons and readings that align to the LSSSS. The materials do not include any extraneous or unaligned content within each unit. For example, LSSSS 1.2 requires students to “differentiate between primary and secondary sources.” This standard is addressed in multiple units and chapters throughout the materials. First, Unit 1, Chapter 1, Thinking Like a Historian begins with an activity in which the students define primary and secondary sources and give examples of each. Students practice identifying types of sources correctly with a picture of a letter and of the student edition, where they identify which is primary and which is secondary. Similarly, Unit 2, Chapter 5, Louisiana as a Colony includes multiple secondary sources describing Louisiana in the past and its groups of settlers, as well as a primary source from Harper’s Weekly in 1883. The Teacher’s Edition includes instructions on comparing and contrasting these types of images and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			what students can learn from each. Finally, in Unit 5, Chapter 12, The Three Branches of Government, students use a law, a primary source, and compare it with a secondary source, school rules, on a similar topic. This set of activities fully addresses the Skills and Practices standard. Additionally, in Unit 2, Chapter 5, students learn about the French settlers, aligning with LSSSS 1.9, which requires students to “identify cultural groups that influenced Louisiana, including Acadians, Africans, Canary Islanders, French, Germans, Haitians, Native Americans, Asian Americans, French, and Spanish.” Students analyze two images from the Lesson Hook, Café du Monde and beignets. The materials explain that beignets are a French food and the café is located in New Orleans, which was founded by the French. After reading Section 2, French Settlers in their Student Book, the teacher leads a brief discussion and prompts students to share what they learned about the influence of French settlers on Louisiana before completing an Exit Ticket. This range of activities fully meets the depth and rigor of the associated standard. Finally, LSSSS 1.7 requires that students “compare the lives of Louisianans today in urban, suburban, and rural parishes.” Unit 2, Chapter 6, Louisiana Becomes a Part of the United States includes text defining urban, rural, and suburban. The Teacher’s Edition also

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			includes instructions for teachers on how to collaborate with students to identify pros and cons of each type of area. The materials have a set of questions for students to identify key characteristics by choosing correct fill-in-the-blank terms. Additionally, Unit 3, Chapter 9, Where and How Louisianans Live and Work describes key industries, such as cattle farming, as being common in rural areas, while others like tourism are in urban areas. The materials meet the depth and rigor of this Framing standard.
	Required 1b) Materials present a clear path for teachers to address content in a coherent and chronological manner.	Yes	Materials present a clear path for teachers to address content in a coherent and chronological manner. The materials are structured into five coherent units with lessons that are sequenced around related topics and ideas. The materials, titled Life in the Great State of Louisiana, include the following five units: A Place Called Louisiana; Louisiana History and Culture; Living and Working in Louisiana; Being a Citizen of Louisiana and the United States; and How Our State Government Works. Each unit builds on knowledge presented in a previous unit. For example, A Place Called Louisiana introduces students to key historical thinking skills, such as identifying primary/secondary sources and using maps. The unit also presents detailed information about Louisiana’s geography after presenting concepts relating to map skills.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Unit 2 further incorporates this knowledge by describing how settlers used the geographic features discussed in Unit 1. This sequence of information helps students effectively access new information. In Unit 1, A Place Called Louisiana, students learn what it means to think like a historian, learn about maps, and use maps to identify Louisiana within the United States and on the globe. In Chapter 1, Thinking Like a Historian, students differentiate between primary and secondary sources and learn how to select and use appropriate evidence to develop and support claims, aligning with LSSSS 1.2, 1.3, and 1.4. In Chapter 2, Using Maps, students learn how to use maps and globes and how to read important features such as directions, keys, and scale. They use maps and models to explore Louisiana’s geography and understand how it fits within the United States and the world. They also differentiate among parish, state, and country by exploring different types of maps, aligning with LSSSS 1.24, 1.25, and 1.26. In Chapter 3, Louisiana’s Geography, students explore the physical characteristics of Louisiana and the ways people have changed their environment to meet their needs, as well as how they have successfully met challenges posed by natural disasters, aligning with LSSSS 1.27–1.30. Students use the BIG Question Evidence Collector form to answer the BIG Question and Supporting Questions for each

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			chapter. Each chapter includes a core lesson, differentiation tips, and extended learning activities. This sequence of activities allows students to access information in a coherent order that builds skills and information. Similarly, Unit 2, Louisiana History and Culture, presents information about settlement in Louisiana in a chronological format to help students learn about historical events in the format of a timeline. The first chapter of the unit, Chapter 4, Louisiana's First Inhabitants, introduces students to the Native American groups that settled in the state. Next, Chapter 5, Louisiana as a Colony, presents details about European settlement and the various groups who came during the colonial era. Chapter 6, Louisiana Becomes a Part of the United States, completes the settlement chronologically with the steps involved in the Louisiana Purchase and the state's incorporation into the United States. This sequence helps students build their understanding of the passage of time and how events from the past can affect people in the present as required by LSSSS 1.5 (Compare life in Louisiana in the past to life today).
	Required 1c) In any one grade or course, instructional materials spend minimal time on content outside of the course, grade, or grade-band.	Yes	In any one grade, instructional materials spend minimal time on content outside of the grade or grade-band. Instructional materials primarily focus on content aligned with the standards. For example, Unit 1, A

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			Place Called Louisiana addresses the Geography standards from the LSSSS, including LSSSS 1.24 (Create and use maps or models with cardinal directions, keys, and scale); LSSSS 1.25 (Identify where Louisiana is within the United States and on the globe); LSSSS 1.26 (Differentiate between the town, parish, state, and country in which the student lives on a political map); LSSSS 1.27 (Identify places, regions, and landforms in Louisiana, and describe their relative locations including the cultural regions: North Louisiana, Central Louisiana, Southwest Louisiana, Florida Parishes, Acadiana, Bayou Region, and Greater New Orleans); LSSSS 1.28 (Describe the physical characteristics of various regions of Louisiana, including bayous, swamps, floodplains, forests, and farmland); LSSSS 1.29 (Describe ways people in Louisiana change their environment to meet their needs, including the construction of bridges and levees); and LSSSS 1.30 (Explain how Louisianans have successfully met the challenges posed by natural disasters). For example, Chapter 2, Using Maps includes content and activities presenting various types of maps and their features, including identifying the United States and Louisiana’s location on both traditional maps and on a globe and practicing using map features such as a key, scale, and legend. Chapter 3, Louisiana’s Geography continues with describing specific

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			landforms within the state and further divisions such as regions and parishes. The materials address all geography-focused standards without including additional information. Additionally, Unit 3, Living and Working in Louisiana addresses all standards related to Economic concepts, including LSSSS 1.17 (Differentiate between producers and consumers); LSSSS 1.18 (Identify examples of an economic cost or benefit of a decision or event); LSSSS 1.19 (Describe how different public and private jobs help Louisianans); LSSSS 1.20 (Explain why and how goods and services are produced and traded); LSSSS 1.21 (Describe how scarcity requires people to make choices); LSSSS 1.22 (Identify and describe which goods and services are produced in different places and regions in Louisiana); and LSSSS 1.23 (Describe the importance of natural resources in Louisiana, including timber, seafood, and oil). Each of these standards is addressed to the appropriate depth and rigor in a series of activities. Students first define the roles of producers and consumers, next explain the concept of trade, and then explain how people make economic decisions based on concepts like scarcity and conducting cost/benefit analyses. Materials prompt students to connect local resources with the types of products produced in Louisiana and about the different types of jobs people have in Louisiana. The materials address each

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			standard without incorporating excess information or practice. Finally, in Unit 4, Chapter 11, students explore civic virtues and how to make their community and state a better place, aligning with LSSSS 1.10, 1.14, 1.30. The primary objectives are aligned with the LSSSS and include the following learning targets: “Describe the purpose of the state government of Louisiana” and “Describe civic virtues, including voting, running for office, serving on committees, and volunteering.” Students focus on answering the BIG Question, “How can we help make our community and state a better place?” and Supporting Questions such as “What is the purpose of government?” “Why are civic virtues important?” “Why do people in the U.S. vote?” “Why do people run for office?” “Why are committees important in communities?” “Why do people volunteer?” and “How do people help meet the challenges posed by natural disasters?” The extension activity, aligned with LSSSS 1.14, incorporates both reading and writing while allowing students to learn more about various volunteer opportunities. All units and chapters are organized to adhere closely to the content of the LSSSS for Grade 1, without incorporating concepts outside of those connected with the appropriate depth and rigor of the standards for this grade level.
Non-Negotiable	Required	Yes	Units are structured around engaging

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
2. DISCIPLINARY SKILLS AND PRACTICES: Materials provide opportunities for students to build knowledge and disciplinary literacy ² through an integrated approach that is grounded in social studies content and supports development of disciplinary skills and practices. ☒ Yes ☐ No	2a) Materials are structured around engaging questions and big ideas relevant to the grade-level/course’s academic content.		questions and big ideas relevant to the grade-level academic content. Units are centered on a shared overarching concept, while each chapter is designed around a BIG Question, with sub-sections connected to Supporting Questions that help students incrementally build towards understanding. For example, in Unit 2, Chapter 4, students learn about Louisiana’s first inhabitants. The chapter’s guiding question, “How did Native American people have a lasting impact on Louisiana?” is supported by two questions, one for each section: Section 1, “What kind of physical characteristics did Native American people settle near?” and Section 2, “How have Native American people influenced food eaten in Louisiana today?” Students use the BIG Question Evidence Collector Form to gather information and engage in turn-and-talk discussions at the end of each section. The teacher periodically asks students to share an item from their evidence portfolio as an Exit Ticket and facilitates class discussions to explore one or more Supporting Questions. Similarly, Unit 3, Living and Working in Louisiana includes three chapters to build towards the overarching economic concepts of producers, consumers, economic choices, resources, and jobs. Chapter 8, Wants, Needs, and Choices is anchored around the

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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			BIG Question “Why do we have to make choices when we trade for goods and services?” The chapter includes the following Supporting Questions to help students reach the response: “What is the difference between a producer and consumer?” “How are goods and services traded today?” “What does it mean if something is scarce? What are examples of resources that can be scarce?” and “What are the costs and benefits of making choices?” Through the Supporting Questions, students understand why people make economic choices after learning about the various goods/services available in Louisiana and the role of wants/needs in making decisions about what to purchase with limited resources. In Unit 4, Being a Citizen of Louisiana and the United States includes two chapters that build towards the overarching concepts of the purpose of rules and laws, the ways they protect our communities, and how people can participate in their local communities in volunteer and leadership capacities. Chapter 10, Rules and Laws, is anchored around the BIG Question, “How is the importance of fairness and responsibility connected to rules and laws?” The chapter includes the following Supporting Questions to help students incrementally build knowledge to answer the BIG Question: “Why are rules and laws important?” “How can we show fairness?” “How can we show

