



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: Magruder's American Government Interactive

Grade/Course: Civics

Publisher: Savvas Learning Company LLC

Copyright: 2023

Overall Rating: Tier 3, Not representing quality

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

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

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

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

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

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

Tier 1 ratings receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.
Tier 2 ratings receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.
Tier 3 ratings receive a “No” for at least one of the Non-negotiable Criteria.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. Materials must meet all of the Non-negotiable Criteria 1-3 for the review to continue to Section II.			
<p>Non-negotiable</p> <p>1. ALIGNMENT AND SEQUENCE: Materials adequately address the Louisiana Student Standards for Social Studies.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>Required</p> <p>1a) Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies for the identified grade-level/course and require students to engage in thinking at the full depth and rigor of the standards.</p>	<p>No</p>	<p>Materials do not incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies for the identified course and do not require students to engage in thinking at the full depth and rigor of the standards. The materials are missing some key content from the Louisiana Student Standards for Social Studies. While many topics are addressed at the appropriate depth and rigor, the economics and personal finance standards are not fully addressed at the full depth and rigor of the standards. Standard C.14 and all substandards are only addressed in the Personal Finance Core Concepts. Standard C.13.g (Explain the effects of specialization and trade on the production, distribution, and consumption of goods and services) and C.12.e (Describe the development of and challenges to international law after World War II and the Holocaust) are only partially addressed. The Louisiana specific content also receives less coverage than the standards demand. For example, in the Louisiana State Government Activity Sheet and related activities, students do not analyze continuity and change in the Louisiana State Constitution over time (Standard C.9.i). The same is true for</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Standards C.12.j and C.11.k. The 'Napoleonic Code and Civil Law Activity Sheet' in Topic 13, Lesson 4 supports students in building content knowledge, but the associated questions and activity do not rise to the language of the standard (Explain the historical connections between Civil Law, the Napoleonic Code, and Louisiana's system of laws). This is also true for the Local Government in Louisiana Activity Sheet.
	<p>Required *Indicator for grades 3-8 only</p> <p>1b) Materials present a clear path for teachers to address content in a coherent and chronological manner that reasonably aligns to the sequence in the 2022 Louisiana Social Studies Course Frameworks.</p>	N/A	Not applicable for this grade level.
	<p>1c) In any one grade or course, instructional materials spend minimal time on content outside of the course, grade, or grade-band.</p>	No	The instructional materials do not spend minimal time on content outside of the course. Lessons and extension materials often contain a "taking action" or "taking informed action" component that is not aligned to the LSSSS. The number of court cases covered exceeds those listed in Standard C.9.f. Topic 12 addresses different types of state and local governments outside of Louisiana, and Topic 14 explores Comparative Political Systems for the United Kingdom, China, and Russia, which are all outside of the LSSSS.
<p>Non-negotiable</p> <p>2. DISCIPLINARY SKILLS AND PRACTICES:</p>	<p>Required</p> <p>2a) Units are structured around engaging questions and big ideas relevant to the grade-level/course's academic content.</p>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 2b) Materials require students to engage in the various types of disciplinary thinking that are explicit and embedded in the Louisiana Student Standards for Social Studies.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>Required 2c) Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>Required 2d) Materials promote an emphasis on building content-specific and academic vocabulary in social studies.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>2e) Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
<p>Non-negotiable 3. QUALITY OF SOURCES: The sources students engage with are authentic and meaningful and in line with the kinds of knowledge</p>	<p>Required 3a) Materials provide many opportunities for students to build and deepen knowledge about content and concepts through analysis of a coherent selection of strategically-sequenced, high-quality primary and secondary sources, including written texts that are appropriately complex.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
and skills required by the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 3b) Available sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required 3c) Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
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. <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 4a) Materials provide appropriate scaffolding that will allow all students to productively engage with content.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required 4b) Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
5. USABILITY: Materials are easily accessible, and are viable for implementation given the length of a school year. <input type="checkbox"/> Yes <input type="checkbox"/> 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.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	5b) Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	5c) Student and teacher materials are easy to use and well organized.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
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. <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 6a) Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	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.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required 6c) Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I and II to make a final decision for the materials under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I: Non-negotiable Criteria of Superior Quality³	1. Alignment and Sequence	No	Materials do not incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies for the identified course and do not require students to engage in thinking at the full depth and rigor of the standards. Instructional materials do not

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
			spend minimal time on content outside of the course.
	2. Disciplinary Skills and Practices	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	3. Quality of Sources	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
II: Additional Criteria of Superior Quality⁴	4. Scaffolding and Support	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	5. Usability	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	6. Assessment	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
FINAL DECISION FOR THIS MATERIAL: Tier 3, Not representing quality			

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

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

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

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

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

Appendix I.

