



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: Social Studies**

Grade/Course: **3-5**

Publisher: **Gallopade International, Inc.**

Copyright: **2023**

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

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

STRONG	WEAK
1. Three-dimensional Learning (Non-negotiable)	
2. Phenomenon-Based Instruction (Non-negotiable)	
3. Alignment & Accuracy (Non-negotiable)	
4. Disciplinary Literacy (Non-negotiable)	
5. Learning Progressions	
6. Scaffolding and Support	
7. Usability	
8. 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 3 \(Tier 1\)](#) [Grade 4 \(Tier 1\)](#) [Grade 5 \(Tier 1\)](#)



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Grade/Course: **3**

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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 Practices (Non-negotiable)	
3. Quality of Sources (Non-negotiable)	
4. Scaffolding and Support	
5. Usability	
6. Assessment	

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. Materials must meet all of the Non-negotiable Criteria 1-3 for the review to continue to Section II.			
<p>Non-negotiable</p> <p>1. ALIGNMENT AND SEQUENCE: Materials adequately address the Louisiana Student Standards for Social Studies.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>1a) Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies for the identified grade-level/course and require students to engage in thinking at the full depth and rigor of the standards.</p>	<p>Yes</p>	<p>Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for Grade 3 and require students to engage in thinking at the full depth and rigor of the standards. The units and weeks follow the suggested scope in the course design and framework. Each week includes lessons and readings that align to the standards. For example, Framing Standard 3.19 expects students to create and use maps and models with a key, scale, and compass with intermediate directions. Unit 1, Chapter 2 - The Constitutional Convention and the First President includes an activity in which students create a map of the 13 Colonies by color-coding colonial regions, labeling each colony, creating a title, key, scale, and compass rose with cardinal and intermediate directions. An additional suggested option is for students to label notable physical features. This activity aligns with the expectation of Framing Standard 3.19. Throughout the materials, all of the Skills and Practice Standards are addressed as well. This includes Skills and Practices Standard 3.3/3-5SP.2, which ensures that students use primary and secondary sources to analyze social</p>

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	<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>	<p>Yes</p>	<p>studies content, explain claims and evidence, and compare and contrast multiple sources. This is evident at several points throughout the materials, including Unit 5, Chapter 10, Theodore Roosevelt and the Conservation Movement, where students read, analyze, and interpret a speech from Teddy Roosevelt. Additionally, in Unit 6, Chapter 11, Women’s Suffrage, students compare and contrast the Declaration of Independence with the Declaration of Sentiments from the Seneca Falls Convention.</p> <p>Materials present a clear path for teachers to address content in a coherent and chronological manner that aligns to the sequence in the 2022 Louisiana Social Studies Course Frameworks. The content and organization of the materials align with the Course Framework suggested by the 2022 Social Studies standards. The materials are organized in the same units with the same naming conventions, and units follow the suggested order. All key topics are included, and there are no peripheral units or lessons added to those required by the Frameworks. For example, the Framework suggests a first unit entitled “Founding the United States of America,” including the topics of the Declaration of Independence and the American Revolution. The materials similarly begin with Unit 1: Founding the United States of America, which includes Chapter 1: The Declaration of</p>

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			<p>Independence and the American Revolution and Chapter 2: The Constitutional Convention and the First President. As outlined in the Framework, Unit 2: Papers and Places offers a continuation of the ideas from the previous unit. Seven units are chronologically sequenced, and the lessons connect related topics and ideas. The materials, as presented, satisfy the requirement that the content closely aligns with the course progression suggested by the 2022 Louisiana Social Studies Course Frameworks.</p>
	<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>Yes</p>	<p>In any one grade, instructional materials spend minimal time on content outside of the grade or grade-band. There is minimal excess or out-of-order information that is not explicitly tied to the LSSSS or that exists in an order different from that suggested. For example, Standard 3.7 expects students to describe the significance of major events in the history of the United States, including the American Revolution, the Louisiana Purchase, the Lewis and Clark Expedition, the abolition of slavery following the Civil War, the Women’s Suffrage Movement, the Civil Rights Movement, and the Space Race. The materials cover the above content with an appropriate level of detail and does not veer into content outside of the LSSSS.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<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 checked="" 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>Yes</p>	<p>Units are structured around engaging questions and big ideas relevant to the grade-level’s academic content. Every unit is organized into chapters in alignment with the 2022 LSSSS Course Frameworks. Each chapter begins with a Big Question which prompts students to think critically about the content and connections included in that unit of study. Each Big Question is connected to several supporting questions within the chapter which help students incrementally build towards the ultimate understanding of the Big Question. For example, Unit 6, Chapter 11 - Women’s Suffrage is anchored in the framing question, “How did the Women’s Suffrage Movement transform the United States?” and is aligned with Standard 3.7 which requires students to describe the significance of the suffrage movement. The Teacher’s Edition includes the following supporting questions: “How did the Women’s Suffrage Movement start and gain momentum?” “How did the fight for women’s suffrage change once suffragists changed their strategy to getting women’s suffrage at the state level?” “What opposition did the women’s suffrage movement experience?” and “How did the 19th Amendment affect voting in America?” Students gather</p>

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

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

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			<p>evidence to support their response using The BIG Question Evidence Collector as they navigate throughout the chapter. Afterward, students use the information on their evidence collector to write a response. Unit 2, Chapter 3 - How Our Government Works is anchored in the framing question, “Why was the United States government created and why was its creation significant?” and is aligned with Standards 3.10.a-c, 3.13, and 3.14. The Teacher's Edition includes the following supporting questions: “How do the three branches of the U.S. government work together to create a system of checks and balances?” “How do the different levels of government work together to govern our country?” “Why are the benefits of citizens exercising civic virtue?” and “Why would someone want to become an American citizen?” Students gather evidence to support their response in the evidence collector. In Unit 1, Chapter 2 - The Constitutional Convention and the First President, the Big Question is “How does the U.S. Constitution Impact our Everyday Life?” with supporting questions: “What kind of Government did the U.S. have once it was independent?” “Did all the framers of the Constitution agree at the Constitutional Convention?” “How does the Constitution protect the United States from being ruled by another tyrant?” “How does the Bill of Rights protect our rights to life, liberty, and the</p>

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	<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>Yes</p>	<p>pursuit of happiness?” and “What are some precedents that George Washington set for future presidents?” Each question has a possible response included.</p> <p>Materials provide frequent opportunities for students to engage in various forms of disciplinary thinking as required by the 2022 LSSSS. During each unit of study, students are asked to learn and apply social studies knowledge, cite relevant evidence from sources, and provide reasoning to support claims and arguments. Throughout the materials, students routinely describe or analyze the cause of effects of events, developments, and ideas. They also contextualize events, developments, and ideas. Students must source relevant documents and corroborate reliability. For example, in Unit 3, Chapter 6 - The Settlement of the West and the American Indian Experience, Lesson 3, students conduct an analysis of the painting “American Progress” in two parts. First, they identify elements and participate in a discussion about what those symbols and images mean. Then, they return to the painting in Lesson 4 after learning about the negative impacts of Westward Expansion on indigenous tribes and re-evaluate the image from that perspective. Teachers may also share sourcing information, and students decide reliability based on all elements, fully meeting the requirements of disciplinary thinking. In Unit 4, Chapter 8 - Slavery and</p>

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			<p>Abolition, Lesson 2, students discuss the connection between the expanding U.S. in fueling the debate over slavery and answer the following question: “What are two ways that migration impacted the debate over slavery? (Choose two.) a. People moved to the South, increasing the population. b. People moved out West and wanted to create new slave states. c. Enslaved people migrated to the North, seeking freedom. d. Immigrants from Europe migrated to cities in the North.” To complete the activity, students synthesize key ideas from their understanding of the institution of slavery, the process of Westward Expansion, and regional differences, meeting the expectations for contextualization. Finally, Unit 3, Chapter 5 includes a series of analysis activities that connect primary sources and students combine the details to create a clear picture of the motivations, dangers, and triumphs of the Lewis and Clark expedition. Students first analyze a letter from Thomas Jefferson to Meriwether Lewis in which they use several sourcing techniques and determine author, purpose, and tone. They subsequently read and analyze two primary source excerpts from Clark regarding their journey and experiences. Students also create multiple maps following the routes of Lewis and Clark, and they learn about Sacagawea’s role before completing a culminating writing task. The Teacher's</p>

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	<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>Yes</p>	<p>Edition provides multiple prompts to help students make connections between their prior knowledge of the Louisiana Purchase, the instructions in Jefferson’s letter to Lewis, the maps, and the importance of their guide as they engage in a range of thinking skills that demonstrate the materials meet the criteria.</p> <p>The materials as presented provide multiple opportunities for students to engage in disciplinary writing. Each unit includes at least two informal writing opportunities in which students apply social studies knowledge, cite relevant evidence from sources, or provide reasoning to support a claim or argument. Each unit includes at least one formal writing opportunity in which students apply their knowledge, cite relevant evidence, and develop a claim or argument. For example, in Unit 1, Chapter 1 - The Declaration of Independence and the American Revolution, students respond to the following writing prompt: “Great Britain thought colonists were selfish and disloyal to declare their independence. Use what you have learned in Chapter 1 to write a few sentences from Great Britain’s perspective against the Declaration of Independence. Then write a few sentences from a colonist’s perspective in favor of the Declaration of Independence. Be sure to explain how the Declaration protects individuals’ rights to</p>

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			<p>life, liberty, and the pursuit of happiness.” This prompt requires students to support their answer with evidence from the chapter and sources, as well as to present multiple perspectives, fully meeting the expectations for disciplinary writing. In Unit 3, Chapter 5 - The Louisiana Purchase and the Corps of Discovery, students write a response to the following prompt: “Which of Thomas Jefferson’s accomplishments do you think was the most important? Why? Be sure to support your argument with evidence and details.” This prompt incorporates the use of text-based evidence to support a claim in alignment with the disciplinary writing requirements. After engaging in an investigation related to the Lewis and Clark Expedition, students respond to the writing prompt for the My Corps of Discovery Field Journal. Students read the entry of William Clark and then write their own entry several months later, as if they have crossed the Rocky Mountains on the expedition using Clark’s entry from May 1805. Using their book and other online sources, students include information on the geography of their journey and explain how they survived.</p>
	<p>Required 2d) Materials promote an emphasis on building content-specific and academic vocabulary in social studies.</p>	<p>Yes</p>	<p>Materials promote an emphasis on building content-specific and academic vocabulary in social studies. The materials include adequate vocabulary resources available for educators and students throughout all units. Each unit includes a</p>

