

Academic Content

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: World History Interactive: The Modern Era

Publisher: Savvas Learning Company LLC

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) |
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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 . <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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 . | No | Materials do not incorporate a majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for the identified course and do not require students to engage in thinking at the full depth and rigor of the standards. The materials do not align with all of the Skills and Practices standards. Recurring activities within the materials, including Quest Inquiry Project-Based Learning activities, do not align with the language and intent of the writing Skills and Practice Standards, including LSSSS 9-12.SP.1, WH.4, and WH.5. Louisiana-specific LSSSS WH.8 and WH.23 are not addressed in the materials, and LSSSS WH.11.e, WH.11.f, and WH.19 are only partially addressed in the materials. |
| | Required *Indicator for grades 3-8 only 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 . | N/A | Not applicable to this grade level. |
| | 1c) In any one grade or course, instructional materials spend minimal time on content outside of the course, grade, or grade-band. | No | Materials do not spend minimal time on content outside of the course, grade, or grade-band. Materials include content outside of the World History LSSSS. For |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|--|--|------------------------|---|
| | | | example, Topic 0: Connecting with Past Learnings (Prehistory-1650) addresses information on the origins of history prior to 1300. While Topics 1-12 address content from 1300 to present day, Program Resources include materials that reference the C3 Framework which also includes content outside the scope of the World History LSSSS. |
| Non-Negotiable 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. <input type="checkbox"/> Yes <input type="checkbox"/> No | Required 2a) Units are structured around engaging questions and big ideas relevant to the grade-level/course's academic content. | Not Evaluated | This section was not evaluated because the non-negotiable criteria were not met. |
| | 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. | Not Evaluated | This section was not evaluated because the non-negotiable criteria were not met. |
| | 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. | Not Evaluated | This section was not evaluated because the non-negotiable criteria were not met. |

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 |
|---|--|------------------------|--|
| | 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 | Required 4a) Materials provide appropriate scaffolding | 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 |
|---|--|------------------------|--|
| 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 | that will allow all students to productively engage with content. | | |
| | 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 | 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. |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|--|---|------------------------|--|
| evidence of the degree to which students can independently demonstrate the assessed standards. <input type="checkbox"/> Yes <input type="checkbox"/> No | 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 material 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 majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSSS) for World History. Materials do not spend minimal time on content outside of the course, grade, or grade-band. |
| | 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 |
|--|--------------------------------|------------------------|--|
| | 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: <u>Tier 3, Not representing quality</u> | | | |

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

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 [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 Louisiana educators with experience in grades 6-12.

Appendix I.

Publisher Response



The publisher had no response.

Appendix II.

Public Comments



There were no public comments submitted.