Publisher Response

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



**SET THE
CONTEXT**

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



**EXPLORE
SOURCES**

Read and examine sources to build content knowledge and skills



**DEVELOP
CLAIMS**

Evaluate evidence, make connections, compare and contrast sources



**EXPRESS
CLAIMS**

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

Title: Magruder's American Government Interactive

Grade/Course: Civics

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. Materials must meet all of the Non-negotiable Criteria 1-3 for the review to continue to Section II.				
<p>Non-negotiable</p> <p>1. ALIGNMENT AND SEQUENCE: Materials adequately address the Louisiana Student Standards for Social Studies.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>Required</p> <p>1a) Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies for the identified grade-level/course and require students to engage in thinking at the full depth and rigor of the standards.</p>	<p>No</p>	<p>Materials do not incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies for the identified course and do not require students to engage in thinking at the full depth and rigor of the standards. The materials are missing some key content from the Louisiana Student Standards for Social Studies. While many topics are addressed at the appropriate depth and rigor, the economics and personal finance standards are not fully addressed at the full depth and rigor of the standards. Standard C.14 and all substandards are only addressed in the Personal Finance Core Concepts. Standard C.13.g (Explain the effects of specialization and trade on the production, distribution, and consumption of goods and services) and C.12.e (Describe the development of and challenges to international law after World War II and the Holocaust) are only partially addressed. The Louisiana specific content also receives less coverage than the standards demand. For example, in the Louisiana State Government Activity Sheet and related activities, students do not analyze continuity and change in the Louisiana State Constitution over time (Standard C.9.i). The same is true for</p>	<p>Thank you for considering our bid; Savvas has made every attempt to meet the Louisiana Student Standards for Social Studies in Magruder's American Government.</p> <p>The publisher has reviewed Standards C.14.b and C.14.e and wishes to note the following additions to the existing correlation:</p> <p>Student Edition/Teacher Edition <ul style="list-style-type: none"> • Paying Taxes 21st Century Skill, p. 871 </p> <p>The publisher has reviewed Standard C.13.g and wishes to note the following additions to the existing correlation:</p> <p>Student Edition/Teacher Edition <ul style="list-style-type: none"> • A Global Economy, pp. 666-668 Analyze Charts, Manufacturing vs. Services in the U.S. Economy, 1950-2014, p. 673 • The Consequences of the Global Economy, pp. 673-674 </p> <p>Savvas Realize Digital Resources: <ul style="list-style-type: none"> • Magruder's American Government Interactive > Table of Contents > Topic 12 > Lesson 5 > Current Connections: Top Trading Partners, 2021; • Magruder's American Government Interactive > Table of Contents > Topic 12 > Lesson 5 > Current Connections: Understanding the Supply Chain Crisis </p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			Standards C.12.j and C.11.k. The Napoleonic Code and Civil Law Activity Sheet' in Topic 13, Lesson 4 supports students in building content knowledge, but the associated questions and activity do not rise to the language of the standard (Explain the historical connections between Civil Law, the Napoleonic Code, and Louisiana's system of laws). This is also true for the Local Government in Louisiana Activity Sheet.	<p>The publisher has reviewed Standard C.12.e and wishes to note the following additions to the existing correlation:</p> <p>Student Edition/Teacher Edition</p> <ul style="list-style-type: none"> • Collective Security, p. 298 • NATO, 311-312 • The United Nations, pp. 312-315 <p>Primary Source and Reading Guide Workbook</p> <p>Savvas Realize Digital Resources:</p> <ul style="list-style-type: none"> • Magruder's American Government Interactive > Table of Contents > Topic 6 > Lesson 5 > Primary Source and Reading Guide <p>Speech: Report on United Nations Charter, Senator Tom Connally (D., Texas), Congressional Record, June 28, 1945</p> <p>Savvas Realize Digital Resources:</p> <ul style="list-style-type: none"> • Magruder's American Government Interactive > Table of Contents > Topic 6 > Lesson 5 > Interactive Primary Sources: United Nations Charter <p>The publisher has reviewed Standards C.9.j and C.11.k and wishes to note the following additions to the existing correlation:</p> <p>Student Edition/Teacher Edition</p> <ul style="list-style-type: none"> • Common Law, p. 707 • Counties: Some Key Facts, pp.717-718