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			<p>list of appropriate, content-specific terms, along with their definitions, and each chapter includes a Vocabulary Builder Quiz that can be auto-scored to track student progress on key content vocabulary. For example, in Unit 5, Chapter 9 - The Second Industrial Revolution and the Growth of Cities, the Teacher's Edition includes a comprehensive vocabulary list at the beginning of each unit for all chapters included. The student edition includes the same words bold in orange type. Additionally, the student edition incorporates orange vocabulary definition boxes including all the words that have been used in context on that page. This chapter includes the following terms: technology, industrialization, investment, immigrated, emigration, persecution, incandescent, filament, public utility, and profit. In Unit 4, Chapter 7, the teacher edition includes the list of vocabulary words, and students complete an opening activity called Opener: Bubble Economics by “reading each of the words in the bubbles and coloring the bubbles according to their level of knowledge of each economic term.” Additionally, all chapters contain vocabulary words and the vocabulary builder feature that allows students to keep track of their learning as they progress through the materials.</p>

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	<p>2e) Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions.</p>	<p>Yes</p>	<p>Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions. The materials include directions and protocols for student-led discussions, deliberation, and debate throughout the units and chapters. The materials include opportunities for students to engage with each other in academic conversations, and both student- and teacher-facing materials provide guidelines for formatting these conversations to ensure they are age-appropriate and lead to deeper understanding of concepts. For example, in the Teacher’s Edition (Part 1), Facilitating Classroom Discussions, materials include a detailed introduction of the rationale behind classroom discussions as well as a variety of suggested protocols for preparing and “Diving into Discussion.” Additionally, the lesson guide outlines these discussion protocols at various points. Materials also include guidance for facilitating student-led discourse in a classroom setting and closing group discussions. Unit 4, Chapter 8, Section 1 outlines the process for teachers as they “Facilitate a class discussion about one or more of the supporting questions,” directing teachers to “Divide the class into three or six groups and provide each group with a sheet of poster paper with one of these questions written on it: Why does conflict occur? Who should make the rules? How</p>

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			do beliefs impact actions?” and to “Tell students to brainstorm possible answers to the question and write them on their group’s poster.” During the activity, teachers “Walk around and make sure all students are given the opportunity to share ideas.” Throughout the units, the Teacher’s Edition provides recommendations for the teacher to “guide the discussion” and suggests appropriate student answers. In the Teacher’s Edition, Unit 6, Chapter 12, Lesson 2, the materials outline a discussion strategy called “conversations” that “gives students the chance to share their ideas while gaining exposure to more of their peer’s ideas.” The guide provides detailed objectives and instructions for organizing students within groups and setting expectations. These included protocols give teachers the opportunity to prompt student-led discussions, and the example student look-fors help teachers successfully manage students’ dialogue.
<p>Non-negotiable</p> <p>3. QUALITY OF SOURCES: The sources students engage with are authentic and meaningful and in line with the kinds of knowledge and skills required by the standards.</p>	<p>Required</p> <p>3a) Materials provide many opportunities for students to build and deepen knowledge about content and concepts through analysis of a coherent selection of strategically-sequenced, high-quality primary and secondary sources, including written texts that are appropriately complex.</p>	<p>Yes</p>	<p>Materials provide many opportunities for students to build and deepen knowledge about content and concepts through analysis of a coherent selection of strategically-sequenced, high-quality primary and secondary sources, including written texts that are appropriately complex. There are several examples of primary sources embedded in the materials that include appropriate student</p>

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<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>activities. Secondary sources are mostly written specifically for the materials and provide details at an appropriate level of complexity. Standard 3.2 requires students to use a variety of primary and secondary sources to analyze social studies content, explain claims and evidence, and compare and contrast multiple sources. All units begin with Curated Content Boards which include a set of primary sources related to the content of the unit. Students begin their investigation of each topic by examining the sources, and the teacher edition provides directions about how to guide student interaction with sources on the board. For example, Unit 5, Chapter 9 - The Second Industrial Revolution and the Growth of Cities, includes the primary source analysis of an image depicting children at work in a factory during the Industrial Revolution. The guidance provided ensures that students have the scaffolds necessary to make connections. The textbook provides an appropriately complex explanation of issues surrounding child labor during this era. Students are ultimately asked to make an inference based on their analysis of the image skill. Additionally, in Unit 6, Chapter 11 - Women’s Suffrage, students investigate the Women’s Suffrage Movement. Students begin by analyzing three separate primary source quotes about women’s suffrage from key leaders of the</p>

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	<p>Required</p> <p>3b) Available sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined.</p>	<p>Yes</p>	<p>movement. Then, students read about the women’s rights movement in their textbook which provides appropriately complex content on this topic and allows students to incorporate their thoughts from the primary source quotes with what they have learned from their reading. Then, the materials provide details about the authors of each of the three quotes: Sojourner Truth, Susan B. Anthony, and Mabel Ping Hua-Lee. This sequential and integrated use of primary and secondary sources allows students to develop a rich understanding of the content.</p> <p>Materials are representative of multiple viewpoints or accounts on the issue, event, or topic being examined. The overall selection of sources are representative of multiple viewpoints or accounts when applicable, and appropriate when available. For example, In Unit 3, Chapter 6 - Settlement of the West and the American Indian Experience, students examine the Westward Expansion and its impact on white settlers and Native Americans, the reservation system, the Indian Removal Act, and “Trail of Tears” forced migration, as required by Standard 3.8. In Unit 4, Chapter 8 - Slavery and Abolition, the topic of slavery is first presented in the context of regional economic differences, then moves on to address the Abolitionist Movement and includes a discussion of the ideas and actions of Frederick Douglass, Harriet</p>

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			<p>Tubman, Sojourner Truth, John Brown, Nat Turner, and Dred Scott and their impacts on the lives of enslaved people. Additionally, in Chapter 5, Lesson 4, Teacher's Edition, in an activity called "Cast Your Vote," students listen to different perspectives of the issues surrounding the War of 1812 and then record whether that person agrees or disagrees with the declaration of war and why on their Let's Practice: Cast Your Vote – 1812 sheet. Once students listen to all of the perspectives, they take a position about the war and decide whether or not they agree with America's decision to declare war while supporting their position with evidence.</p>
	<p>Required 3c) Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units.</p>	<p>Yes</p>	<p>Sources present the achievements and contributions, strengths, skills, and knowledge of the wide range of individuals and groups referenced in the Louisiana Social Studies Standards. A majority of the individuals and groups specified in the 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, Standard 3.6a requires that students identify and describe national historical figures,</p>

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			<p>including Susan B. Anthony. In Unit 6, Chapter 11 - Women’s Suffrage, students analyze the achievements of Susan B. Anthony by reading an article and describing her three achievements, whereas, in Section 4, students answer the question, “Why was the 19th Amendment nicknamed the Susan B. Anthony Amendment?” Students also examine some of Susan B. Anthony’s famous quotes by completing a graphic organizer. In Unit 7, Chapter 13 - Modern Era Advancements: The Space Race and the Digital Age, students analyze the achievements of Sally Ride, Katherine Johnson, and Mae Jemison and how they broke barriers in space exploration. Additionally, in Unit 3, Chapter 6 - Settlement of the West and the American Indian Experience, the contributions of Chief Sitting Bull and his efforts to preserve his nation’s way of life are outlined in their own space, separate from more general information on the Indian Removal Act and the Battle of Little Bighorn and long-term outcomes and impacts of Westward Expansion on Native Americans. All of these individuals are included in the LSSSS as important figures, and these materials highlight their stories and contributions.</p>

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<p>4. SCAFFOLDING AND SUPPORT: Materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts using multiple instructional approaches and strategies.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 4a) Materials provide appropriate scaffolding that will allow all students to productively engage with content.</p>	<p>Yes</p>	<p>Materials provide 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. Each chapter includes similar Let’s Learn activities for struggling learners and Extended Learning activities for those in need of a challenge. Materials utilize a gradual release of responsibility model to support the introduction of new content and skills. When introducing new content and/or skills, materials provide appropriate scaffolds, such as graphic organizers, visual aids, text at various reading levels, alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, and suggestions for more advanced texts for extension. For example, in Unit 2, Chapter 4 - The Geography and Symbols of the United States, Lesson 3 involves learning about key symbols and landmarks in the United States as students create a booklet identifying each visually and with a written explanation. The Let’s Learn scaffolded support for this lesson involves using the same principle to create a set of flashcards with the images from the opening activity which students can use in a matching game to practice their recognition. This creates an access point for struggling</p>