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			respect?” “How can we be responsible?” and “Why is hard work important?” Each of these questions helps students understand why a community has rules and laws and how each citizen plays a part in creating a community by allowing students to explore who makes the rules in a community and the types of challenges that can arise without them.
	Required 2b) Materials require students to engage in the various types of disciplinary thinking that are explicit and embedded in the Louisiana Student Standards for Social Studies.	Yes	Materials require students to engage in the various types of disciplinary thinking that are explicit and embedded in the Louisiana Student Standards for Social Studies (LSSS). Throughout the materials, students engage in differentiating between primary and secondary sources and describing causes and effects of events. For example, Unit 1, Chapter 1, Thinking Like a Historian introduces students to different types of sources and how each can help people understand events from the past. The chapter also includes an exercise on making claims and using sources to support them. The chapter includes activities requiring students to identify types of sources and scenarios in which they would be most helpful. After hearing a variety of scenarios and questions, students develop a response, or claim, and then work to determine what kind of sources would provide the best evidence to support their claims. This set of activities meets the depth and rigor of LSSSS 1.2-4, the Skills and Practices standards involving interpreting primary and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			secondary sources and using them to construct and develop claims. Students have an opportunity to apply these skills again in Unit 2, Chapter 6, Louisiana Becomes a Part of the United States, which includes a primary source analysis activity of a lesson from President Thomas Jefferson. The activity sheet includes a range of sourcing questions, including: “Who wrote the letter?” “When was it written?” “Who was it written to?” and “What does it say and why?” This range of questions is consistent with the depth of disciplinary thinking required by the LSSSS for the grade. Further, the Teacher’s Edition provides directions for teachers to regularly use Examining the Source analysis sheets to help students think like historians, geographers, economists, and political scientists. These tools guide students in analyzing historical evidence and developing disciplinary thinking skills. For example, in Unit 2, Chapter 6, students analyze a primary source titled “Letter from President Thomas Jefferson.” Using a primary source analysis sheet, students answer questions such as who wrote the letter, when it was written, who it was written to, and what instructions were given. Students also evaluate whether the mission described in the letter was dangerous and then explain their reasoning. Through this activity, students practice identifying key information, interpreting historical

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			documents, and supporting their ideas with evidence from the source. This process encourages students to analyze primary sources, evaluate historical context, and justify their conclusions, important components of disciplinary thinking in social studies.
	Required 2c) Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments.	Yes	Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments. Writing opportunities are presented at a level appropriate for the grade, including drawing, tracing, and completing sentences. Each chapter provides a BIG Question Evidence Collector that includes a series of open-ended questions aligned with the Supporting Questions from each lesson and culminating in the BIG Question itself. The organizer provides space for students to respond to the BIG Question using evidence they collect throughout their lessons in the chapter. This may be written first for the whole class based on verbal responses and then copied into organizers, appropriate for the grade level. For example, Unit 5, Chapter 1, Where People Live includes a BIG Question Evidence Collector that culminates with the open-ended writing-based question, “What levels of government only

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			make decisions for people living in Louisiana? What is the importance of leaders in these levels of government?” This allows students to practice disciplinary writing directly connected to their learning in this chapter. Additionally, in Unit 4, Chapter 11, Purpose of Government, students explore the civic virtue of voting (LSSSS 1.14). After reading about voting in the Student Book, the teacher provides each student with an index card to write down what voting is in their own words. Afterwards, the volunteers share what they wrote. Additionally, the extension activity incorporates both reading and writing while allowing students to learn more about various volunteer opportunities. Similarly, the Student Book also includes an activity in which students imagine they are members of a committee to protect brown pelicans. The materials prompt students to write a name for their committee reflecting its purpose and to write down one idea for protecting pelicans. This allows students to engage in disciplinary writing that is appropriate for the grade in response to a multipart question.
	Required 2d) Materials promote an emphasis on building content-specific and academic vocabulary in social studies.	Yes	Materials promote an emphasis on building content-specific and academic vocabulary in social studies. The materials include adequate vocabulary resources available for educators and students throughout all units. Each unit includes a list of appropriate

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			content-specific terms, along with their definitions, and each chapter includes Vocabulary Builder activities and a Vocabulary Quiz that can be auto-scored to track student progress on key content vocabulary. For example, in Unit 5, Chapter 12, students complete Vocabulary Builder activities at the beginning of the chapter to review vocabulary terms (LSSSS 1.12). In the interactive digital activity, students read and write each term. The teacher has the option to have students complete this activity synchronously so students can read each term aloud before writing it. Students also create flashcards using the PDF activity by cutting out the cards, tracing the term on the front, and illustrating it on the back. They can create visual vocabulary cards as they learn each term’s meaning. Students review their vocabulary cards before taking the Vocabulary Quiz at the end of the chapter. After the quiz, students review their results before completing the ExperTrack checkpoint to correct any misunderstandings prior to the Chapter 12 ExperTrack assessment. Additionally, each unit begins with a comprehensive list of vocabulary terms. For example, the Teacher’s Edition includes terms and definitions at the outset of Unit 2 including the following terms related to Louisiana’s History and Culture: Chapter 4 includes cultural group, culture, fertile, timber, trade; Chapter 5 includes architecture, enslave,

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			natural resource, plantation, religious freedom; Chapter 6 includes constitution, parish, past, present, rural, urban, suburban, unique; and Chapter 7 includes architecture, cuisine, harvest, holiday, independence, memorial, military, motto, president, state symbol, tradition, veteran. In the student materials, vocabulary terms are embedded in the materials and highlighted in bold orange. The definitions are provided on the same page as the terms to ensure student access to the information in real time and assist in comprehension.
	2e) Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions.	Yes	The materials provide frequent prompts and opportunities for students to engage in evidence-based discussions based on the content and sources. The Teacher Guide provides clear guidance and questions to assist in facilitating these discussions. For example, Unit 2, Chapter 5, Louisiana as a Colony includes a Lesson Hook in which students circulate throughout the classroom in small groups while observing images related first to Spanish architecture in Louisiana, then to Spanish architecture in Spain. The teacher instructs students to discuss their observations as a group at each station and to share their discoveries with the whole class. This process creates multiple opportunities for students to engage in evidence-based discourse that is appropriate for the grade level while developing disciplinary thinking skills for

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			comparing and contrasting. Similarly, in Unit 4, Chapter 10, during the chapter opener, students examine the relationships among displayed images. The teacher makes copies of the images and provides each student with one image. Students then group themselves based on the image they have and discuss what they think the image is showing and how it relates to what they will study or have studied. Students also have the option to regroup with peers who have different images, and each student shares their own image. This approach is used consistently throughout the units. Additionally, in Lesson 10, students discuss the rules that exist for an assigned location in small groups, where each group represents a different location, such as a classroom, cafeteria, or school bus. Then, they come to a consensus on at least three rules that apply to their assigned location. Finally, the Teacher Guide includes detailed information about how to open, manage, and close class discussions. It also includes information about the research base supporting class discussions as a component of student learning. These resources ensure that teachers and students have multiple opportunities to engage in evidence-based discourse and meaningful class discussions.
Non-Negotiable	Required 3a) Materials provide many opportunities for	Yes	Materials provide many opportunities for students to build and deepen knowledge

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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. ☒ Yes ☐ No	students to build and deepen knowledge through a coherent selection of strategically-sequenced, high-quality sources, including written texts that are appropriately complex.		through a coherent selection of strategically sequenced, high-quality sources, including written texts that are appropriately complex. Materials include a variety of primary and secondary sources throughout the materials, and several activities allow students to engage with the materials and make deeper connections to the content presented. For example, Unit 2: Louisiana History and Culture includes a Curated Content Board that includes primary source images of a painting illustrating Native American life, a historic image of a Louisiana town in 1938, holiday fireworks in New Orleans, Creole food, a festival in the French Quarter, and a Mardi Gras band including banjos, accordions, and bagpipes. These sources include discussion questions aligned to content throughout Chapters 4, 5, 6, and 7, which allow students to make connections and develop their understanding of these individuals and events as they learn about how time is measured and how the past impacts the present. Also in Unit 2, Chapter 6, Louisiana Becomes a Part of the United States, students analyze a primary source, “Letter from President Thomas Jefferson,” using a graphic organizer. As a differentiation strategy, the teacher has the option to read the letter aloud and pause to provide explanations and synonyms for unfamiliar words as needed. With student input, the teacher identifies the information in the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			letter needed to answer the corresponding questions. At the end of the lesson, students share their answers to the graphic organizer. The teacher monitors responses to inform future remediation and enrichment. Further, Unit 5, Chapter 12, State Government, Lesson 12, Importance of Government includes the text of a law identified as a primary source in the materials. The materials include instructions for teachers to guide students in understanding key terms in the law and guiding questions for students to consider why laws like the one presented and other rules are important by considering hypothetical situations where rules or laws were different or did not exist. Finally, students create a foldable flip book demonstrating their understanding of the importance of government and laws. This activity allows students to access a primary source, to engage with secondary sources on the same topic, and to deepen their understanding of the function of government (LSSSS 1.10, 1.12, 1.13).
	Required 3b) Available sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined.	Yes	When applicable, available, and appropriate, sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined. Many of these voices are highlighted in the content standards as important individuals. For example, in Unit 2, students examine Louisiana’s history and culture. In Chapter 4,

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			students learn about Native Americans and their influence on Louisiana (LSSSS 1.9). In Chapter 5, students learn about colonial Louisiana and the influence of the French and Spanish (LSSSS 1.9). In Chapter 6, students learn about the Louisiana Purchase and Anglo-American influence on the state's development (LSSSS 1.9). In Chapter 7, students learn about different types of food and music that represent the many groups of people who moved to Louisiana (LSSSS 1.8). Students focus on answering the BIG Question, "How do music, cuisine, traditions, language, and architecture make up Louisiana's unique culture?" as well as several Supporting Questions, including "How are languages from different cultural groups present in Louisiana?" These activities allow students to explore a range of cultural groups and perspectives, as well as their influence on the state of Louisiana. Additionally, Unit 3, Chapter 9, Where and How Louisianans Live and Work includes information and examples of different types of jobs, both public and private, in Louisiana (LSSSS 1.19). The Curated Content Board includes images of firefighters, nurses, fishing boats, and a store clerk helping a shopper, and materials include questions guiding students in discussing the similarities and differences of each type of job and how they help the community. The materials describe the difference between private and public jobs and provide