	<p>Required *Indicator for grades 3-8 only</p> <p>1b) Materials present a clear path for teachers to address content in a coherent and chronological manner that reasonably aligns to the sequence in the 2022 Louisiana Social Studies Course Frameworks.</p>	N/A	Not applicable for this grade level.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	<p>1c) In any one grade or course, instructional materials spend minimal time on content outside of the course, grade, or grade-band.</p>	<p>No</p>	<p>The instructional materials do not spend minimal time on content outside of the course. Lessons and extension materials often contain a "taking action" or "taking informed action" component that is not aligned to the LSSSS. The number of court cases covered exceeds those listed in Standard C.9.f. Topic 12 addresses different types of state and local governments outside of Louisiana, and Topic 14 explores Comparative Political Systems for the United Kingdom, China, and Russia, which are all outside of the LSSSS.</p>	<p>Although there is some content in the instructional materials that is not specifically listed in the Louisiana Student Standards for Social Studies, we believe that the additional content provides critical background information that will help students make sense of the standards content. In addition, the provided correlation will assist teachers in easily targeting the Louisiana Student Standards for Social Studies content. Finally, much of this additional content is found in ancillary digital materials, such as the Inquiry Center, and, as such, can be easily excluded by instructors if necessary.</p>
<p>Non-negotiable</p> <p>2. DISCIPLINARY SKILLS AND PRACTICES:</p> <p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>2a) Units are structured around engaging questions and big ideas relevant to the grade-level/course's academic content.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>Required</p> <p>2b) Materials require students to engage in the various types of disciplinary thinking that are explicit and embedded in the Louisiana Student Standards for Social Studies.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>Required</p> <p>2c) Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	Required 2d) Materials promote an emphasis on building content-specific and academic vocabulary in social studies.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	2e) Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
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. <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 3a) Materials provide many opportunities for students to build and deepen knowledge about content and concepts through analysis of a coherent selection of strategically-sequenced, high-quality primary and secondary sources , including written texts that are appropriately complex .	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required 3b) Available sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required 3c) Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
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	Required 4a) Materials provide appropriate scaffolding that will allow all students to productively engage with content.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
using multiple instructional approaches and strategies. <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 4b) Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
5. USABILITY: Materials are easily accessible, and are viable for implementation given the length of a school year. <input type="checkbox"/> Yes <input type="checkbox"/> 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.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	5b) Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	5c) Student and teacher materials are easy to use and well organized.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
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. <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 6a) Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	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.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required 6c) Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.				
Compile the results for Sections I and II to make a final decision for the materials under review.				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Non-negotiable Criteria of Superior Quality³	1. Alignment and Sequence	No	Materials do not incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies for the identified course and do not require students to engage in thinking at the full depth and rigor of the standards. Instructional materials do not spend minimal time on content outside of the course.	Savvas has made every attempt to meet the Louisiana Student Standards for Social Studies in Magruder’s American Government Interactive. We believe the additions we have provided to the existing correlation enhance our content standards coverage and require students to engage in thinking at the full depth and rigor of the standards. We believe that any additional content in the program provides critical background information that will help students make sense of the standards content. The provided correlation will assist teachers in easily targeting the Louisiana Student Standards for Social Studies content. Finally, much of this additional content is found in ancillary digital materials, such as the Inquiry Center, and, as such, can be easily excluded by instructors if necessary.
	2. Disciplinary Skills and Practices	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	

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	PUBLISHER'S RESPONSE
	3. Quality of Sources	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
II: Additional Criteria of Superior Quality⁴	4. Scaffolding and Support	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	5. Usability	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	6. Assessment	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: Tier 3, Not representing quality				

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

Appendix II.

Public Comments

There were no public comments submitted.