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			<p>learners. Additionally, there is an Extended Learning opportunity for students who are ahead to research and create a calendar of national holidays in conjunction with the symbols and their meanings. Another example of the layered scaffolds can be found in Unit 1, Chapter 1 - The Declaration of Independence and the American Revolution. In Lesson 1, scaffolded support hands-on activity in the Teacher's Edition helps students distinguish between a representative democracy and a monarchy. After reading "Causes of Colonial Dissatisfaction" from the Student Book section, the Teacher's Edition provides additional support or remediation with the Declaration of Independence, The 5 W's graphic organizer. Additional scaffolded support is provided with a different version of this graphic organizer, Declaration of Independence Pictures and Words, in order to provide support for various student needs. Finally, in Unit 7, Chapter 13, Lesson 2 the Teacher's Edition provides scaffolded support for students who may struggle with the lesson "Women and Space" by reading the short biographies of Sally Ride, Katherine Johnson, and Mae Jemison and completing the graphic organizer for each by answering the questions to summarize their achievements using Let's Learn: Biographies of Ride, Johnson, and Jemison II.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required</p> <p>4b) Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used.</p>	<p>Yes</p>	<p>Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used. The teacher materials include a section with in-depth background information on the topic being studied. Teacher materials include concise explanations of the instructional approaches being used, the purpose for their use, and the research base behind them. For example, Unit 3, Chapter 5 - The Louisiana Purchase and the Corps of Discovery begins with a set of learning targets for the teacher to use written in student-friendly language and aligned to the 2022 LSSSS. The materials then outline a step-by-step procedure for teachers to follow to have students investigate the BIG question before beginning the first lesson. The materials provide teachers with possible questions to help facilitate the discussion, as well as student look-fors in response. The directions then proceed to the Opener activity, in which teachers are instructed to “model using a think aloud,” and are provided with a script. The guide tells teachers exactly when and how to start and stop discussions, how to conduct discussions, where to post shared student responses, and when to move on to the book-based portion of the lesson. Another example of in-depth teacher information is evident in Unit 4, Chapter 7 - Regional Development. In the Teacher's Edition, the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>lesson begins with a brief review of source types, and the teacher reminds students that “a primary source is an original record of a past event, usually created by someone who actually saw or participated in the event.” Then, the teacher asks students to share ways that we can learn about the past from primary sources, and the following look-fors are provided for the teacher: “We can learn about different perspectives and what people thought about in the past. We can learn about society and culture (dress and entertainment). We can learn how things are the same or different today.”</p> <p>Afterward, the teacher explains that students will do the work of a historian by reading a secondary source, their Student Book, and examining some primary source images to learn about the economic development of various regions in the United States. Students analyze primary sources like historians “to add rigor and higher order thinking to lessons.” Also, additional teacher notes for primary sources are included to give teachers background information about the source and prompts that they can use as needed to help students actively participate in class discussions. Finally, in Unit 4, Chapter 8 - Abolition and Slavery, Lesson 1 follows a similar structure as it begins with an opening and proceeds to the core content addressed in this section. The Teacher's Edition includes a materials list for the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>lesson, a teacher tip reminding teachers to refer to specific previous materials and concepts, explicit directions for setting up a T-chart, opening a discussion, and sharing guidance on recording students' responses, and a highlighted note directing teachers when to have students read a particular section of their books. The directions in the guide continue in this step-by-step format for the duration of the lesson, providing a scripted format to follow for teachers less familiar with the content, but also multiple opportunities for teachers to scaffold materials or add opportunities for deeper learning as needed.</p>
<p>5. USABILITY: Materials are easily accessible, and are viable for implementation given the length of a school year.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 5a) The total amount of content is viable for a school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	<p>Yes</p>	<p>The total amount of content is viable for a school year and the pacing of content allows for maximum student understanding. Overall pacing guides involve approximately 29 weeks. The materials provide guidance about the amount of time a task might reasonably take. The content students are expected to learn does not exceed what is reasonable in a school year. The pacing of the content students are expected to learn is appropriate and allows time for re-teaching content or skills if necessary. The materials include specific guidance for the range of time a task might take. The Scope and Sequence, which can be found in the Teacher's Edition Part 1 document, outlines the units of study with a clear time frame for execution. This timeframe</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>is in alignment with the 2022 LSSSS Frameworks pacing plan. Unit 2, Chapter 3 contains four sections and the offered guidance suggests two weeks for the completion of the task. The pacing of the content is rigorous but allows time for reflection and mastery. By dividing the chapter into sections, students have the opportunity to understand and retain information in a more manageable way. The pacing guidance provides students with time for reflection, practice, and consolidation of information. By spreading the content over multiple sections and even chapters, students have the opportunity to review the material and reinforce their understanding and retention. This consolidation time helps students deepen their comprehension and make connections between different concepts within the chapters. Finally, Unit 7, Chapter 13 includes three sections, and the offered guidance suggests one and a half weeks for the completion of the task. By organizing content over several sections within a chapter, students have the opportunity to reinforce their understanding of key skills and concepts presented in each section. Also, teachers can provide additional support or extension activities, ensuring that each student has the opportunity to succeed at their own pace.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>5b) Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning.</p>	<p>Yes</p>	<p>Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning. Materials provide specific resources for communicating with parents, community members, and other stakeholders, such as examples of what students will know and be able to do at the end of each unit and how this learning can be supported at home. The materials use easy-to-understand language. Unit 1 begins with a letter that can be printed directly and sent home, as well as a copy-and-paste option/suggestion for communicating through 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 eight suggestions for how to communicate with students about what they are learning, as well as ideas for enhancing learning via museum visits, family discussions, books to read together, and independent research ideas. The online classroom interface easily allows teachers to communicate with stakeholders about assignments, lessons, and learning experiences. Units 2-7 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</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			encourage a deeper understanding of the content and skills.
	5c) Student and teacher materials are easy to use and well organized.	Yes	Student and teacher materials are easy to use and are well organized. Teacher materials and student materials are concise and easy to navigate. The teacher materials make clear connections to the student materials. 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 organizer and follows with subtopics organized into lessons, which are all framed as supporting questions. The teacher editions provide concise directions for use and are well organized to address the LSSSS. Additionally, teacher materials describe the location of various scaffolding documents and student materials. The side panel in the student ebook enables students to move through the text with ease. The text is well organized to match the Scope and Sequence of the materials. 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	Required	Yes	Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>measure progress and elicit evidence of the degree to which students can independently demonstrate the assessed standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>6a) Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments.</p>		<p>summative assessments. Each unit includes a variety of formative assessments and the supports necessary for teachers to use the results to adjust instruction. Each unit includes at least one summative performance task. The materials provide summative assessments at the end of each unit and at the end of the textbook in the form of the “ExperTrack assessments system with each chapter and in three EOY assessments.” For example, Unit 3, Chapter 5 - The Louisiana Purchase and the Corps of Discovery includes the following formative assessments: multiple primary source analysis activities; map skills practice involving creating a map tracing Lewis and Clark’s Journey; two printable graphic organizers to be added to the students’ interactive workbook; an activity asking students to organize events chronologically; a separate map analysis activity; a structured student discussion with note-taking space; a formal writing assessment; the ExperTrack benchmark for the chapter; and a vocabulary assessment. This detailed set of assessments provides teachers with a clear picture of how students understand the content and perform the required skills in alignment with the criteria. Finally, in Unit 4, Chapter 7, Section 1, student understanding is assessed as they decide if a written statement represents a free enterprise economy or not. They respond</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>in writing to the prompt “What is the difference between a producer and a consumer?” and explain how supply and demand impact price by drawing in the correct arrows in the chart. Furthermore, students classify written statements as exports/imports and answer several text questions after reading a brief passage. In Section 2, students have an opportunity for a quick review by answering four multiple-choice questions. A variety of formative assessment supports are provided in the Teacher's Edition throughout the chapter including Scaffolded Support for teachers to adjust instruction if needed. In order to demonstrate their knowledge, students conduct a Fake Interview task which teachers use to determine if remediation is needed as indicated in the Teacher's Edition. The Teacher's Edition also includes a vocabulary quiz and a study guide, which if completed independently by students, demonstrates students' knowledge. Finally, the summative assessment, ExperTrack Checkpoint, is digitally assigned to students at the end of the chapter to assess and reinforce students' mastery of standards-based learning objectives.</p>
	<p>Required 6b) Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary</p>	<p>Yes</p>	<p>Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>thinking, and require students to use their content knowledge, skills, practices, and/or provided sources.</p>		<p>provided sources. The assessments in the materials reflect the content and full depth and rigor of the standards. The assessments in the materials require students to apply content knowledge and skills representative of the field of social studies. The assessments embed use of appropriate primary and secondary sources when applicable. Assessments include opportunities for students to express understanding through both concise and extended writing. For example, Unit 4, Chapter 8 - Abolition and Slavery includes the project A Museum Display of Causes and Effects of the Civil War. The project includes a rubric and addresses the following: Skills and Practice Standards 3.2, 3.3, 3.4, and Content Standards 3.6, 3.7, 3.8, 3.12. This assessment is standards-aligned and requires students to use a range of disciplinary thinking and requires students to use their content knowledge, skills, practices, and/or provided sources. Another example of a high-quality assessment is evident in Unit 1, Chapter 1 - The Declaration of Independence and the American Revolution. In Lesson 1, students analyze a secondary source, “The Proclamation of 1763,” and answer concise open-ended text-dependent questions aligned with the Standard 3.7. Students also analyze a primary source, Thomas Paine’s “Common Sense,” and explain in their own words how Thomas</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Paine felt about monarchy, aligned with Standard 3.4.a-c. Students engage in formative review with Let's Review: I Spy...Significant People, Events, and Monuments in the Revolutionary War by creating clues for 10 people that include events and monuments from the Revolutionary War for their partners to guess who or what they are referring to related to the Revolutionary War. They also take a vocabulary quiz to demonstrate their understanding of Chapter 1 vocabulary terms before they take their Chapter 1 ExperTrack summative assessment. The summative assessment uses different sources, including a secondary source, Thirteen Colonies, Three Colonial Regions Map, in Item 3, and a primary source, an excerpt from Common Sense by Thomas Paine, in Item 12. The assessment consists of 20 questions that assess students' proficiency of the standards. These questions require students to utilize their knowledge and provided sources to demonstrate their understanding. Finally, ExperTrack assessment Unit 4, Chapter 7 addresses the following Skills and Practice Standards: 3.1, 3.2, 3.5 and Content Standards: 3.8, 3.9, 3.15, 3.16, 3.17, 3.28, demonstrating a mix of both content and skills and practice application based on this unit of study.</p>
	Required	Yes	Materials provide guidance and support to help teachers collect, interpret, and act on

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>6c) Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards.</p>		<p>data about student progress toward the standards. In addition to providing a wide variety of assessment types and reporting tools, the materials incorporate guidance and support, including student look-fors in written answers, rubrics for writing assignments, and suggested resources and activities for responding to student performance data at a variety of levels. For example, the Teacher’s Edition, Part 1, Using Assessments to Inform Instruction provides specific examples of activities to support student learning when assessments indicate deficits, as well as extension opportunities for students demonstrating mastery. In Unit 5, Chapter 11, students respond to the writing prompt: “How did the 19th Amendment keep the United States Constitution’s promise to protect individuals’ rights to life, liberty, and the pursuit of happiness?” The Teacher’s Edition, Part 2 includes an anticipated student response, specific look-fors in student work, and a generic writing prompt rubric, in addition to a formal rubric for evaluating written assessments. These resources ensure that teachers can accurately and consistently evaluate the students’ ideas and assess their understanding before utilizing the tools and resources included in the materials to adjust instruction according to the students’ performance on multiple forms of assessment.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I and II to make a final decision for the materials under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I: Non-negotiable Criteria of Superior Quality³	1. Alignment and Sequence	Yes	Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for Grade 3 history 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 that aligns to the sequence in the 2022 Louisiana Social Studies Course Frameworks. In any one grade, instructional materials spend minimal time on content outside of the grade or grade-band.
	2. Disciplinary Skills and Practices	Yes	Units 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 LSSSS. 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

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
			sources, and strong reasoning to support and develop claims or arguments. Materials promote an emphasis on building content-specific and academic vocabulary in social studies. Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions.
	3. Quality of Sources	Yes	Materials provide many opportunities for students to build and deepen knowledge about content and concepts through analysis of a coherent selection of strategically-sequenced, high-quality primary and secondary sources, including written texts that are appropriately complex. 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 referenced in the Louisiana Social Studies Standards.
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 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

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
			allows for maximum student understanding. 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. High-quality assessments include standards-aligned questions that 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 measuring students' progress toward mastery of the standards.
FINAL DECISION FOR THIS MATERIAL: Tier 1, Exemplifies quality			