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			opportunities for students to add their own examples of each. Finally, Unit 4, Chapter 10, Fairness, Responsibility, and the Importance of Rules and Laws includes a variety of perspectives on fairness and responsibility (LSSSS 1.15). For example, the materials provide opportunities for students to explore what a teacher and a student may consider to be “fair,” as well as a range of responsibilities for children in different times/places. The student book includes a secondary source outlining the responsibilities of children in colonial Louisiana with questions guiding students to consider different roles shared by family members then and to compare those with responsibilities they may have in their own families today. This encourages children to engage with past and present perspectives.
	Required 3c) Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units.	Yes	Sources present the achievements and contributions, strengths, skills, and knowledge of the wide range of individuals and groups throughout the units. A majority of the individuals and groups specified in the 2022 LSSSS are discussed in the materials, often in the form of biographies with associated student activities. These sources present their achievements and contributions, strengths, skills, and knowledge. Additionally, some primary sources associated with individuals are present in the materials to help students further understand these people and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			groups. For example, Unit 2, Chapter 6, Louisiana Becomes a Part of the United States includes lesson plans about Thomas Jefferson, James Madison, and Napoleon Bonaparte and their roles and motivations in the Louisiana Purchase (LSSSS 1.1). Materials include a primary source analysis to help students deepen their understanding about how this purchase and these individuals have shaped the current state of Louisiana and the larger United States. Additionally, Unit 2, Chapter 7, Louisiana’s Unique Cultural Heritage includes specific lessons detailing the accomplishments and contributions of musicians Amédé Ardoin and Louis Armstrong, as well as details about George Washington, Abraham Lincoln, and Martin Luther King, Jr. in the context of national holidays celebrating their accomplishments as required by LSSSS 1.18a-h. Finally, Unit 5, Chapter 13, Leaders in Louisiana’s Government includes information about different types of community leaders, including elected officials like the governor, senators/representatives, mayors, police juries, council presidents, and judges (LSSSS 1.16). Materials include activities for students to identify different perspectives on leadership and the many roles available within our communities. This range of roles in government allows students to consider the kinds of decisions made at each level and the different characteristics needed to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			be a strong leader in each role.
SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY			
4. SCAFFOLDING AND SUPPORT: Materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts using multiple instructional approaches and strategies. ☒ Yes ☐ No	Required 4a) Materials provide appropriate scaffolding that will allow all students to productively engage with content.	Yes	Materials provide appropriate scaffolding that will allow all students to productively engage with content. The materials include scaffolded support for students needing additional help accessing grade-level content, and they also include extended learning opportunities for students who need to be challenged further. The materials include access points at multiple levels throughout the materials to meet all learners' needs. For example, in Unit 1, Chapter 1, Thinking Like a Historian, the Teachers' Edition includes detailed instructions outlining the first several activities. The materials include specific suggestions for how to present information to students, as well as additional reminders and information specific to the beginning of the year. Guidance includes tips for supporting students struggling to understand essential unit vocabulary, as well as possible student responses for the questions included in the student materials. This level of detail in instruction is appropriate for the beginning of the year. Each lesson throughout the first chapter also includes optional scaffolded support activities to reinforce essential concepts. The materials include instructions for using these materials with small groups and for the whole class depending on student

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			needs. For example, the first lesson includes Teacher Tips describing how to set up chart paper, how/where to hang, how to print and organize additional support materials, and step-by-step scripted instructions to prompt students in the lesson and class discussion. This level of detail helps teachers and students build strong routines in the first lessons as they engage with social studies content. Additionally, in Unit 2, Chapter 5, Section 6, students complete a “concept map” graphic organizer to summarize what they have learned about the influence of Acadian settlers on Louisiana. Use of graphic organizers and visual aids is evident throughout all units of the materials. The Teacher Guide includes Differentiation Tips and Extended Learning options in all chapters to ensure that teachers have more options to reach struggling learners and to challenge advanced learners. For example, Unit 2, Chapter 7, Louisiana’s Unique Cultural Heritage provides three Differentiation Tips in Lesson 7, Louisiana Cuisines, for the lesson, including the following: options for oral responses for students who may have difficulty writing; add-on options for students to suggest additional dishes not represented; and a suggestion to cook one of the dishes at home as an extension to bring learning home. Later in Lesson 7, a Differentiation Tip suggests an option to better support visual learners by providing matching

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			pictures on a board display. The materials include additional differentiation tips in every lesson at all levels to support the needs of all learners. Finally, in Unit 4, Chapter 11, Civic Virtues — Making Our Community and State a Better Place, the Teacher Guide includes many of the same processes and procedures outlined in the first chapter, but instructions are reflective of the understanding that students should have ownership of these routines by this point in the school year. For example, the Formative Review presents a specific but less-detailed set of instructions for teachers and students by stating, “Students will use the words in the word bank to match them to the correct sentence below,” with the optional differentiation tip to, “For scaffolded support, allow students to complete Let’s Review: Show What I Know in pairs. Or complete the activity together as a class and offer clarification or examples for the words and phrases in word bank as needed.” Materials then include a list of statements connected to the content of the chapter. This allows students to elaborate on concepts they have learned and share ideas with classmates at a depth and complexity appropriate for work later in the grade.
	Required 4b) Teacher support materials include support for building social studies content knowledge	Yes	Teacher support materials include support for building social studies content knowledge and explanations of the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	and explanations of the instructional approaches that are used.		instructional approaches that are used. Materials include detailed step-by-step teaching guides to ensure teachers communicate content effectively. The guide includes notes on preparing classroom setup and materials, reasoning behind activities, and exemplar responses, as well as potential pitfalls and suggestions for addressing them. For example, in Unit 1, Chapter 1, Thinking Like a Historian, the first chapter in the Teacher Guide includes detailed step-by-step instructions for every activity, beginning with the introduction to the chapter's BIG Question. The guide provides a model for how the teacher should present the BIG Question, including suggestions for student look-fors in evidence collection and instructions for guiding students in collecting evidence aligned with the LSSSS expectations for the grade. These instructions are specific to the timing of this unit at the beginning of the year and offer additional suggestions and support for teachers to introduce these ideas to students, as well as the rationale behind this process. The materials also include suggestions for grading with a focus on evidence. In Lesson 1, the materials include instructions for each activity, as well as potential challenges for students with additional guidance for how to address these pitfalls. In Unit 2, Chapter 4, effective implementation and pacing guidance explains the purpose of the Curated Content

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Board and how to use it at the beginning of each unit and includes suggested activities. The teacher begins by asking questions related to the Curated Content Board to engage students in source analysis and discussion. Specifically, the teacher asks students to raise their hands if they have ever moved to a new city or town and to explain what it was like to move. Materials suggest discussion questions for each image in the Curated Content Board. Finally, the teacher allows students time to think and then records their answers on the Venn diagram. As an option, students may work in small groups to complete their own Venn diagram comparing the image with their current town. The materials provide step-by-step instructions to ensure teachers can provide students with the resources needed to successfully complete the activity. Finally, Unit 3, Chapter 8, Producers and Consumers, Lesson 8 includes an Interactive Read Aloud to provide background information as students engage with learning about producers and consumers. The read aloud includes a higher-order thinking question for students, as well as extension activities for both home and classroom use. The Teacher Guide explains the rationale behind this strategy, as well as the scenarios in which it can be most beneficial, before providing the teacher with step-by-step instructions and materials to execute this process effectively.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
5. USABILITY: Materials are easily accessible, and are viable for implementation given the length of a school year. ☒ Yes ☐ No	Required 5a) The total amount of content is viable for a school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Yes	The content is appropriate for the school year, the pacing supports student understanding, and the materials include guidance on how long tasks may take. The materials include a full year pacing guide aligned with the LSSSS, which is outlined in detail at the beginning of the Teacher Guide Part 1 in the Scope and Sequence section and includes suggested timeframes organized by five units and thirteen total chapters. For example, Unit 4 is divided into two chapters, and the Teacher Guide provides estimated durations that align with the Grade T1 Framework. Chapter 10, Fairness, Responsibility, and the Importance of Rules and Laws, is estimated to take two weeks, and Chapter 11, Civic Virtues - Making Your Community and State a Better Place, is estimated to take two and a half weeks in both the Teacher Guide and the Grade 1 Framework. This pacing allows flexibility for re-teaching content or skills as needed. In this unit, through lessons, discussions, and readings, students learn what it means to be a citizen of Louisiana and the United States. The distribution of lessons provides flexibility for teachers to offer differentiated support. The pacing is designed to support student understanding by allowing sufficient time for instruction, guided practice, discussion, and independent work. To further assist with pacing, the materials include timing suggestions for some activities. For

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			example, Unit 3, Chapter 9, Where and How Louisianans Live and Work includes an activity with instructions for using a timer for a specified amount of time. The Opener describes an activity to activate prior learning by instructing students to brainstorm goods and services in a t-chart format. Guidance directs teachers to “Set the timer for five minutes and allow students to write down as many items as they can think of.” This type of activity provides teachers with clear instructions of how to time an activity to remain on track in terms of content pacing. Finally, Unit 2, Chapter 7, Louisiana’s Unique Cultural Heritage includes a variety of activities in which students incorporate their learning about the holiday with the Skill and Practice standard of understanding chronology using a calendar to track each day. Teachers could opt to return to the holiday timeline and review each holiday as they arise throughout the school year rather than learning about them all at once.
	5b) Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning.	Yes	The materials include resources with every unit to communicate with parents, community members, and other stakeholders, providing background information and suggestions about ideas for supporting student learning based on the content of each unit. Unit 1 begins with a letter that can be printed directly and sent home, along with the option to copy-and-

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			paste for communicating with families via any other form of online platform. The letter includes an overview of the topics for each chapter, a list of eight suggestions for how to communicate with students about what they are learning, as well as ideas for enhancing learning, such as museum visits, family discussions, books to read together, and independent research ideas. Similarly, in Unit 5, the teacher’s edition begins with an overview of the content and at-home support, including a teacher letter to parents. Parents are informed that “Students will identify the purpose and structure - including the three branches - of the Louisiana state government. They will also identify some of the leaders of state and local government, as well as the functions and purposes of their offices.” The letter includes suggested at-home activities in easy-to-understand language, such as researching local parish leaders and talking with a child about their role in government, visiting the State Capitol in Baton Rouge, learning about the three branches of government, and taking a child along when there is an election. Finally, the materials incorporate Interactive Read Aloud activities throughout the chapters, and each Interactive Read Aloud includes a suggested Extension Activity for use at home. For example, Unit 3, Chapter 8, Symbols of the United States and Louisiana includes an Interactive Read Aloud titled

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			“Have You Experienced Scarcity?” The at-home extension activity includes instructions for students to write or illustrate an experience their family has had with scarcity. This range of activities, communication structures, and resources allows opportunity for family and community engagement.
	5c) Student and teacher materials are easy to use and well organized.	Yes	Student and teacher materials are easy to use and well organized. The teacher materials are clearly organized and thorough and include two independent teaching guides that closely correspond to the Student Book, with all resources available in both print and digital formats. Materials provide efficient navigation and use in both digital and print resources, with clear labels and corresponding page numbers. An orientation and training on how to use the digital platform effectively supports teachers in maximizing their use of the materials, especially the data collection and analysis tools. Each unit and chapter is organized in the same format, beginning with the letter to families and the Curated Content Board for the unit. Each chapter begins with the BIG Question Evidence Collector and follows with subtopics organized into lessons, which are all framed as Supporting Questions. This consistency in structure supports efficient navigation throughout the materials. Further, Unit 5 is divided into two chapters: Chapter 12, The