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: Social Studies**

Grade/Course: **4**

Publisher: **Gallopade International, Inc.**

Copyright: **2023**

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

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

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

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. Materials must meet all of the Non-negotiable Criteria 1-3 for the review to continue to Section II.			
<p>Non-negotiable</p> <p>1. ALIGNMENT AND SEQUENCE: Materials adequately address the Louisiana Student Standards for Social Studies.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>1a) Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies for the identified grade-level/course and require students to engage in thinking at the full depth and rigor of the standards.</p>	<p>Yes</p>	<p>Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for Grade 4 and require students to engage in thinking at the full depth and rigor of the standards. The units and weeks follow the suggested scope in the course design and framework. Each week includes lessons and readings that align to the LSSSS. For example, Unit 1, Chapter 3, Section 3, The Importance of Geography specifically discusses “favorable geographic characteristics of civilizations.” Students examine maps which highlight key river civilization locations, compare and contrast the geographic features of these areas, and construct maps by including the best-known river civilizations. Furthermore, the chapter incorporates maps and outlines the features of other civilizations that did not form in river valleys (Rome, Israel, Maya, and Greece), as well as exercises that prompt students to make inferences about which features in each of those areas would have effectively supported a civilization. Additionally, each of the chapters addressing a specific civilization (Chapters 4-13) begins with a section that focuses on the geography of that</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>particular civilization and a series of map-building and analysis activities which lead students to make connections about the impact of geography on each civilization. This work aligns to the full depth and rigor of LSSSS 4.7, which states students should “Use geographic representations and historical information to explain how physical geography influenced the development of ancient civilizations and empires.” Another example of a multi-component Framing Standard addressed in the materials is in Unit 6, Chapter 13, Section 1, in which students identify and locate geographic features of the Yucatan Peninsula (LSSSS 4.19.a); whereas, in Section 2, students examine the Mayas’ technological advancements in astronomy, math and calendars, hieroglyphic writing, and architecture (LSSSS 4.19.f). At the end of the section, students examine the end of the Maya civilization and possible reasons why the Maya abandoned their cities (LSSSS 4.19.g). The materials address the Skills and Practices Standards, as well. According to LSSSS 4.5 (3-5 SP3), students must “Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Explain causes and effects. d. Describe counterclaims.” Multiple</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<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</p>	<p>Yes</p>	<p>chapters address this standard through a variety of writing and discourse activities in which students respond to questions while citing specific, text-based evidence. For example, in Unit 1, Chapter 1, Section 2, in the Make an Inference activity, students “Use evidence from the text to predict what might cause a change” with regard to world climate change and the agricultural revolution. This involves utilizing evidence to explain cause and effect. Another example of the Skills and Practices standard is in Unit 3, Chapter 6, Section 2, in which students gather evidence from the text to support or refute various statements about the Harappan civilization and its people. This addresses the component of the standard where students demonstrate an understanding of social studies content, describe viewpoints, explain causes and effects, and explain counterclaims. Finally, in Unit 3, Chapter 7, Section 2, students “Build an argument” using key text details relating to three specific geographic features, then synthesize that information by writing a claim based on evidence. This set of activities demonstrates a comprehensive incorporation of LSSSS 4.5 throughout the materials.</p> <p>Materials present a clear path for teachers to address content in a coherent and chronological manner that aligns to the sequence in the 2022 Louisiana Social Studies Course Frameworks. The content</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>that reasonably aligns to the sequence in the 2022 Louisiana Social Studies Course Frameworks.</p>		<p>and organization of the materials align with the course framework suggested by the Grade 4 LSSSS, including the same units and following the naming conventions and suggested order of the course framework. The materials include all key topics and do not incorporate peripheral units or lessons beyond those required by the frameworks. For example, the Grade 4 Framework suggests a progression of six Units: Unit 1: Prehistory and the Agricultural Revolution; Unit 2: Ancient Near East; Unit 3: Early Civilizations: India, China, Greece; Unit 4: The Growth of Empires; Unit 5: Early Civilizations in North America; and Unit 6: Early Civilizations: The Maya. The materials follow this progression, with a similar order of units, naming conventions, and content focus. For example, Unit 5: Early Civilizations in North America is structured as two chapters, as suggested by the course frameworks: Chapter 11 - North America and Louisiana’s First Peoples and Chapter 12 - The Development of Indigenous Cultures in Louisiana. The names of the units and chapters also align with the frameworks, as well as all other units in the materials in terms of order and chapter breakdown.</p>
	<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>Yes</p>	<p>In any one grade, instructional materials spend minimal time on content outside of the grade or grade-band. There is minimal excess or out-of-order information that is not explicitly tied to the LSSSS or that</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			exists in an order different from that suggested. For example, In Unit 4, Chapter 9, materials primarily focus on the geographic, political, economic, and cultural structures of ancient Rome (LSSSS 4.17). Additionally, Units 3 and 5 each address different aspects of ancient Chinese civilization and culture. Chapter 7 focuses on earlier dynasties, while Chapter 10 discusses later dynasties and Imperial China, as well as the Silk Road, cultural diffusion, and connection with the Near East and Rome; however, all content is aligned with the course framework and the materials only address information and topics relevant to the grade-band. The materials address the above content with an appropriate level of detail and do not veer into content outside of the LSSSS for Grade 4.
<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>Required</p> <p>2a) Units are structured around engaging questions and big ideas relevant to the grade-level/course’s academic content.</p>	<p>Yes</p>	<p>Units are structured around engaging questions and big ideas relevant to the grade-level’s academic content. Every unit is organized by chapter in alignment with the Grade 4 Framework. Each chapter begins with a Big Question which prompts students to think critically about the content and connections in that unit of study. Each Big Question is connected to several supporting questions within the chapter which helps students</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
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>incrementally build knowledge and understanding of the Big Question. For example, in Unit 6, Chapter 13, Early Civilizations: The Maya, the Big Question frames the chapter’s content, asking students “How did geography impact the lives and culture of ancient Maya?” (LSSSS 4.19). The Teacher’s Edition includes supporting questions that incorporate engaging and student-friendly language, such as “How did geography influence the establishment of the Maya civilization?” and “In what ways did the people of the Maya civilization create an organized, ordered society?” Students gather evidence to support their responses using the The BIG Question Evidence Collector as they navigate through the chapter. Subsequently, students utilize the information they record on their evidence collectors to compose a response. In Unit 1, Chapter 2, the Big Question is “How did the effects of the Agricultural Revolution support human populations?” Throughout the chapter, students revisit this question and build on their understanding by answering supporting questions, such as “How are geographic representations like maps used to describe a location?” “What new skills did prehistoric people learn during the Agricultural Revolution?” and “How did the Agricultural Revolution affect the development of permanent settlements and barter economy?” The Teacher’s Edition - Part 1 includes</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>exemplar student responses to each of these questions and other student look-fors, as well as suggested methods for leading student discussions relating to these questions. Furthermore, several activities in the Student Edition lead students to dive deeper into the Big Question, including cause and effect organizers that connect climate change with agriculture and food surpluses with cultural diffusion.</p>
	<p>Required 2b) Materials require students to engage in the various types of disciplinary thinking that are explicit and embedded in the Louisiana Student Standards for Social Studies.</p>	<p>Yes</p>	<p>Materials provide frequent opportunities for students to engage in various forms of disciplinary thinking as required by the 2022 LSSSS. During each unit of study, students learn and apply social studies knowledge, cite relevant evidence from sources, and provide reasoning to support claims and arguments. Throughout the materials, students routinely describe or analyze the causes and effects and contextualize events, developments, and ideas. For example, in Unit 3, Chapter 8 - Ancient Greece, Lesson 3 guides students through a primary source analysis, as students investigate quotes from Greek philosophers Socrates, Plato, and Aristotle. After building an understanding of the philosophers, students rewrite the quotes in their own words and choose one quote to connect to the modern world. This activity aligns with the criteria for disciplinary thinking and reflects the practices of contextualization, sourcing, and corroboration. Similarly, in Unit 4,</p>

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			<p>Chapter 9, Section 2, students analyze a source, a public display of The Twelve Tables, by answering the following questions: “Why were the Twelve Tables created?” “What emotions do you see portrayed in the illustration?” “Who do you think the people are in the illustration - patricians, plebeians, or both? Explain your answer” and “What do you think the Romans are saying about the Twelve Tables?” This analysis is connected to the supporting question, “What were the main characteristics that shaped the Roman Republic?” Students make connections and contextualize events, developments, and ideas. In Unit 1, Chapter 2 - The Agricultural Revolution, students make multiple inferences and describe cause and effect relationships by synthesizing information from Chapters 1-2. After completing readings and activities relating to geography and climate, as well as learning about human migration, students make inferences about the types of environments preferable to people looking to settle. This requires students to engage in disciplinary thinking about the cause and effect of movement and the impacts of the environment on human lifestyle. Further in the chapter, additional activities build on these inferences, as students describe the cause and effect relationships between the end of the Ice Age, growth of more plants, and human development of agriculture. Then, they</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<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>Yes</p>	<p>describe key differences in human lifestyles following the agricultural revolution.</p> <p>The materials as presented provide multiple opportunities for students to engage in disciplinary writing. Each unit includes at least two informal writing opportunities and one formal writing opportunity in which students apply social studies knowledge, cite relevant evidence from sources, or provide reasoning to support a claim or argument. For example, in Unit 3, Chapter 6, Section 3, students encounter a writing prompt asking them to compare and contrast the Hindu belief in reincarnation with Egyptian beliefs about the afterlife. This task requires students to apply social studies knowledge from the previous chapter and to apply skills and practice standards related to making claims. Students incorporate evidence from both chapters in their response as they develop their claims for this argument. Additionally, in Unit 4, Chapter 9, Section 5, after an analysis of the fall of the Roman Empire, students respond to the prompt: “Which factor do you think was most important in weakening the Roman Empire? Why? Be sure to cite evidence to support your opinion.” Throughout the chapter, students use the BIG Question Evidence Collector. The Teacher’s Edition - Part 2 includes sample student responses and emphasizes that answers should</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			include evidence and reasoning to support the students’ claims. In Unit 5, Chapter 11 - North America and Louisiana’s Early People, students complete an inference task with the following prompt: “People migrated to the Americas much later than to other continents, and then were separated from the rest of the world for thousands of years when the ocean covered the Bering Land Bridge. How might this have affected the development of civilization in the Americas?” This prompt requires students to synthesize their understanding of previously learned social studies content with new information about civilizations in North America within their writing and is similar to the types of tasks that exist throughout the materials.
	<p>Required</p> <p>2d) Materials promote an emphasis on building content-specific and academic vocabulary in social studies.</p>	Yes	Materials promote an emphasis on building content-specific and academic vocabulary in social studies. The materials include adequate vocabulary resources for teachers and students throughout all units. Each unit includes a list of appropriate, content-specific terms and their definitions, and each chapter includes a Vocabulary Builder Quiz that can be auto-scored to track student progress with key content vocabulary. For example, the Teacher’s Edition includes terms and definitions at the outset of Unit 2, including terms relating to early civilizations in the Ancient Near East (Mesopotamia, Israel, and Egypt). The

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			<p>terms in Chapter 4 include artisan, city-state, civilization, climate, cuneiform, descendant, domesticate, epic, ethnic, famine, fertile, irrigation, metallurgy, monarchy, Judaism, monotheism, patriarch, polytheism, silt, social structure, specialize, ziggurat. The terms in Chapter 5 include afterlife, canopic jar, cultural diffusion, hieroglyphics, mummification, papyrus, sarcophagus, scribe, specialization. Student materials embed vocabulary terms and highlight them in bold orange. The student editions also provide definitions on the same page as the terms to ensure student access to the information in real time and assist in comprehension. Additionally, in Unit 5, Chapter 12 provides students with content-specific and academic vocabulary, including definitions for terms such as nomadic, artifact, elevation, and excavate. The online edition of this chapter includes a Vocabulary Quiz and a Vocabulary Builder Activity. In this activity, students read each vocabulary term and definition, then write sentences using each term to demonstrate their understanding. The vocabulary quiz also serves as a checkpoint and helps clear up students' misconceptions about terms before they take the formal End-of-Chapter 12 assessment. These resources are available to students and teachers in all chapters of the materials.</p>

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	<p>2e) Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions.</p>	<p>Yes</p>	<p>Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions. The materials include directions and protocols for student-led discussions, deliberation, and debate throughout the units and chapters. The materials incorporate opportunities for students to engage with one another in academic conversations and provide guidelines for both students and teachers to structure conversations so that they are age-appropriate and lead to deeper understanding of concepts. For example, in Unit 1, Chapter 3, Section 1, students follow directions to answer the following question orally within the Discuss It activity: “Which key characteristic of ancient civilizations do you think was most important to their success? Why? Support your answer with evidence from the text.” Additionally, teachers use guidance to facilitate group work as students learn about one of the six common characteristics of civilizations: urbanization, specialized labor, advanced technology, government institutions, religious institutions, and social classes. Teachers use the Let’s Practice: Civilization Cards to divide students into groups of three-to-four before they direct students to use their Student Books and other resources to research the definition, explanation, and examples of the assigned characteristics. Students then review poster requirements using the Let’s</p>

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			<p>Practice: Poster Checklist and Rubric and use the information they collect to create a poster that showcases their research findings. Lastly, students display their posters and summarize information about each characteristic of civilization with the Let's Practice: Gallery Walk activity. Additionally, the Teacher's Edition - Part 1 includes a detailed introduction of the rationale behind classroom discussions. The materials suggest a variety of discussion protocols and outline procedures at various points in the step-by-step lesson guide, such as guidance for closing group discussions and facilitating student-led discourse in a classroom setting. Furthermore, the appendix beginning on page 193 of the Teacher's Edition - Part 2 includes a student answer key with suggested look-fors for each Discuss It activity. This feature assists teachers in effectively evaluating student-led discussions and provides guidance for intervening in conversations that do not align with the appropriate objectives. These structures ensure students are able to engage appropriately in discourse.</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 and skills required by the standards.</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>Yes</p>	<p>Materials provide many opportunities for students to build and deepen knowledge about content and concepts through analysis of a coherent selection of strategically-sequenced, high-quality primary and secondary sources, including written texts that are appropriately complex. The materials embed primary</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>sources within student workbooks and in the additional resources. Furthermore, materials present sources in various formats, including images of artifacts, early writing samples, and translated texts. Primary sources include mostly appropriate student activities that connect to other content and utilize relevant Skills and Practices Standards, such as requiring students to use a variety of primary and secondary sources to: a. Analyze social studies content; b. Explain claims and evidence; and c. Compare and contrast multiple sources (LSSSS 4.2). Students begin units with an investigation of different primary and secondary sources through guided analysis activities. The Teacher’s Edition provides directions and student look-fors in related activities. Additionally, multiple chapters include primary sources and activities that require students to compare and contrast sources and to use sources to explain evidence. For example, Unit 3, Chapter 8, Lesson 2 discusses the aspects of democracy in Ancient Athens and other forms of government in ancient Greece’s city-states. Students analyze Pericles’ speech promoting professionalism in government, then connect the speech to their understanding of ancient Greek civic ideals. In another example, in Unit 2, Chapter 5, Section 1, the teacher delivers an Egyptian artifact-based lesson to guide students in composing questions and</p>

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			<p>conclusions based on their observations of primary sources. The materials provide detailed instructions and student look-fors within the primary source analysis. The lesson also includes optional scaffolded support for students. Each of these activities includes additional information for students in the form of appropriately complex secondary sources. In Unit 6, Chapter 13, Section 2, after learning about Mayan religion and understanding that the Maya honored their gods with frequent religious festivities and outdoor games, students analyze a photo that shows a goal in the Mayan ball court at Chichén Itzá, Mexico, and answer the following questions: “What kind of game do you think the Maya played using this goal?” and “What does this goal tell you about similarities between the Maya and people living today?” Subsequently, students answer three review questions about Mayan religion. The embedded activities connect directly with the content and promote the development of the skills and practices expressed in the LSSSS.</p>
	<p>Required 3b) Available sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined.</p>	<p>Yes</p>	<p>Available sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined. The selection of sources are representative of multiple viewpoints when applicable, appropriate, and available. For example, in Unit 2, Chapter 4, Lesson 3; Unit 3, Chapter 6, Lesson 3; and Unit 4, Chapter 9, Lesson 4, students review the history and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>beliefs of Judaism as a religion and make connections with the monotheistic religions of Christianity and Islam. Within these lessons, students also acquire detailed information about the history, spread, and beliefs of Hinduism and Buddhism in addition to information about the origins and spread of Christianity throughout the Roman empire. The materials address the different religions in equal detail and require students to describe the origin and spread of major world religions as they developed throughout history while connecting these ideas to the modern world (LSSSS 4.8). Additionally, in Unit 4, Chapter 9, Section 2, students examine the class system of ancient Rome, including the roles and rights of patricians, plebeians, and slaves within Roman society. The chapter begins with a Job Reflection activity in which students choose their preferred types of jobs before learning about Romans' practice of predetermining careers for patricians, plebeians, and slaves at birth. Students also analyze how the ancient Romans applied the rule of law to all three classes. The materials continue to require students to engage with multiple viewpoints and perspectives, as students compare and contrast the Greek city-states and write from the points of view of citizens from different places in Unit 4, Chapter 9, Lesson 4.</p>

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	<p>Required 3c) Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units.</p>	<p>Yes</p>	<p>Sources present the achievements and contributions, strengths, skills, and knowledge of the wide range of individuals and groups referenced in the LSSSS, particularly with regard to the key ruling dynasties and noteworthy leaders of various ancient civilizations. For example, in Unit 3, Chapter 8, Lesson 3, students obtain detailed information about key figures in Greek history, including Plato, Aristotle and Alexander the Great, and learn about their long-term influence and contributions to modern government, philosophy, and the spread of Greek culture throughout the world. This lesson corresponds to the depth and rigor of LSSSS 4.16, which requires students to describe the geographic, political, economic, and social structures of Ancient Greece. Similarly, Unit 4, Chapter 10, Lesson 2, students engage in compare and contrast activities and acquire information regarding later Chinese dynasties, including the Qin and Han dynasties. Students utilize prior knowledge from Unit 3, Chapter 7 to make connections between the earlier Chinese dynasties and the advancements of key philosophers like Confucius. This range of details about various leaders and dynasties reflects the requirements of LSSSS 4.18: Describe the geographic, political, economic, and cultural structures of ancient China. In Unit 2, Chapter 5, Section 2, students examine the achievements of ancient</p>

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			<p>Egyptian leaders, such as Queen Hatshepsut, Ramses the Great, and Tutankhamun (LSSSS 4.14.d). The Opener Activity kicks off with students exploring Curated Content Board Images: <i>Giza Sphinx and Pyramids</i>, <i>Tut's Tomb Open</i>, and <i>View of Hatshepsut</i>. The materials continue to engage students with the LSSSS as students continue to learn about the history and contributions of Egyptian dynasties, key figures, and important leaders throughout the chapter.</p>
<p>4. SCAFFOLDING AND SUPPORT: Materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts using multiple instructional approaches and strategies.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 4a) Materials provide appropriate scaffolding that will allow all students to productively engage with content.</p>	<p>Yes</p>	<p>Materials provide 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. This support evolves over the course of the materials with the understanding that, over time, students will internalize certain routines and procedures and take more ownership of their learning. For example, Unit 1, Chapter 1, Lesson 1, Teacher's Edition - Part 1 includes extremely detailed instructions for the first several activities. The materials also incorporate suggestions for presenting information to students, reminders and information specific to the beginning of the year, tips for supporting students struggling to understand essential unit vocabulary, and possible student responses for the questions</p>

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			<p>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 small groups and whole class implementation, depending on student needs. Further along in the materials, Unit 5, Chapter 11, Lesson 1 provides a scaffolded opportunity for students to closely examine present-day geographic features, serving as a foundation for understanding the geography of the Americas. Students use a copy of Map Skills: Geography of the Americas – Digital Maps! Following a gradual release method, students work as a class to complete the first step by accessing Google Earth or Google Maps, examining North America using each viewing option, and discussing their observations. Materials encourage teachers to think-aloud to model this process for the students. Afterward, students review the instructions and use the digital maps to complete the activity. Teachers assess student work and decide whether additional support is needed. Though the materials still provide adequate guidance, this activity is reflective of nearly a year of expected student growth and learning. Additionally, each chapter in the materials includes Let’s Learn scaffolded support for students</p>

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	<p>Required 4b) Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used.</p>	<p>Yes</p>	<p>requiring additional time to internalize concepts, as well as an Extended Learning opportunity for students ready for more challenging content.</p> <p>Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used. The teacher materials include a detailed overview of the key concepts at the beginning of each unit, as well as student objectives in each chapter. Teacher materials include explanations of the instructional approaches, their purposes, and supporting research. For example, in Unit 1, Chapter 1, the Teacher’s 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 the teacher to present the Big Question and includes suggestions for student look-fors in evidence collection and instructions for guiding students in collecting evidence aligned with the 2022 LSSSS expectations for Grade 4. 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</p>