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Three Branches of Government, and Chapter 13, Leaders in Louisiana’s Government. Each chapter is further divided into sections or lessons, providing concise information and activities. The teacher materials include two editions. Teacher Guide Part 2 corresponds to the student edition, providing answers in red and an addendum with additional Student Book answers, such as discussion questions, writing prompts, and rubrics. Teacher Guide Part 1 includes step-by-step lesson plans and teaching tools with clear connections to the student materials. The digital platform allows teachers to easily create assignments, with resources organized to match the instructional guide. These resources exist for all units and chapters in the materials, ensuring ease of use.
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. ☒ Yes ☐ No	Required 6a) Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments.	Yes	Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments. Each unit includes at least one project, a writing assignment, a formative assessment, a vocabulary assessment, and multiple Formative Review checkpoints providing students the opportunity to practice essential skills while allowing teachers to track skills development over time. Several chapters include a Project-Based Learning task with a rubric, creating opportunities for students to synthesize their understanding of content

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and to apply essential skills. Chapters include a variety of formative assessments and summative assessments. Chapters include activities, such as map skills, Extended Learning, Let’s Learn, Let’s Practice, and Let’s Review, that can be collected as formative assessments to evaluate student understanding. Each chapter includes ExperTrack Checkpoints and Vocabulary Quizzes to evaluate student proficiency of the chapter’s vocabulary knowledge, concepts, and skills. Throughout each chapter, students use the BIG Question Evidence Collector to practice writing and using information from sources to answer the BIG Question and Supporting Questions. The materials also provide a Student Book End-of-Year Test, End-of-Year Assessment, and Benchmark Test. Additionally, materials offer several options for End-of-Year Extension Projects. Materials include an end-of-year assessment to measure students’ progress and mastery of the LSSSS for Grade 1. For example, in Unit 2, Chapter 2, Lesson 5, students learn about French settlers (LSSSS 1.9). After completing introductory activities, they read about French settlers in the Student Book and participate in a teacher-led discussion about the influence of French settlers on Louisiana. At the end of the lesson, students complete the Let’s Review: French Influence Exit Ticket, and the teacher is directed to use student responses as an informal

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			assessment to determine remediation or enrichment needs. The teacher also administers a Vocabulary Quiz and, at the end of Chapter 2, administers ExperTrack Checkpoint 02 to assess and reinforce students' mastery of the standards-based learning objectives. Each chapter includes one summative Performance Task. Throughout the chapter, students use the BIG Question Evidence Collector to practice writing and using information from sources to answer the BIG Question and Supporting Questions. This pattern is consistent across all units.
	Required 6b) Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking , and require students to use their content knowledge , skills, practices, and/or provided sources.	Yes	Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or provided sources. For example, Unit 4, Chapter 11, Civic Virtues — Making Our Community and State a Better Place includes a writing prompt, Natural Disasters, addressing LSSSS 1.3, 1.4, and 1.30. The materials include the following instructions: “Explain to students that they will choose one disaster to write about from the list of natural disasters provided. Then, they will write at least one sentence to describe one way they can help during a natural disaster.” Guidance also includes a differentiation tip offering a small group collaborative learning and an oral response option for students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			who struggle with writing. This assessment addresses multiple standards and skills at the appropriate depth and rigor of the standard. Additionally, Unit 3, Chapter 8, Wants, Needs, and Choices includes a Project-Based Learning assessment that invites students to create a Goods and Services Bulletin Board. The project addresses LSSSS 1.20 and incorporates a rubric for teachers to evaluate student understanding of the concepts of goods and services, as well as a scavenger hunt including questions based on the completed bulletin board. Finally, the ExperTrack Assessment for Unit 1, Chapter 3, Louisiana's Geography includes seven questions addressing LSSSS 1.27, 1.28, 1.29, and 1.30. Students correctly match landform terms with their descriptions; answer three questions regarding the purpose of levees and how they impact the environment; choose the correct example of a picture showing how people change their environments in Louisiana; identify ways Louisianans deal with hurricanes and other disasters; and use key map features, including a compass rose and key, to answer questions. This set of items assesses the standards at their full depth and rigor and provides students with multiple opportunities to demonstrate understanding. This set of assessment items reflects a range of activities aligned with the criteria of rigorous and standards-

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			based assessments.
	Required 6c) Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards.	Yes	Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards. Teacher guidance and support include student look-fors in written answers, rubrics for writing assignments, and suggestions on which resources and activities would be useful in responding to student performance data at a variety of levels. Teacher Guide Part 2 includes the answer key for all chapter activities included in the Student Book. Teacher Guide Part 1 includes a detailed introductory section, Using Assessments to Inform Instruction, that outlines the various types of assessments available in the materials and provides guidance on the use of each assessment. This information includes details on how and when to use various formative assessments, as well as how they can be used for collecting student data and responding to trends in student data. The section directs teachers to use the Differentiation Tips in the Step-by-Step Teaching Guide in order to provide scaffolded support to meet the needs of the students. Additionally, the section directs teachers to use the Extended Learning Activities to deepen student understanding of skills and concepts presented in the chapter. Additional guidance informs the teacher to use exit tickets and closing

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			activities to “identify content and skills that need additional emphasis or clarification in the next day’s instruction.” Further, the Step-by-Step Teaching Guide includes anticipated student responses for questions asked during whole group instruction and Formative Review activities to “reinforce and assess student learning” with student answers. Materials provide indicators to look for in student work in the first part, assessment guidelines, rubrics, and recommendations for modifying instruction based on students’ assessment results. For example, in Unit 2, Chapter 6, Lesson 6, students analyze a primary source, a letter from President Thomas Jefferson, using a graphic organizer. As a differentiation strategy, the teacher may read the letter aloud and pause to provide explanations or synonyms for unfamiliar words as needed. With student input, the teacher identifies the information in the letter needed to answer the corresponding questions. At the end of the lesson, students share their answers on the graphic organizer. Anticipated student responses clarify expectations for student work, and the teacher monitors responses to inform future remediation and enrichment. A formative review at the end of the chapter is designed to give teachers guidance and support to collect, interpret, and act on data about student progress toward the standards. Students use a hexagonal thinking activity

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			with terms and phrases from the chapter to make and explain connections, demonstrating their understanding. The teacher models the activity, provides support and differentiation as needed, circulates to monitor progress, and facilitates class discussion, using student responses to informally assess comprehension and guide future instruction. The materials also include an extension activity to further reinforce learning or provide extra practice. At the end of the chapter, the teacher administers ExperTrack Checkpoint 06 to assess and reinforce students' mastery of the standards-based learning objectives. The digital platform allows documentation of students' progress throughout the school year by standard, content type, and activity. ExperTrack helps in this area by giving teachers clear, actionable data on student progress toward the standards, based on students' responses in the Student Book and the assessment. The pre-built, auto-graded assessments allow teachers to quickly see which skills and standards students have mastered and which need additional support. Results are aligned to standards, making it clear where students are struggling or excelling. Additionally, the item bank allows teachers to create targeted assessments to gather more focused data. This guidance and flexibility support teachers in using assessment data

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			to adjust instruction, provide interventions, and plan next steps to better meet students' needs.
FINAL EVALUATION Tier 1 ratings receive a “Yes” for all Non-Negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. Tier 2 ratings receive a “Yes” for all Non-Negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. Tier 3 ratings receive a “No” for at least one of the Non-Negotiable Criteria.			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiable Criteria of Superior Quality³	1. Alignment and Sequence	Yes	Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies for the identified grade-level/course and require students to engage in thinking at the full depth and rigor of the standards. Materials present a clear path for teachers to address content in a coherent and chronological manner. In any one grade or course, instructional materials spend minimal time on content outside of the course, grade, or grade-band.
	2. Disciplinary Skills and Practices	Yes	Materials are structured around engaging questions and big ideas relevant to the grade-level/course’s academic content. Materials require students to engage in the various types of disciplinary thinking that are explicit and embedded in the Louisiana Student Standards for Social Studies.

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
			Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments. Materials promote an emphasis on building content-specific and academic vocabulary in social studies. Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions.
	3. Quality of Sources	Yes	Materials provide many opportunities for students to build and deepen knowledge through a coherent selection of strategically sequenced, high-quality sources, including written texts that are appropriately complex. When applicable, available, and appropriate, sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined. Sources present the achievements and contributions, strengths, skills, and knowledge of the wide range of individuals and groups throughout the units.
II: Additional Criteria of Superior Quality⁴	4. Scaffolding and Support	Yes	Materials provide appropriate scaffolding that will allow all students to productively engage with content. Teacher support materials include support for building social studies content knowledge and

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
			explanations of the instructional approaches that are used.
	5. Usability	Yes	The total amount of content is viable for a school year, and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take. Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning. Student and teacher materials are easy to use and well organized.
	6. Assessment	Yes	Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments. Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or provided sources. Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards.
FINAL DECISION FOR THIS MATERIAL: <u>Tier 1, Exemplifies quality</u>			

Office of Teaching and Learning

Instructional Materials Evaluation Tool

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

Strong social studies instruction requires that students:

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



SET THE CONTEXT

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



EXPLORE SOURCES

Read and examine
sources to build
content knowledge
and skills



DEVELOP CLAIMS

Evaluate evidence,
make connections,
compare and
contrast sources



EXPRESS CLAIMS

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

Title: Gallopade Curriculum for Louisiana Social Studies

Grade/Course: 2

Publisher: Gallopade International, Inc.