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			<p>potential challenges for students and additional guidance for addressing these challenges. Similarly, Unit 2, Chapter 5, Lesson 2 suggests using a Jigsaw Strategy to build students' understanding of the concepts in the lesson. The Teacher's Edition - Part 1 explains the rationale behind this strategy and outlines scenarios in which it may be most beneficial before providing the teacher with step-by-step instructions and materials to execute this process effectively. Then, Unit 2, Chapter 6 outlines a Formative Review Activity in the Teacher's Edition - Part 1. The instructions include guidance for students to employ a Write-Quick, Draw-Quick strategy to review essential content by jotting down ideas within a set amount of time and using a comparable amount of time to illustrate those ideas, appealing to multiple types of learners. Each of these processes and explanations serves to improve teacher content understanding and builds efficacy through appropriate use of the materials.</p>
<p>5. USABILITY: Materials are easily accessible, and are viable for implementation given the length of a school year.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 5a) The total amount of content is viable for a school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	<p>Yes</p>	<p>The total amount of content is viable for a school year, and the pacing of content allows for maximum student understanding. Materials offer guidance for timing various student tasks and activities. Overall, the pacing guide and lessons recommend approximately 29 weeks of instructional time. The learning content does not exceed reasonable expectations for a school year, and the</p>

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			<p> pacing is appropriate and allows time for re-teaching content or skills if necessary. The Teacher’s Edition - Part 1 includes a full year pacing guide that aligns with the Grade 4 Framework. Unit 1 is divided into three topics, and the Teacher’s Edition provides an estimated duration for each, aligning closely with the Grade 4 Framework. For example, the Teacher’s Edition and the frameworks both estimate taking one and a half weeks to complete Topic 1, Early Humans and the Paleolithic World. For Topic 2, The Agricultural Revolution, the Teacher’s Edition recommends two weeks, and the Grade 4 Framework estimates taking one and a half weeks. Similarly, the Teacher’s Edition suggests dedicating two weeks for Topic 3, The Characteristics of Civilization, and the Grade 4 Framework allocates one and a half weeks. Individual activities include timed components, such as Unit 1, Chapter 1, Lesson 1, which includes the following instructions: “Set the timer for another 3 minutes. While students do this, create a 3-column chart or table on chart paper or your whiteboard, and label each column: What do we know? What do we think we know? What questions do we have?” The materials consistently include pacing expectations and considerations throughout the lessons, as well as specific guidance for how teachers can best maximize time. Altogether, the materials present a realistic plan for teaching </p>

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			content within the confines of a school year.
	<p>5b) Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning.</p>	<p>Yes</p>	<p>Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning. The materials use easy-to-understand language, and resources include examples of what students will know and be able to do at the end of each unit and how this learning can be supported at home. Units 1-6 each begin with a message to teachers and a letter for families to enhance their students’ learning. Teachers can print the letters directly and send home or copy and paste the letter content and use it to communicate with families via other online platforms. The letters include an overview of the topics for each chapter, as well as a list of eight suggestions for communicating with students about what they are learning, as well as ideas for enhancing learning through museum visits, family discussions, books to read together, and independent research ideas. For example, in Unit 4, the Teacher’s Edition begins with an overview of the content and at-home support including a teacher letter to parents. The letter informs parents that “students are learning about the rise and fall of ancient Rome, including its period as a republic and an empire. Students are also learning more about ancient China” and</p>

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			<p>recommends at-home activities “to support their understanding of Rome and China’s significant events, figures, key achievements, and contributions, as well as the cultural and economic exchange that occurred in this region.” Teachers can copy and paste the text of this letter into their own letter, newsletter, online parent portal, and other similar communication platforms. These letters are formatted so that they are easy for parents to understand and include information about the unit’s content and resources like videos and related discussion questions. Letters also suggest enriching at-home activities, such as cooking meals and playing games that were popular in ancient Rome or China. For example, one letter encourages families to play chess or jianzi, a Chinese game similar to hacky sack.</p>
	<p>5c) Student and teacher materials are easy to use and well organized.</p>	<p>Yes</p>	<p>Student and teacher materials are easy to use and well organized, as well as concise and easy to navigate. The teacher materials make clear connections to the student materials and are organized and thorough, with two independent teaching guides that closely correspond to the student book. Each unit follows the same organizational format, including a Step-by-Step Teacher Guide, an At-Home Support Letter, and a Curated Content Board. Chapters begin with the BIG Question organizer and follow with subtopics organized into lessons, which are all</p>

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			<p>framed by supporting questions. Additionally, the teacher materials correspond directly with the student materials, referencing specific page numbers and activities with matching instructions. There is a second teacher’s manual that serves as an answer key for the activities in the student workbook and for all additional organizers and materials. For example, Unit 3 of the student materials includes three chapters: Ancient India, Ancient China, and Ancient Greece, precisely corresponding to the 2022 LSSSS Grade 4 Framework. Each chapter is further divided into several sections, providing succinct information about the respective civilizations. The teacher materials include two editions. The Teacher’s Edition - Part 2 corresponds to the student edition, providing answers in red and an addendum for additional student edition answers, such as discussion questions, writing prompts, and writing prompt rubrics. The Teacher’s Edition - Part 1 includes step-by-step lesson plans and teaching tools, establishing clear connections to the student materials. Additionally, online access provides teachers with supplementary tools and resources. Materials are easy to navigate for both the digital and print formats with clear labels and corresponding page numbers. Teachers can assign digital resources to students within specific date ranges, so</p>

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			students do not need to search for them on a complex platform.
<p>6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit evidence of the degree to which students can independently demonstrate the assessed standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 6a) Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments.</p>	<p>Yes</p>	<p>Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments. Each unit incorporates diverse formative assessments with accompanying support for teachers to adapt instruction based on results and includes at least one summative performance task. For example, in Unit 2, Chapter 4, Section 2, after reading about the rise of the Sumerian People, students complete a graphic organizer by identifying the solution and results for three problems. Subsequently, students identify each chain of cause and effect after reading about the economic growth of Sumer. After reading about Cultural Achievements of the Sumerian Civilization, students answer the following three questions to demonstrate their understanding: “What system of writing did the Mesopotamian people create, and what effect did it have on society?” “What is the oldest written epic, and what is it about?” and “Why is written communication important to the advancement of civilization?” Additionally, after analyzing a primary source, Hammurabi’s Code, and answering several related questions, students respond to a prompt to exercise critical thinking: “Compare and contrast one of the achievements of ancient Mesopotamia</p>

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			<p>with something similar in today’s world. You may compare and contrast cuneiform to writing in English, clay tablets to paper, ziggurats to modern places of worship, the Epic of Gilgamesh to a modern story, or the Code of Hammurabi to modern law. Try to identify at least three things that are similar, and three things that are different.” Later in the chapter, students take both the Chapter 4 Vocabulary Quiz and the Chapter 4 Assessment, which is a traditional summative assessment. The materials also offer a 4th Grade Benchmark Test and the ExperTrack™ assessments system, which includes assessments for each chapter and three end-of-year assessment options. Most chapters incorporate a learning task with a rubric, creating opportunities for students to synthesize their understanding of content and apply essential skills. These tasks include projects, writing prompts, and other formats.</p>
	<p>Required 6b) Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or provided sources.</p>	<p>Yes</p>	<p>Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or provided sources. The assessments in the materials reflect the content and full depth and rigor of the standards and require students to apply content knowledge and skills representative of the field of social studies. For example, Unit 4, Chapter 10 includes a project addressing</p>

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	<p>Required</p> <p>6c) Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards.</p>	<p>Yes</p>	<p>Skills and Practices standards 4.2-4.5 and Framing standard 4.18a-g. For this task, students research a chosen topic relating to Ancient China, then present their findings on the topic in written format, citing specific evidence and sources from throughout the chapter. Similarly, Unit 3, Chapter 6, Section 3 includes another high quality student assessment which requires students to apply previous knowledge and express their understanding in writing, as students respond to a writing prompt to explain how the Hindu belief in reincarnation is different from the ancient Egyptian concept of the afterlife they studied in Unit 2, Chapter 5. S. The materials provide students with a scoring rubric and the opportunity to self-reflect after completing their responses. The Unit 2, Chapter 5 ExperTrack™ assessment includes questions addressing map building, understanding of cause and effect, and refer to primary sources (Skills and Practices standards 4.1, 4.3, 4.4, 4.6, and 4.7; Framing standards 4.12 and 4.14). This range of assessment types and items ensures that students are able to demonstrate their understanding of all standards and apply disciplinary skills throughout the materials.</p> <p>Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards. Materials include anticipated student responses in the second part of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the Teacher’s Edition and student work look-fors in the first part of the Teacher’s Edition, as well as assessment guidelines, rubrics, and suggestions for adjusting instruction based on students’ assessment results. The Teacher’s Edition - Part 1 incorporates a detailed introductory section outlining the various types of assessments available within the materials and providing guidance on the use of each resource. This information includes details on how and when to use various formative assessments, as well as how teachers can use assessments for collecting and responding to trends in student data. Additionally, the Teacher’s Edition - Part 2 provides comprehensive look-fors for all writing prompts in the materials and a formal rubric for evaluating written assessments. These resources ensure that teachers can accurately evaluate student ideas and understanding in a consistent format and successfully utilize tools and resources to adjust instruction as indicated by student performance on multiple forms of assessment. For example, in Unit 5, Chapter 11, Section 2, students respond to the writing prompt: “Think back to what you learned about the Agricultural Revolution and the development of civilization around the world in previous chapters. Overall, were the effects of the Agricultural Revolution fairly similar or fairly different in the Americas compared to the rest of the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>world? State your opinion and your reasoning in a sentence or two. Then identify one similarity or difference that could be used to support a counterclaim (a different opinion) and describe what that counterclaim might be.” The Teacher’s Edition - Part 2 provides anticipated student responses, specific look-fors in student work, and a general writing prompt rubric. These resources ensure that teachers can accurately evaluate student ideas and understanding in a consistent format and successfully utilize the material’s tools and resources to adjust instruction as indicated by student performance on multiple forms of assessment.</p>
<p>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.</p>			
<p>Compile the results for Sections I and II to make a final decision for the materials under review.</p>			
Section	Criteria	Yes/No	Final Justification/Comments
<p>I: Non-negotiable Criteria of Superior Quality³</p>	<p>1. Alignment and Sequence</p>	<p>Yes</p>	<p>Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for Grade 4 history 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 that aligns to the</p>