Copyright: 2025

Overall Rating: Tier 1, Exemplifies quality

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

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

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-Negotiable Criterion 1 for the review to continue to Non-Negotiable Criteria 2 and 3. Materials must meet all of the Non-Negotiable Criteria 1-3 for the review to continue to Section II.			
Non-Negotiable 1. ALIGNMENT AND SEQUENCE: Materials adequately address the Louisiana Student Standards for Social Studies . ☒ Yes ☐ No	Required 1a) Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies for the identified grade-level/course and require students to engage in thinking at the full depth and rigor of the standards .	Yes	Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for the grade and require students to engage in thinking at the full depth and rigor of the standards. Each unit includes lessons and readings that align to the LSSSS. The materials do not include any extraneous or unaligned content within each unit. For example, LSSSS 2.1 requires students to create and use a chronological sequence of events using appropriate vocabulary. The materials address this Skills and Practice standard at multiple points in multiple units. For example, Unit 2 includes several chapters addressing key historical events. Chapter 4, America's Beginnings, starts by presenting students a timeline of events in Native American settlement and instructs students to match key events with their correct sequence on a timeline. Chapter 5, The American Revolution, includes an activity in which students order key events leading to the American Revolution, assessing sequencing and supporting student understanding of cause and effect relationships. Subsequently, the lesson includes a timeline with years and events that requires students to place events in the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			appropriate time slot on the timeline. Finally, Chapter 6, Founding Fathers and Ladies of Liberty, provides biographical information, including birth dates, of several key leaders of the revolutionary period with a timeline to help students visualize the age range and life experiences of each person. Further, in Unit 4, Chapter 12, Opportunity, Choice, and Planning for the Future, students order a set of home responsibilities in a sequence that makes sense. This requires students to engage in sequencing in a different context. This range of activities throughout the materials meets the depth and rigor of the standard. Additionally, in Unit 2, Chapter 7, Lesson 1, students learn about Native American legends, as aligned with LSSSS 2.8, which requires students to “interpret legends, stories, and songs that contributed to the development of the cultural history of the United States, including Native American legends, African American history, tall tales, and stories of folk heroes.” Students use a graphic organizer entitled, “Interpreting Native American Legends,” and look for information needed to complete it as they read from the Student Book. After reading about Native American legends in the Student Book, students view a video that provides a visual example of a Native American legend about nature. Materials direct teachers to pause the video to allow students time to interpret the characters’

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			actions and dialogue and include guiding questions to scaffold interpretations. Materials include further instructions for class discussions and opportunities to reflect on the Big Question connected with LSSSS 2.8. Finally, LSSSS 2.21 requires students to describe geographic features and physical characteristics of places in the United States and the world, including mountains, hills, plains, deserts, coasts, islands, peninsulas, lakes, oceans, and rivers. Unit 1, Chapter 2, United States Geography presents detailed information on each type of landform included in the standard. Further, materials provide students opportunities to deepen their understanding of each landform by comparing and contrasting the height and shape of each, identifying various landforms using map keys and symbols, and connecting general landforms with specific examples in the form of geographical landmarks in the US, such as Niagara Falls and the Grand Canyon, which integrate this standard with LSSSS 2.7f. The materials meet the depth and rigor of the standard.
	Required 1b) Materials present a clear path for teachers to address content in a coherent and chronological manner.	Yes	Materials present a clear path for teachers to address content in a coherent and chronological manner. The materials are structured into four coherent units with lessons that are sequenced around related topics and ideas. The materials, titled Life in our Great Country, the United States of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			America, include the following four units: Geography and the Environment; Cultural History of the United States; Making Today's United States of America; and Choices and Costs. Each unit builds on knowledge presented in a previous unit. For example, Unit 1, Geography and the Environment, introduces students to key historical thinking skills like identifying primary and secondary sources and using maps. It also presents detailed information about the United States' geography after presenting concepts relating to map skills. Unit 2 further incorporates this knowledge by describing how settlers used the geographic features discussed in Unit 1. This sequence of information helps students effectively access new information. Unit 2, Cultural History of the United States, presents information about settlement in the United States in a chronological format to help students learn about historical events in the format of a timeline. The first chapter in the unit, Chapter 4, America's Beginnings, introduces students to the Native American groups that settled throughout the present-day United States. The chapter also includes information about European exploration and colonization, explaining how and why early Europeans settled in North America. Next, Chapter 5, The American Revolution, discusses Great Britain's leadership in the colony and the growing frustrations that led to the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Declaration of Independence and the American Revolution. Chapter 6, Founding Fathers and Leading Ladies investigates the lives and work of the leaders of the early United States from the colonial era through the early years of the country. This sequence helps students build their understanding of the passage of time and how events and people from the past can affect people in the present as required by LSSSS 2.5 (Compare life in the United States in the past to life today). Finally, Unit 4, Choices and Costs, consists of two chapters in which students explore economic principles. In Chapter 11, Living and Working in the United States, students learn about producers and consumers, different types of resources, and the impact of scarcity on specialization as aligned with LSSSS 2.16a-c, 2.17, 2.18, 2.19, 2.26, 2.27. In Chapter 12, Opportunity, Choices, and Planning for the Future, students learn about goals, possible careers, and planning for the future as aligned with LSSSS 2.14 and 2.17. The materials present a straightforward path for teachers to address standards and concepts in a chronological and coherent progression.
	Required 1c) In any one grade or course, instructional materials spend minimal time on content outside of the course, grade, or grade-band.	Yes	In any one grade, instructional materials spend minimal time on content outside of the grade or grade-band. Instructional materials primarily focus on content aligned with the LSSSS. For example, Unit 1,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Geography and the Environment, addresses the Geography standards from the LSSSS, including LSSSS 2.20 (Create and use maps and models with a key, scale, and compass with intermediate directions); LSSSS 2.21 (Describe geographic features and physical characteristics of places in the United States and the world, including mountains, hills, plains, deserts, coasts, islands, peninsulas, lakes, oceans, and rivers); LSSSS 2.23 (Describe the relative location of the United States); LSSSS 2.22 (Identify and locate the four hemispheres, equator, and prime meridian); and LSSSS 2.25 (Identify natural disasters such as blizzards, earthquakes, tornadoes, hurricanes, and floods and explain their effects on people and the environment). For example, Chapter 1, Maps and Globes, includes content and activities presenting types of maps and their features, including identifying the United States' and Louisiana's location on both traditional maps and on a globe and practicing using map features such as key, scale, and legend. Chapter 2, United States Geography, continues with specific landforms within the country and further divisions such as regions, states, and cities. The materials address all geography-focused standards without including additional information. Further, in Unit 3, Chapter 9, Lesson 1, students learn about the Constitution of the United States as aligned with LSSSS 2.6, 2.10 b, 2.11, 2.12.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			This lesson introduces students to the importance of rules and laws by connecting classroom rules to the Constitution of the United States. Students discuss why classroom rules are written and displayed, then observe an image of the Constitution and make predictions about its purpose. The teacher explains that the Constitution was created by American leaders during the founding of the United States and contains the nation’s laws. The teacher informs students that they will learn more about the Constitution throughout the chapter. Finally, Unit 4, Living and Working in the United States, addresses all standards related to economic concepts, including LSSSS 2.16 (Describe the United States in economic terms, including free enterprise, private property, producers and consumers, profit and loss, costs and benefits, and imports and exports. a. Describe how people are both producers and consumers. b. Explain why free enterprise and private property are important concepts and how they are beneficial to individuals and to the United States. c. Identify examples of an economic cost or benefit of a decision or event.); LSSS 2.17 (Explain why and how people specialize in the production of goods and services); LSSSS 2.18 (Explain how scarcity of resources and opportunity costs require people to make choices to satisfy wants and needs); and LSSSS 2.19 (Identify how people use natural [renewable and non-renewable],

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			human, and capital resources to provide goods and services). Each of these standards is addressed to the appropriate depth and rigor in a series of activities first defining the roles of producers and consumers, next explaining the concept of trade, and then by explaining how people make economic decisions based on concepts like scarcity and conducting cost/benefit analyses. Materials prompt students to connect local resources with the types of products produced in the United States and about the different types of jobs people do. The materials address each standard without incorporating excess information or practice. All units and chapters are organized to adhere closely to the content of the LSSSS for Grade 2, without incorporating concepts outside of those connected with the appropriate depth and rigor of the standards for this grade level.
Non-Negotiable 2. DISCIPLINARY SKILLS AND PRACTICES: Materials provide opportunities for students to build knowledge and disciplinary literacy ² through	Required 2a) Materials are structured around engaging questions and big ideas relevant to the grade-level/course’s academic content.	Yes	Units are structured around engaging questions and big ideas relevant to the grade-level academic content. Units are centered on a shared overarching concept, while each chapter is designed around a BIG Question, with sub-sections connected to Supporting Questions that help students build towards understanding. For example,

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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
an integrated approach that is grounded in social studies content and supports development of disciplinary skills and practices. ☒ Yes ☐ No			Unit 2, Cultural History of the United States, includes five chapters to build towards the overarching concepts of chronological sequencing and an understanding of how the past can influence the present. Chapter 4, America’s Beginnings, is built around the BIG Question, “How did Native Americans, explorers, and settlers help share the beginning of America?” The chapter includes the following Supporting Questions to help students reach their comprehensive response: “Who were Native Americans and what was their way of life?” “What led to European exploration?” and “Why did Europeans settle in America?” These Supporting Questions help students develop their knowledge of chronology, people, and events of the past which impact the present and allow students to respond to the BIG Question. Similarly, Unit 3, Making Today’s United States of America includes two chapters to build towards the overarching concepts of the purpose of rules and laws, the ways they protect our communities, and how people can participate in their local communities in volunteer and leadership capacities. Chapter 9, The United States Constitution and Citizens, is anchored around the BIG Question, “How does the United States Constitution help citizens?” The chapter includes the following Supporting Questions to help students reach the response: “What are two important principles of the Constitution of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the United States?” and “What are examples of civic virtues?” These questions help students understand the guiding principles of the United States democratic government and how each citizen plays a part in creating a community by allowing students to explore who makes the rules in a community and the types of challenges that can arise without them. In Unit 4, Chapter 12, students explore goals and plans, aligned with LSSSS 2.14, and specialization, aligned with LSSSS 2.17. The primary objectives align with LSSSS 2.14, which requires students to “describe how hard work, good habits, consistent attendance in school, and planning for the future can help you achieve your goals, including attending college, learning a trade, and having a successful career,” as well as LSSSS 2.17, which requires students to “explain why and how people specialize in the production of goods and services.” Students focus on answering the BIG Question “Why is planning for the future important?” and the following Supporting Questions: “What are the three types of goals?” “Why is it important to consider possible careers?” and “How do present choices impact your future?”
	Required 2b) Materials require students to engage in the various types of disciplinary thinking that are explicit and embedded in the Louisiana Student Standards for Social Studies.	Yes	Materials require students to engage in the various types of disciplinary thinking that are explicit and embedded in the Louisiana Student Standards for Social Studies (LSSS). Throughout the materials, students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			engage in differentiating between primary and secondary sources and describing causes and effects of events. For example, Unit 1, Chapter 3, Life in the United States introduces students to different types of sources and how each can help people understand events from the past. The chapter includes activities requiring students to apply their understanding of primary sources and their role in understanding history by asking open-ended questions relating to making claims based on primary sources. For example, a photograph of the aftermath of Hurricane Katrina includes sourcing questions to help students evaluate its meaning, including “How did Hurricane Katrina affect the environment?” “How did Hurricane Katrina affect people in the area?” and “Why is this photograph a primary source?” This set of activities meets the depth and rigor of LSSSS 2.2-4, the Skills and Practice standards involving interpreting primary and secondary sources and using them to construct and develop claims. Further, the Teacher’s Edition provides directions for teachers to regularly use Examining the Source analysis sheets to help students think like historians, geographers, economists, and political scientists. These tools guide students in analyzing historical evidence and developing disciplinary thinking skills. For example, in Unit 2, Chapter 5, students analyze a portrait of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			King George III. Using a primary source analysis sheet, students answer questions such as “Why do you think the artist painted the portrait of King George III?” “What do you think about Great Britain’s king based on this portrait?” “Do you think King George had conflicts with people or groups, or did he like to solve conflicts?” and “How do you know this portrait is a primary source and not a secondary source?” Through this activity, students practice identifying key information, interpreting historical documents, and supporting their ideas with evidence from the source. This process encourages students to analyze primary sources, evaluate historical context, and justify their conclusions, important components of disciplinary thinking in social studies. Finally, Unit 3, Chapter 9, The United States Constitution and Citizens prompts students to consider the cause and effect relationship between the civic virtue of voting and the leadership of the United States. Materials include information about the democratic principles of the Constitution, the concept of elected representation, and the key pillars of the US Constitution. Then, the chapter provides information about the civic virtues that support the ongoing functionality of the documents. The materials connect these concepts with a cause and effect activity in which students explain how the civic virtue of voting causes the positive outcome, or

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			effect, of representative leadership. This allows students to engage in disciplinary thinking at a level appropriate for the grade.
	Required 2c) Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments.	Yes	Materials include consistent 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. Writing opportunities are presented at a level appropriate for the grade, including drawing, tracing, and completing sentences. Each chapter provides a BIG Question Evidence Collector that includes a series of open-ended questions aligned with the Supporting Questions from each lesson and culminating in the BIG Question. The organizer provides space for students to respond to the BIG Question using evidence they have collected throughout their lessons in the chapter on the organizer. For example, Unit 2, Chapter 8, American Holidays, Landmarks, and Symbols includes a BIG Question Evidence Collector culminating in the open-ended writing-based question, “What are holidays, landmarks, and symbols?” This allows students to practice disciplinary writing directly connected to their learning in this chapter. Additionally, Unit 1, Chapter 3, Life in the United States includes the following Writing Prompt: “Where do you think is the best place to live: an urban, suburban, or

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			rural environment? Make your choice and explain why you believe your choice is best.” This activity connects with an extension option included in the Teacher Edition entitled “Country and City Adventure!” Both exercises prompt students to engage in disciplinary writing supported by content knowledge to create and support claims supported by evidence from primary and secondary sources. Similarly, in Unit 3, Chapter 9, Lesson 1, students engage in responding to a writing prompt in order to explain the purpose and importance of laws in the United States. The teacher instructs students to “Think about laws we have in the United States” and choose two laws to complete the writing prompt. Students write the chosen laws and explain why the government made those laws and why it is important to follow this law. The materials include a scoring rubric to guide student work and expectations and provide students with an opportunity to reflect on their learning by responding to suggested reflection questions. Finally, the writing prompt included in Unit 4, Chapter 12, Opportunity, Choice, and Planning for the Future prompts students to combine many of the economic concepts discussed throughout the unit to synthesize their ideas about their own future. The prompt states: “Use the following questions to write about a possible career you would like to have in the future: “1. What job would you like to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			have in the future?” “2. What good or service does this job specialize in?” “3. What long-term goals will you set to get this job?” and “4. What behaviors will help you achieve these goals?” This range of questions allows students to engage in disciplinary writing at a level appropriate for the grade.
	Required 2d) Materials promote an emphasis on building content-specific and academic vocabulary in social studies.	Yes	Materials promote an emphasis on building content-specific and academic vocabulary in social studies. The materials include adequate vocabulary resources available for educators and students throughout all units. Each unit includes a list of appropriate content-specific terms, along with their definitions, and each chapter includes Vocabulary Builder activities and a Vocabulary Quiz that can be auto-scored to track student progress on key content vocabulary. For example, the Teacher’s Edition includes terms and definitions at the outset of Unit 1 including the following terms related to the United States Geography and Environment: Chapter 1 - border, cardinal directions, compass rose, continent, country, equator, globe, hemisphere, intermediate directions, map, map key, map scale, map title, model, prime meridian, relative location, sphere, state, symbol; Chapter 2 - body of water, butte, coast, desert, geographic feature, geography, geyser, hill, island, lake, landform, landmark, mountain, ocean, peninsula, plain, river; Chapter 3 - blizzard,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			earthquake, economic activity, environment, flood, hurricane, natural disaster, primary source, rural, secondary source, storm surge, suburban, tornado, urban. In the student materials, vocabulary terms are embedded in the materials and highlighted in bold orange. The definitions are provided on the same page as the terms to ensure students’ access to the information in real time and assist in comprehension. Additional activities further support vocabulary acquisition and use. For example, in Unit 4, Chapter 11, the opener activity introduces students to the concepts of goods, producers, and consumers through explicit vocabulary instruction and interactive discussion centered on a coffee shop. Students analyze an image of a customer and barista, identify items sold in the coffee shop, and learn the meaning of key vocabulary terms, including goods, producers, and consumers. The teacher records the definitions on a classroom chart alongside student-generated examples to reinforce understanding and provide an ongoing reference tool. Furthermore, at the beginning of Lesson 1, students share what they learn in the opening activity, watch a video about goods and services to reinforce their understanding of goods and services, and then complete a graphic organizer titled, “Producers and Consumers – Vocabulary Word Map.” Additionally, each chapter includes a Vocabulary Builder

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			assessment for teachers to assess student understanding of essential terms. Further, the ExperTrack assessments include embedded vocabulary terms to further support student practice and utility with these terms.
	2e) Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions.	Yes	The materials provide frequent prompts and opportunities for students to engage in evidence-based discussions based on the content and sources. The Teacher’s Edition provides clear guidance and questions to assist in facilitating these discussions. Each unit includes a Curated Content Board, which includes multiple image-based sources connected to the content of that unit. The Teacher’s Edition includes a list of questions teachers may use to guide class discussions to help students engage in critical thinking and to make connections during the learning process. Some of these discussion questions include: “What do you see or notice?” “What do you know or think you know?” “What do you wonder or are curious about?” “What do you see in the pictures that are the same?” and “What do you see that is different?” These instructions and resources create opportunities for evidence-based discourse throughout the materials. Additionally, materials include Discuss It activities with corresponding guidance in the Teacher’s Edition. For example, Unit 2, Chapter 4, America’s Beginnings includes a Discuss It

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			activity asking students, “How did the king and queen of Spain have the power to pay for Christopher Columbus’s voyage?” Similarly, Chapter 5, The American Revolution includes the Discuss It activity, “Describe what made George Washington a good commander.” Finally, Unit 2, Chapter 7, Shared American Stories includes the Discuss It activity, “How did Annie Oakley contribute to the cultural history of the US?” This pattern continues in subsequent units, as in Unit 3, Chapter 9, The United States Constitution and Citizens, includes the Discuss It activity, “How can we be good citizens at school?” Each of these questions creates opportunities for students to engage in discussion-based discourse and to connect their learning to evidence. Finally, the Teacher’s Edition Part 1 includes detailed information about how to open, manage, and close class discussions. It also includes information about the research-base, supporting class discussions as a component of student learning. These resources ensure that teachers and students have multiple opportunities to engage in evidence-based discourse and meaningful class discussions.
Non-Negotiable 3. QUALITY OF SOURCES: The sources students engage with are authentic and	Required 3a) Materials provide many opportunities for students to build and deepen knowledge through a coherent selection of strategically-sequenced, high-quality sources , including	Yes	Materials provide many opportunities for students to build and deepen knowledge through a coherent selection of strategically sequenced, high-quality sources, including written texts that are

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
meaningful and in line with the kinds of knowledge and skills required by the standards. ☒ Yes ☐ No	written texts that are appropriately <u>complex</u>.		appropriately complex. Materials include a variety of primary and secondary sources throughout the materials, and several activities allow students to engage with the materials and make deeper connections to the content presented. For example, the materials include a variety of primary source analysis activities and opportunities, each of which is supported by secondary source content that builds background information and allows students to access the content in a grade-appropriate way. For example, Unit 1, Chapter 3, Life in the United States includes a section entitled “Spotlight on Primary Sources and Secondary Sources.” The text introduces students to the concept of primary and secondary sources and allows students to identify examples of each and determine why each type of source might be useful. Materials include a primary source analysis activity for students to practice using a primary source, a photograph, to draw conclusions and respond to questions relating to the source. This activity allows students to engage in both identifying and using primary sources to gather information in a format that is appropriate for the grade. Additionally, Unit 2, Chapter 6, Founding Fathers and Ladies of Liberty first includes background information on Benjamin Franklin and his role in the early push for independence in the US, as well as an image of Poor Richard’s Almanack with a question about

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			what type of source it is. Later in the same chapter, the text provides background information on Phyllis Wheatley before asking students to explain why a letter she wrote to a friend would be considered a primary source. This range of activities allows students to access the content via multiple sources in a way that is appropriate for the grade. Similarly, in Unit 2, Chapter 7, Lesson 1, students analyze a photograph of a Native American man from 1890 and explain why it is considered a primary source by completing the sentence, “This photograph is a primary source because ____.” Afterward, students practice making a claim about the photograph, share their claim, and answer the question, “What evidence from the primary source supports your claim?” Students engage in close observation, evidence-based reasoning, and historical interpretation. Finally, Unit 3, Chapter 9, The United States Constitution and Citizens, includes an activity where students can engage in analysis of the Constitution. The text first provides an explanation of the purpose of the Constitution before asking students to consider why the document begins with the phrase “We the People.” This activity uses high quality primary and secondary sources to help students build an understanding of foundational democratic principles. These materials and resources allow students to engage with a variety of high-quality