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
			sequence in the 2022 Louisiana Social Studies Course Frameworks. In any one grade, instructional materials spend minimal time on content outside of the grade or grade-band.
	2. Disciplinary Skills and Practices	Yes	Units 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 LSSSS. Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social-studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments. Materials promote an emphasis on building content-specific and academic vocabulary in social studies. Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions.
	3. Quality of Sources	Yes	Materials provide many opportunities for students to build and deepen knowledge about content and concepts through analysis of a coherent selection of strategically-sequenced, high-quality primary and secondary sources, including written texts that are appropriately complex. When applicable, available, and appropriate, sources are representative of multiple viewpoints or accounts on the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			issue, event, or topic being examined. Sources present the achievements and contributions, strengths, skills, and knowledge of the wide range of individuals and groups referenced in the Louisiana Social Studies Standards.
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 explanations of the instructional approaches that are used.
	5. Usability	Yes	The total amount of content is viable for a school year and the pacing of content allows for maximum student understanding. Materials provide 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. High-quality assessments include standards-aligned questions that represent a range of disciplinary thinking and require students to use their content knowledge, skills,

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
			practices, and/or provided sources. Materials provide guidance and support to help teachers collect, interpret, and act on data measuring students' progress toward mastery of the standards.
FINAL DECISION FOR THIS MATERIAL: <u>Tier 1, Exemplifies quality</u>			