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			sources that meet the expectations for the grade.
	Required 3b) Available sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined.	Yes	When applicable, available, and appropriate, sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined. The materials offer multiple viewpoints or accounts on many issues, events, and topics presented. Many of these voices are highlighted in the content standards as important individuals. For example, in Unit 2, Chapter 5, The American Revolution, students consider the question, “How did the British monarch likely feel about the Declaration of Independence?” Students respond to this writing activity while considering alternate points of view. Similarly, in an Additional Activity, students consider whether statements regarding taxes are representative of a colonist’s point of view or the British king. These activities allow students to consider multiple perspectives on key issues. Additionally, in Unit 3, Chapter 10, students learn about city, state, and country leaders, helping them understand how decisions are made from multiple perspectives across federal, state, and local levels. In Section 1, students examine the purpose of three branches of government; whereas, in Section 2, they differentiate between local, state, and national governments. By learning about various leaders and their responsibilities,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students gain a broader understanding of how different viewpoints shape governance in the United States. Finally, Unit 4, Chapter 12, Opportunity, Choice, and Planning for the Future, includes an activity where students read a series of opinion statements about the importance of school attendance and must determine whether each represents a teacher or student perspective. This allows students to consider multiple perspectives as they engage with the concept of goal setting and the effort required to meet them. This range of activities allows students to consider multiple perspectives of historic figures as well as present leaders and members of their immediate communities, providing them to engage with past and present perspectives.
	Required 3c) Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units.	Yes	Sources present the achievements and contributions, strengths, skills, and knowledge of the wide range of individuals and groups throughout the units. A majority of the individuals and groups specified in the 2022 LSSSS are discussed in the materials, often in the form of biographies with associated student activities. These sources present their achievements and contributions, strengths, skills, and knowledge. Additionally, some primary sources associated with individuals are present in the materials to help students further understand these people and groups. For example, Unit 2, Chapter 6,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Founding Fathers and Ladies of Liberty includes specific lessons detailing the accomplishments and contributions of George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Adams, John Hancock, James Madison, Abigail Adams, Anne Hutchinson, Dolley Madison, Betsy Ross, and Phillis Wheatley, as required by LSSSS 2.8a-b. Additionally, Unit 2, Chapter 7, Shared American Stories includes a variety of folktales representing viewpoints of various groups of early Americans, including Native Americans, African Americans, and Pioneer Legends such as Davy Crockett, Paul Bunyan, Annie Oakley, and John Henry, among others. The text provides background on the people and legends/tales associated with them while providing students with opportunities to determine which figures are fictional, which are real, and what lessons each tale is meant to teach. Finally, Unit 3, Chapter 9, The United States Constitution and Citizens, includes a lesson on Civic Virtues and the ways that citizens can be engaged in their communities and government. The materials outline opportunities to serve on committees, run for office, volunteer, and vote as ways to share their talents for the good of their community. The materials provide adequate background information and opportunities for students to engage with the accomplishments of the full range of individuals included in the LSSSS.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY			
4. SCAFFOLDING AND SUPPORT: Materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts using multiple instructional approaches and strategies. ☒ Yes ☐ No	Required 4a) Materials provide appropriate scaffolding that will allow all students to productively engage with content.	Yes	Materials provide appropriate scaffolding that will allow all students to productively engage with content. The materials include scaffolded support for students needing additional help accessing grade level content, and they also include extended learning opportunities for students who need to be challenged further. The materials include access points at multiple levels throughout the materials to meet all learners' needs. For example, in Unit 1, Chapter 1, Maps and Globes, the Teachers' Edition - Part I, includes detailed instructions outlining the first several activities. The materials include specific suggestions for presenting information to students, as well as additional reminders and information specific to the beginning of the year. Guidance includes tips for supporting students struggling to understand essential unit vocabulary, as well as possible student responses for the questions included in the student materials. This level of detail in instruction is appropriate for the beginning of the year. Each lesson throughout the first chapter also includes optional scaffolded support activities to reinforce essential concepts. The materials include instructions for using these materials with small groups and for the whole class depending on student needs. For example, the first lesson includes

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Teacher Tips describing options for helping students access vocabulary terms in both digital and analog formats, as well as suggestions for informal assessments that can help teachers track progress and understanding. Additionally, the teacher tips include suggestions for questioning strategies to support student learning. This level of detail helps teachers and students build strong routines in the first lessons as they engage with the content. In Unit 2, Chapter 6, Founding Fathers and Ladies of Liberty, the Teacher's Edition - Part I includes many of the same processes and procedures outlined in the first chapter, but instructions are reflective of the understanding that students should have ownership of these routines by this point in the school year. For example, in an interview activity in which students take the perspective of either Dolley Madison or Abigail Adams, materials suggest the use of a gradual-release model to scaffold for students at different abilities. Options are suggested for the whole class to answer a question or two before students take on the interviews independently, for the whole class to conduct the interview together, or for students to extend learning by further researching their assigned female figure. This range of options ensures students at all levels and abilities can access the material appropriate for grade 2. Finally, the Teacher's Edition includes Differentiation

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Tips and Extended Learning options in all chapters to ensure that teachers have more options to reach struggling learners and to challenge advanced learners. For example, Unit 2, Chapter 4, America’s Beginnings provides three Differentiation Tips in Lesson 1, Native American People for the lesson, including the following: options for use of a graphic organizer to better document key details for students who may have difficulty remembering; prompting students locate and refer to a previously completed organizer to support understanding; and a suggestion to use the Interactive Read Aloud “The Choctaw Tribe of Louisiana” to extend learning. Later in Lesson 2, a Differentiation Tip suggests a video option to better support visual learners. The materials include additional differentiation tips with every lesson at all levels throughout the materials to support the needs of all learners.
	Required 4b) Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used.	Yes	Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used. Materials include detailed step-by-step teaching guides to ensure teachers communicate content effectively. The guide includes notes on preparing classroom setup and materials, reasoning behind activities, and exemplar responses, as well as potential pitfalls and suggestions for

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			addressing them. For example, In Unit 1, Chapter 1, students learn how to think like geographers. Teacher’s Edition - Part 1 provides teachers with learning targets and guidance on reviewing them with students. The front matter of the teacher’s guide explains how to introduce learning targets and their importance. Guidance directs the teacher to use Vocabulary Builder activities with specific instructions on how to implement them effectively. Teacher’s Edition - Part 1 includes a Step-by-Step Teaching Guide featuring a BIG Question, Supporting Questions and answers, lesson walkthroughs, anticipated student responses, and differentiation strategies. For example, in Unit 1, Lesson 1, students learn about map skills. The lesson begins with a hook where students examine a map of Louisiana and share observations about what they notice. They use thumbs up, sideways, or down to indicate their familiarity with map tools shown on the map. After discussing their ideas, the teacher introduces the map key, scale, and compass rose. Students discuss the meanings of the words key and scale and then connect them to map tools. The teacher explains that a map key helps readers understand symbols on a map, while a map scale helps determine distances between places. Students also discuss how a compass rose can help readers use a map. Through partner discussions and class

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			conversations, students learn how map tools help people understand information shown on maps. Additionally, Unit 4, Chapter 11, Living and Working in the United States includes a graphic organizer Interactive titled “Producers and Consumers Vocabulary Word Map” and instructions explaining how students should add details connecting key terms by providing definitions, examples, non-examples, and a brief explanation. The Teacher’s Edition - Part I explains the rationale behind this strategy, as well as the scenarios in which it can be most beneficial, before providing the teacher with step-by-step instructions and materials to execute this process effectively. The materials include an answer key to provide further guidance. Similarly, in Unit 3, Chapter 9, students learn about the United States Constitution and its citizens. In the Opener activity, aligned to LSSSS 2.11, students examine the Unit 3 Curated Content Board Image 2, Road Rules, and answer the teacher’s questions. The teacher creates a T-chart on chart paper to record the rules and laws generated by students during this lesson. The front matter of the teacher’s guide explains the purpose of the Curated Content Board, how to use it at the beginning of each unit, and includes suggested activities. Finally, Unit 3, Chapter 10, How the Government Works includes an Interactive Read Aloud to provide background information as students engage

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			with learning about the role of the governor in the state. The read aloud includes a higher-order thinking question for students as well as extension activities for both home and classroom use. The Teacher's Edition - Part I explains the rationale behind this strategy, as well as the scenarios in which it can be most beneficial, before providing the teacher with step-by-step instructions and materials to execute this process effectively. The materials consistently include detailed explanations for strategies and alternative options to help teachers address the needs of learners at all levels.
5. USABILITY: Materials are easily accessible, and are viable for implementation given the length of a school year. ☒ Yes ☐ No	Required 5a) The total amount of content is viable for a school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Yes	The content is appropriate for the school year, the pacing supports student understanding, and the materials include guidance on how long tasks may take. Materials include a full year pacing guide aligned with the LSSSS, which is outlined in detail at the beginning of the Teacher's Edition - Part 1. The Scope and Sequence includes suggested timeframes organized by four units and twelve chapters. For example, Unit 3 is divided into two chapters, and the Teacher's Edition provides estimated durations that align with other content suggestions. Chapters 9 and 10 take two weeks each in the materials' scope and sequence and three weeks each in the LDOE Framework. In this unit, through lessons, discussions, and activities, students learn what it means to be citizens of Louisiana

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and the United States. The distribution of lessons provides flexibility for teachers to offer differentiated support. The pacing is designed to support student understanding by allowing sufficient time for instruction, guided practice, discussion, and independent work. Additionally, Unit 1, Chapter 2, United States Geography includes an activity in which materials include instructions for using a timer for a specified amount of time. The Opener describes an activity to activate prior learning by having students work in rotating groups to classify key geographic features. The lesson instructs the teacher to “Allow students two minutes to figure out the missing letters and the name of the geographic feature.” The Differentiation Tips section for the lesson includes additional details for adjusting times based on student needs. This type of activity and guidance provides teachers with clear instructions of how to time an activity to remain on track in terms of content pacing. Finally, Unit 2, Cultural History of the United States includes five chapters. Each chapter has a suggested pacing time between two to three weeks, with activities and supporting materials appropriate for the suggested timeframe and opportunities for extension activities for schools with more social studies minutes in the schedule. This pattern is consistent across all four units with total suggested content for 26 weeks,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			allowing flexible time in the schedule to accommodate any additional time students may need to develop challenging content and for teachers and students to engage more deeply with topics of their choosing within the existing materials.
	5b) Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning.	Yes	The materials include resources with every unit to communicate with parents, community members, and other stakeholders providing background information and suggestions about ideas for supporting student learning based on the content of each unit. For example, In Unit 1, the Teacher’s Edition begins with an overview of the content and at-home support, including a teacher letter to families. The letter informs families that students will learn basic geography concepts and map-reading skills, including how to use maps and globes, identify the four hemispheres, the Equator, and the Prime Meridian, and describe the location of the United States. At-home suggested activities encourage families to engage in the following activities: use tools like Google Earth to explore the four hemispheres and locate Louisiana while discussing directions, climate, culture, and geography around the world; create a hands-on activity using a ball or balloon to label the Equator, Prime Meridian, and hemispheres, then practice identifying hemispheres through a game; discuss

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			places visited and whether they are rural, urban, or suburban, and talk about why people choose to live in those areas. The following units also begin with a similarly formatted message to teachers and a letter for families to enhance their students' learning. Each letter includes a Unit Overview as well as suggested extension activities that families can engage in with their children to encourage deeper understanding of the content and skills. The Unit 4, Choices and Costs At-home Support Letter suggests a variety of economic activities for parents to complete with their children, such as the following: make grocery lists and budgets to guide their decision-making; help sort allowance money for different short, medium, and long-term savings goals; and have early conversations about career paths. These suggestions help parents stay engaged with student learning and help students connect their learning to experiences in the real world. Finally, the materials incorporate Interactive Read Aloud activities throughout the chapters, and each Interactive Read Aloud includes a suggested Extension Activity for use at home. For example, Unit 3, Chapter 10, How the Government Works includes an Interactive Read Aloud titled "The Role of Our State Governor." The at-home extension activity includes instructions for students to discuss with their families what students might ask the governor to change about our

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			state. This range of activities, communication structures, and resources allows opportunity for family and community engagement.
	5c) Student and teacher materials are <i>easy to use and well organized</i>.	Yes	Student and teacher materials are easy to use and well organized. The teacher materials are clearly organized and thorough and include two independent teaching guides that closely correspond to the Student Book, with all resources available in both print and digital formats. Each unit and chapter is organized in the same format, beginning with the At-Home Support Letter and the Curated Content Board of the unit. Each chapter begins with the BIG Question Organizer and follows with subtopics organized into lessons, which are all framed as Supporting Questions. The teacher materials correspond directly with the student materials, referencing specific page numbers and activities that correspond with instructions. There is a second teacher's manual, Teacher's Edition - Part 2, that serves as an answer key for all student activities in both the student workbook and for the additional organizers and materials provided. For example, Unit 2 is divided into two chapters, and each chapter is further divided into sections or lessons, providing concise information and activities. The Teacher's Edition - Part 2 corresponds to the student edition, providing answers in red and an addendum

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			with additional Student Book answers, such as discussion questions, writing prompts, and rubrics. Teacher Edition - Part 1 includes step-by-step lesson plans and teaching tools, clearly connecting to the student materials. The digital platform allows teachers to easily create assignments with resources organized to match the instructional guide. Materials are easy to navigate in both the digital and print resources, with clear labels and corresponding page numbers. Digital resources can be assigned to students with specific date ranges, so students do not need to search for them on a complex platform.
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. ☒ Yes ☐ No	Required 6a) Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments.	Yes	Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments. For example, the ExperTrack assessments system includes assessments for each chapter and the End of Year (EOY) assessment, serving as summative assessments throughout the materials. Additionally, each unit includes at least one project, a writing assignment, a formative assessment, a vocabulary assessment, and multiple formative review checkpoints allowing students to practice essential skills and allowing teachers to track skills development over time. For example, Unit 2, Cultural History of the United States includes five ExperTrack

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			assessments, one for each of the five chapters in the unit. The unit also includes five Vocabulary Quizzes, one for each chapter in the unit. There are five formative review checkpoints at the end of each chapter. Chapters 4, 6, 7 and 8 include Projects entitled “The Lure of Exploration,” “VIP-Historical Figure,” “American Tall Tales and Folk Heroes Museum Room,” and “American Holiday Celebration Poster.” Similarly, Chapter 5 incorporates a Map Skills activity, as well as a Primary Source Analysis, King George III, and a Writing Prompt, “Interview a Colonial Soldier.” Finally, the materials include multiple Let’s Learn activities throughout the unit. Each of these activities can be collected as a formative assessment to evaluate student understanding. Similarly, in Unit 4, Chapter 12, Lesson 1, students learn how to set long-term goals that can help them plan for their future, as aligned with LSSSS 2.14. The teacher assesses students through class discussions, questioning, and partner talk about goals, along with two practice activities where students explain how to achieve short, medium, and long-term goals and how effort and attendance support success. Materials include a Vocabulary Quiz, and, at the end of Chapter 12, the ExperTrack Checkpoint 12 to assess and reinforce students’ mastery of the standards-based learning objectives. Each chapter includes one summative

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			performance task. Throughout the chapter, students use the Big Question Evidence Collector to practice writing and using information from sources to answer the Big Question and Supporting Questions. This pattern is consistent across all units. The materials also provide a Student Book End-of-Year Test, an End-of-Year Assessment, and a Benchmark Test. Additionally, the materials offer several options for end-of-year extension projects.
	Required 6b) Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking , and require students to use their content knowledge , skills, practices, and/or provided sources.	Yes	Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or provided sources. For example, Unit 4, Chapter 12, Opportunity, Choice, and Planning for the Future includes a writing prompt titled “Preparing for a Successful Career,” addressing LSSSS 2.3, 2.4, 2.14, and 2.17. The materials include the following instructions: “Students will imagine they are a high school student who is thinking about their future career and write a letter to a trusted adult to describe how they are setting goals and making plans to prepare for a successful career.” A differentiation tip suggests that teachers may provide examples of how someone might prepare for a specific career, such as teaching, and also suggests providing a model of a letter for students to review as they construct their

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			own. This assessment addresses multiple standards and skills at the appropriate depth and rigor of the standard. Additionally, the ExperTrack Assessment for Unit 2, Chapter 7, Shared American Stories includes twelve questions addressing LSSSS 2.8; 2.2a, b; 2.3, and 2.4. Students complete the following assessment tasks: correctly identify the meaning of Native American and African American folktales using primary source excerpts; answer three questions regarding the purpose of primary and secondary sources and correctly identifying examples and uses of each; identify the cultural groups with which various tales are associated; and explain key features that show folktales are fictional. This set of items assesses the standards at the full depth and rigor and provides students with multiple opportunities to demonstrate their understanding. Finally, Unit 1, Chapter 2, United States Geography includes a Project-Based Learning assessment that invites students to plan a trip to visit two historical landmarks discussed in the chapter in the project, Let's Take a Trip! The project addresses LSSSS 2.7f and 2.21 and incorporates a rubric for teachers to evaluate student understanding of key landmarks and map skills, as well as suggestions for guiding student presentations and engagement strategies to support all learners. This set of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			assessment items reflects a range of activities aligned with the criteria of rigorous and standards-based assessments.
	Required 6c) Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards.	Yes	Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards. Teacher guidance and support include student look-fors in written answers, rubrics for writing assignments, and suggestions on which resources and activities would be useful in responding to student performance data at a variety of levels. Teacher's Edition - Part 2 includes the answer key for all chapter activities included in the Student Book. Teacher's Edition - Part 1 includes a detailed introductory section, Using Assessments to Inform Instruction, that outlines the various types of assessments available in the materials and provides guidance on the use of each assessment. This information includes details on how and when to use various formative assessments, as well as how they can be used for collecting student data and responding to trends in student data. The section directs teachers to use the Differentiation Tips in the Step-by-Step Teaching Guide in order to provide scaffolded support to meet the needs of the students. Additionally, the section directs teachers to use the Extended Learning Activities to deepen student understanding of skills and concepts presented in the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			chapter. Additional guidance informs the teacher to use exit tickets and closing activities to “identify content and skills that need additional emphasis or clarification in the next day’s instruction.” Further, the Step-by-Step Teaching Guide includes anticipated student responses for questions asked during whole group instruction, and Formative Review activities to “reinforce and assess student learning” with student answers. Materials provide indicators to look for in student work, assessment guidelines, rubrics, and recommendations for modifying instruction based on students’ assessment results. For example, Unit 1, Chapter 3, Life in the United States includes a Writing Prompt, Country and City Adventure! In addition to providing detailed instructions in both the Teacher’s Edition - Part 1 and student-friendly instructions in the assignment worksheet, the materials also include a comprehensive rubric for students and teachers to evaluate performance. The Teacher’s Edition includes student look-fors and suggestions for teachers to expand on learning by allowing students to add images to enhance their written responses, which also correspond to activities in the Student Workbook. Further, guidance includes a differentiation tip for teachers to consider allowing students to expand further on their understanding of urban and rural environments by writing a story about an adventure set in either type

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			of space. This set of resources provides adequate guidance and support for teachers to fully engage with standards-based performance data and respond accordingly. Unit 2, Chapter 4, America’s Beginnings includes a Project-Based Learning activity titled “The Lure of Exploration.” In addition to providing detailed instructions in both the Teacher’s Edition - Part 1 and student-friendly instructions in the assignment worksheet, the materials also include a comprehensive rubric for students and teachers to evaluate performance. There is a self-reflection component for students, offering them the opportunity to consider the teacher’s feedback and incorporate their own progress. In Unit 3, Chapter 9, Lesson 1 students engage in answering a writing prompt in order to explain the purpose and importance of laws in the United States, as aligned with LSSSS 2.6, 2.10b, 2.11, 2.12. A scoring rubric guides student work and expectations, and students have the opportunity to reflect on their learning by responding to guiding questions. After explaining the importance of laws through a writing prompt, students participate in discussions and movement activities to sort what the government can and cannot do, and complete practice and review tasks on constitutional ideas and forms of government. The teacher introduces and explains key concepts, teaches vocabulary, such as principle,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			guides discussions and activities, provides differentiation and examples, and uses student responses from writing, discussion, and practice work to monitor understanding, address misconceptions, and reinforce learning. These materials support teachers in collecting, interpreting, and acting on student data by embedding ongoing formative checks and structured practice aligned to the LSSSS. The writing prompt allows teachers to assess students' understanding of the Constitution in an applied, written response, while teacher-led questioning, activities, and class discussions provide real-time evidence of student thinking that can be immediately clarified or extended. Differentiation supports, such as sentence starters, visual cues, and guided lists, help teachers identify learning gaps and adjust instruction during the lesson. Practice and review activities provide structured opportunities to measure mastery of key concepts like the Constitution and forms of government, and answer keys enable teachers to quickly evaluate accuracy, identify misconceptions, and reteach as needed.
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-Negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-Negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-Negotiable Criteria.			
Compile the results for Sections I and II to make a final decision for the material under review.			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiable Criteria of Superior Quality³	1. Alignment and Sequence	Yes	Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies for the identified grade-level/course and require students to engage in thinking at the full depth and rigor of the standards. Materials present a clear path for teachers to address content in a coherent and chronological manner. In any one grade or course, instructional materials spend minimal time on content outside of the course, grade, or grade-band.
	2. Disciplinary Skills and Practices	Yes	Materials are structured around engaging questions and big ideas relevant to the grade-level/course's academic content. Materials require students to engage in the various types of disciplinary thinking that are explicit and embedded in the Louisiana Student Standards for Social Studies. Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments. Materials promote an emphasis on building content-specific and academic vocabulary in social studies. Materials provide frequent opportunities for evidence-based student

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
			discourse and meaningful classroom discussions.
	3. Quality of Sources	Yes	Materials provide many opportunities for students to build and deepen knowledge through a coherent selection of strategically sequenced, high-quality sources, including written texts that are appropriately complex. When applicable, available, and appropriate, sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined. Sources present the achievements and contributions, strengths, skills, and knowledge of the wide range of individuals and groups throughout the units.
II: Additional Criteria of Superior Quality ⁴	4. Scaffolding and Support	Yes	Materials provide appropriate scaffolding that will allow all students to productively engage with content. Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used.
	5. Usability	Yes	The total amount of content is viable for a school year, and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take. Materials provide support for communicating with parents, community members, and other stakeholders about how

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
			they can support student learning. Student and teacher materials are easy to use and well organized.
	6. Assessment	Yes	Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments. Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or provided sources. Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards.
FINAL DECISION FOR THIS MATERIAL: <u>Tier 1, Exemplifies quality</u>			

Reviewer Information

Instructional Materials Review

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

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

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

The [2024-2025 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Avoyelles, Bienville, Bossier, Caddo, Calcasieu, CSAL, East Feliciana, East Baton Rouge, Hynes Charter School Corporation, Iberia, Iberville, Jefferson, Lafayette, Lincoln, Livingston, LSU Laboratory School, Natchitoches, Ouachita, Plaquemines, Richland, St. Charles, St. Landry, St. Mary, St. Tammany, Tangipahoa, Terrebonne, University View Academy, West Baton Rouge, and Zachary Community Schools. This review represents the work of current Louisiana educators with experience in grades K-8.

Appendix I.

Publisher Response



The publisher had no response.

Appendix II.

Public Comments



There were no public comments submitted.