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: Social Studies**

Grade/Course: **5**

Publisher: **Gallopade International, Inc.**

Copyright: **2023**

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

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

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



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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. Materials must meet all of the Non-negotiable Criteria 1-3 for the review to continue to Section II.			
<p>Non-negotiable</p> <p>1. ALIGNMENT AND SEQUENCE: Materials adequately address the Louisiana Student Standards for Social Studies.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>1a) Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies for the identified grade-level/course and require students to engage in thinking at the full depth and rigor of the standards.</p>	<p>Yes</p>	<p>Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for Grade 5 and require students to engage in thinking at the full depth and rigor of the standards. The units and weeks follow the suggested scope in the course design and framework. Each week includes lessons and readings that align to the LSSSS. For example, in Unit 2, Chapters 4, 5, and 6, students engage with Skills and Practice Standard 5.7 which requires that students “Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.” This skill is developed at multiple points in the materials as students complete mapping activities and use maps to explain connections between events and cause and effect relationships. The materials include maps of the Trans-Saharan trade routes, as well as supporting questions in each chapter that require students to review the maps while making connections to the influence of the geography on the region. In Chapter 5, students “describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>West Africa and in the exchange of salt, gold, and enslaved people.” (LSSSS 5.11.c). The supporting questions include the following: “Did the caravan mainly travel by land or by water? Why?” “What landforms did the caravan travel through to reach their destination of Mali?” “Do you notice a pattern with the trade route?” “What kind of climate do you think the travelers experienced on their journey?” and “If you were traveling on the trans-Saharan caravan trade route, what items might your caravan pack for the journey?” Then in Chapter 6, student expand their understanding of this geographic and trade feature by investigating the connection of this trade route to the spread of the religion of Islam during the Songhai Empire, such as “The trans-Saharan caravan trade exchanging these items for other things greatly influenced the spread of religious and cultural characteristics of West Africa, and Songhai became a mixture of these Western African beliefs and the religion of Islam.” This development of standards and interconnectedness of the Skills and Practice and Framing standards throughout the materials ensures that students have access to the standards at the appropriate depth and rigor suggested in the LSSSS. Additionally, in Unit 6, Chapter 15, Section 1, students examine the Columbian Exchange and the Transatlantic Slave Trade (LSSSS 5.14.g)</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>whereas in Section 2 students examine the impact of the Columbian Exchange (LSSSS 5.14.e). Materials reference and show direct connection to at least 80% of the content standards whereas engaging activities show direct alignment to the rigor of the standard.</p>
	<p>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.</p>	<p>Yes</p>	<p>Materials present a clear path for teachers to address content in a coherent and chronological manner that aligns to the sequence in the 2022 Louisiana Social Studies Course Frameworks. The content and organization of the materials align with the Course Framework suggested by the Grade 5 LSSSS including the same units and following the naming conventions and suggested order of the course framework. The materials include all key topics and do not incorporate peripheral units or lessons beyond those required by the frameworks. For example, The Grade 5 Framework suggests a progression of six units: Unit 1: The Medieval World; Unit 2: African Kingdoms; Unit 3: Civilization in North America; Unit 4: The Inca and Aztec Empires; Unit 5: Renaissance and Reformation; and Unit 6: The First Global Age. The materials follow this progression, with a similar order of units, naming conventions, and content focus. For example, Unit 1 includes the following chapters in this order: Chapter 1: Medieval Europe; Chapter 2: Expansion of Empires, War, and Reform; Chapter 3: The Black Death and The Hundred Years' War. The</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>chapters and their progression are in alignment with the Grade 5 Framework and include the same naming conventions and order. Similarly, Unit 5, Renaissance and Reformation, aligns with Unit 5 in the Grade 5 Framework. It comprises two chapters, The Renaissance and The Reformation and Scientific Revolution, each titled identically to the two topics in Unit 5 in the Grade 5 Framework, and follows a very similar pacing guide.</p>
	<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>Yes</p>	<p>In any one grade, instructional materials spend minimal time on content outside of the grade or grade-band. There is minimal excess or out-of-order information that is not explicitly tied to the LSSSS or that exists in an order different from that suggested. For example, in Unit 2, Chapter 5, instructional materials primarily focus on the importance of the Malian king Mansa Musa and his pilgrimage to Mecca as required by LSSSS 5.11.d. The content closely aligns with the standard, and minimal time is spent on material outside of the standard. Similarly, in Unit 4, Chapters 10-11, the materials include one chapter for each of the major medieval empires of the Americas, the Aztecs and the Incas. The materials address framing standard 5.13, which requires that students “describe the geographic, political, economic, and cultural structures of Indigenous civilizations of the Americas.” The supporting standards 5.13.d-j address the Aztec and Inca</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			cultures, and the materials do not veer into information outside of that required by the Grade 5 LSSSS. Overall, the materials address the content with an appropriate level of detail and do not veer into content outside of the LSSSS.
<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 checked="" 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>Yes</p>	<p>Units are structured around engaging questions and big ideas relevant to the grade-level’s academic content. Every unit is organized into chapters in alignment with the Grade 5 Framework. Each chapter begins with a Big Question which prompts students to think critically about the content and connections included in that unit of study. Each Big Question is connected to several supporting questions within the chapter which helps students incrementally build towards the ultimate understanding of the Big Question. For example, in Unit 1, Chapter 2, Expansion of Empires, War, and Reform, the content is centered around the framing, Big Question, “How did European empires expand during the Middle Ages?” The content is focused on the study of southwest Asia and North Africa including the origins, spread, and contributions of Islam, the Crusades and its impact, and the political changes related to the Magna Carta that occurred during the Late Middle Ages. The chapter includes five sections</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
			<p>and the content is aligned with LSSSS 5.9e-f and 5.10a-c. The Teacher’s Edition includes supporting questions for each section, written in an engaging and student-friendly language and includes: “How did the geography of southwest Asia and North Africa influence trade?” (LSSSS 5.10.a), “What are the core beliefs of Islam?” (LSSSS 5.10.b), “How did Islamic culture influence the world?” (LSSSS 5.10.c), “Why did the Islamic and European Civilizations fight with each other?” (LSSSS 5.9.f), and “Why was the creation of the Magna Carta significant?” (LSSSS 5.9.e). Students gather evidence to support their responses using The BIG Question Evidence Collector as they navigate through the chapter. Subsequently, students utilize the information collected on their Evidence Collector to construct a claim to answer this question, “Do you think the Crusades had more positive or negative effects on Europe in terms of its development?” At the end of the section, the teacher asks students to share the evidence they collected for the Supporting Question. Each chapter in the student text is similarly organized around a Big Question that includes multiple Supporting Questions. The BIG Question for Unit 3, Chapter 7 states, “In what ways did location influence how the Southeastern indigenous people live?” Each section is framed by a Supporting Question as</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>follows: Section 1 - “What mountain range runs through the eastern U.S. and what is notable about it?”; Section 2 - “What were the three major cultural groups that developed in North America before the arrival of European settlers, and which indigenous civilizations were part of the Southeast culture group?”; and Section 3 - “What was the traditional indigenous agricultural practice of planting maize, beans, and squash together called, and how did it work?” The next chapter in the unit extends student learning as they work towards answering the following BIG Question for Chapter 8: “In what ways did location influence how the Plains indigenous people live?” This is also answered through the use of sections based on Supporting Questions. By maintaining this structure, the materials create an opportunity for students to make connections across chapters and compare indigenous civilizations of the Americas.</p>
	<p>Required 2b) Materials require students to engage in the various types of disciplinary thinking that are explicit and embedded in the Louisiana Student Standards for Social Studies.</p>	<p>Yes</p>	<p>Materials provide frequent opportunities for students to engage in various forms of disciplinary thinking as required by the 2022 LSSSS. During each unit of study, students learn and apply social studies knowledge, cite relevant evidence from sources, and provide reasoning to support claims and arguments. Throughout the materials, students routinely describe or analyze the cause and effects of events, developments, and ideas. They also</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>contextualize events, developments, and ideas. For example, in Unit 3, Chapter 9, Section 1, students engage in a Primary Source Analysis activity that utilizes the following suggested discussion questions and protocol: “After students complete their observations and conclusions, facilitate discussion using the guiding questions below to spark inquiry and deeper thinking. What type of image is this? Observation: What did you notice first? Drawing Conclusions: What's happening in the image? Observation: What people or objects are shown? Observation: What do you observe about the physical setting? Drawing Conclusions: What does this image tell you about its inhabitants? What evidence from the image supports your way of thinking? Deeper Thinking: What do you wonder about as you observe this image? Making Connections: Can you connect anything from the image to something you have seen in today's modern society?” This set of analysis and sourcing questions in connection with a primary source meets the requirements for disciplinary thinking. Further, in Unit 6, Chapter 15, the Teacher's Edition - Part 1 instructs the teacher to read an excerpt from the personal narrative of Ottobah Cugoano, an African who was kidnapped from his home and taken aboard a ship to America in 1787, and then ask students to describe the tone of the text and author’s point of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>view while providing evidence to support their responses. Then, the teacher projects image 4 from the Curated Content Board, a view of African slave cargo (illustration), and explains that “this image represents how Africans were forcibly transported from Africa to America in the ship” and that “they were packed in tightly to take the most people as trips by sea were long and arduous.” Furthermore, the teacher displays Map Skills: Triangle Trade Route and asks students to analyze it by noticing what they see, think, and wonder. Students contextualize the map by explaining, “What does this map tell about European perception of enslaved Africans?” Additionally, in the Student’s Edition, students corroborate two sources about the Transatlantic Slave Trade. Students analyze the illustration of enslaved African people on a ship to the Americas and read the passage from Olaudah Equiano, an enslaved person forced to make the Middle Passage, in order to answer the following questions: “Analyze the illustration and the passage to compare and contrast the viewpoints of the Middle Passage experience. Does one primary source work better than the other to describe the Middle Passage? If so, why?” and “Use the content learned in this chapter, the illustration, and the passage to explain why the Middle Passage is described as inhumane and cruel. Provide</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<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>Yes</p>	<p>evidence from both primary sources.” Students then analyze a painting, <i>Life in Brazil</i>, by Thomas Ewbank (LSSSS 5.14.g).</p> <p>The materials as presented provide multiple opportunities for students to engage in disciplinary writing. Each unit includes at least two informal writing opportunities in which students apply social studies knowledge, cite relevant evidence from sources, or provide reasoning to support a claim or argument. Each unit includes at least one formal writing opportunity in which students apply their knowledge, cite relevant evidence, and develop a claim or argument. For example, Unit 1, Chapter 3, Section 1 includes the following writing Prompt: “The huge population decrease caused by the Black Death in Europe led to many important economic improvements. Create a list of three changes to compare and contrast what the European economy was like before and after the Black Death. Then, in one sentence, summarize why it changed so much.” The task is assigned after the teacher and students discuss several of these changes which supports students in generating the list required by this prompt. In Unit 3, Chapter 9, students complete the following assignment: “Review what you learned about the religious beliefs of Indigenous culture in the Southeast, Plains, and Northeast. You may need to refer back to Chapter 7 and Chapter 8 to help refresh your memory. In</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>your own words, explain how Indigenous civilizations of each region valued living in harmony with nature.” In Unit 5, Chapter 12, Section 2 includes the following prompt: “Many historians think the printing press caused an ‘information revolution’ similar to the invention of today’s internet. Explain how the invention of the printing press was an improvement in communication and technology that facilitated cultural diffusion among peoples around the world. Then, using details of what you know about the printing press and the internet, express your opinion. Then, using details for what you know about the printing press and the internet, express your opinion about whether the invention of the printing press is similar to the invention of the internet and explain why or why not. In addition, list one counterclaim that supports the opposite opinion.”</p>
	<p>Required 2d) Materials promote an emphasis on building content-specific and academic vocabulary in social studies.</p>	<p>Yes</p>	<p>Materials promote an emphasis on building content-specific and academic vocabulary in social studies. 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 a Vocabulary Builder Quiz that can be auto-scored to track student progress on key content vocabulary. Each unit begins with a comprehensive list of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>vocabulary terms. Students complete the Vocabulary Builder as they learn new terms throughout the lessons and use the Vocabulary Builder to prepare for the Vocabulary Quiz. For example, the Teacher’s Edition includes terms and definitions at the outset of Unit 4 including the following terms relating to the Inca and Aztec Empires: agriculture, aqueduct, arid, barrier, climate, emperor, empire, hemisphere, innovation, isthmus, polytheistic, temple, terrace farming, alliance, architecture, chinampa, city-state, civil war, engineer, enslave, maize, slash-and-burn. Further, student materials include vocabulary terms in bold incorporated throughout the lessons and chapters, definitions highlighted in orange on the pages where the terms are used in context, and a glossary at the end of the student book. Additionally, materials focus on specific vocabulary teaching strategies, as evident in Unit 1, Chapter 1. The Teacher’s Edition - Part 1 instructs the teacher to “Provide each student with a copy of Project-Based Learning/Create a Manor – Project Summary and Rubric and instruct them to read the overview of manorialism. Use this time to review or clarify any vocabulary related to the task and explain that for this task they will imagine they are a vassal - a noble of the king - who has just been granted a fief to create a manor.” Finally, each chapter includes a vocabulary builder assessment</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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.
	<p>2e) Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions.</p>	<p>Yes</p>	<p>Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions. The materials include directions and protocols for student-led discussions, deliberation, and debate throughout the units and chapters. The materials include opportunities for students to engage with each other in academic conversations, and guidelines are provided in both student- and teacher-facing materials to format these conversations in ways that are age-appropriate and lead to deeper understanding of concepts. For example, the Teacher's Edition - Part 1 includes a comprehensive overview of class discussion and facilitation strategies for teachers to utilize across the content of the materials. Details include various discussion approaches, grouping strategies, the purpose and importance of discussion, and best practices for productive facilitators. In Unit 1, Chapter 3, Section 1, as a pre-writing Discuss It activity, students engage in the following task: "The Black Death had far-reaching consequences. In small groups, talk with your classmates to identify and describe three major ways the Black Death affected</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>society.” Additionally, the Teacher’s Edition suggests a series of related discussion questions to engage students before teaching core content, including a presentation of the framing question: “Do you believe there is a relationship between war and disease? Why or why not?” Teacher guidance includes a detailed discussion protocol including suggested timing, a specific format for students to use to organize their thoughts, and a graphic organizer for recording group ideas. There are similarly detailed instructions throughout the Teacher’s Edition corresponding with other activities in the first few chapters, creating opportunities for teachers to develop these practices and protocols at the beginning of the year. Later in the progression of the units, in Unit 5, Chapter 12, Section 1, the Teacher’s Edition includes the following discussion protocol for analyzing some geographic information: “Have students partner with a peer and give a sticky note to each pair of students. In pairs, students will discuss and respond to the following question: What are the advantages of waterways? Set a timer for three minutes. Ask students to think about and generate a brief list of answers to the question. Some answers might include traveling, transporting goods and services, and communication.” The ongoing development and progression of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			discussion techniques, along with the gradual increase of student autonomy, supports students as they engage appropriately in discourse.
<p>Non-negotiable</p> <p>3. QUALITY OF SOURCES: The sources students engage with are authentic and meaningful and in line with the kinds of knowledge and skills required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>3a) Materials provide many opportunities for students to build and deepen knowledge about content and concepts through analysis of a coherent selection of strategically-sequenced, high-quality primary and secondary sources, including written texts that are appropriately <u>complex</u>.</p>	<p>Yes</p>	<p>Materials provide many opportunities for students to build and deepen knowledge about content and concepts through analysis of a coherent selection of strategically-sequenced, high-quality primary and secondary sources, including written texts that are appropriately complex. There are primary sources embedded throughout the materials and include a variety of formats such as written texts, images of artifacts, historic artworks, and pictorial writing systems. Accompanying student activities prompt students to use the relevant Skills and Practice standards as dictated by LSSSS 5.2, which requires students to use a variety of primary and secondary sources to: a. Analyze social studies content. b. Explain claims and evidence. c. Compare and contrast multiple sources. Secondary sources are written at an appropriate complexity and are mostly written specifically for these materials in alignment with the LSSSS guidelines. Units begin with an investigation of sources through the Curated Content Boards, which include directions and student look-fors in the Teacher's Edition - Part 1. This gives all students the opportunity to begin framing their understanding of the content through guided analysis. Multiple</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>chapters include opportunities for students to conduct deeper investigation of sources and to compare, contrast, and connect those resources to the modern world. For example, in Unit 1, Chapter 2, Lesson 5, students analyze Clause 12 of the Magna Carta. In the accompanying activity, students infer how the document contributed to the evolution of rights, a concept that connects learning from Grade 4 with future concepts of democracy as established in the United States in Grade 6. In Unit 3, Chapter 9, Section 1, students analyze three excerpts from the Haudenosaunee Confederacy document, the “Great Law of Peace,” and answer the following two questions: “What do these excerpts suggest about the Great Law of Peace?” and “Are there similarities to our own Constitution?” These activities continue to help students build an understanding of concepts that will continue to develop in the progression of standards as established by the LSSSS. Finally, in Unit 5, Chapter 13, students conduct an in-depth analysis of a page from the Gutenberg Bible. They explore the print features and compare and contrast this printed source with its more modern counterparts, as well as those that would have been handwritten before in order to evaluate the impact of new technologies, such as the printing press. The embedded activities connect directly with the content and are integrated with</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required</p> <p>3b) Available sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined.</p>	<p>Yes</p>	<p>the Skills and Practice standards as required by the LSSSS.</p> <p>Available sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined. The selection of sources are representative of multiple viewpoints when applicable, appropriate, and available. For example, in Unit 2, Chapter 5, Lesson 2, materials include detailed information regarding Mansa Musa’s pilgrimage to Meccas. Materials also include a primary source in the form of the European map describing his impact. This information represents multiple perspectives of the same leader and his journey from African, Islamic, and European points of view. In Unit 4, Chapter 10, Lesson 3, students use their notes and knowledge about the Inca civilization and reflect on what a day in the life of an Inca citizen might have been like by writing a journal entry from the perspective of a child, adult, nobleman, Inti (the sun god), farmer, parent, or the emperor, the Sapa Inca. Subsequently, in Unit 6, Chapter 14, Lesson 4, Destruction of Incas interpreting sources activity, students examine a painting depicting this image and consider concepts such as whose perspective it reflects and motivations of the artist. This set of activities allows students to observe the experiences and impacts of cultural contact between Europe and the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Americans by including in-depth analysis of both groups. This range of activities allows students to engage with multiple perspectives of events in world history and is reflective of similar opportunities throughout the materials.
	<p>Required</p> <p>3c) Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units.</p>	Yes	Sources present the achievements and contributions, strengths, skills, and knowledge of the wide range of individuals and groups referenced in the LSSSS. The individuals and groups specified in the LSSSS are discussed in the materials, particularly with regard to specific leaders and innovators known for their contributions to evolving technology and scientific understanding. For example, in Unit 5, Chapter 12, Section 2, students examine the development of Renaissance art, including the significance of Leonardo da Vinci, Michelangelo, William Shakespeare, and systems of patronage as required by 5.12.c standard. Each artist is described in detailed secondary source formats, and there are multiple primary source images and analysis activities associated with their arts. Also, students examine how Johannes Gutenberg’s printing press affected the growth of literacy and diffusion of knowledge (LSSSS 5.12.d). Similarly, Unit 5, Chapter 13 includes specific sections dedicated to the accomplishments of particular figures from the Reformation, such as Martin Luther, as well as biographical information on scientists and other thinkers from the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>scientific revolution, along with primary sources and activities connected to their contributions. Unit 3, Chapters 7-9 highlights various indigenous nations in different regions of the United States. Key leaders, languages, cultural practices and developments, and government structures are discussed in-depth, with student activities highlighting the influence of these groups in the modern world. These individuals and groups are specifically referenced in the LSSSS as important figures, and the materials highlight their histories and contributions.</p>
<p>4. SCAFFOLDING AND SUPPORT: Materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts using multiple instructional approaches and strategies.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 4a) Materials provide appropriate scaffolding that will allow all students to productively engage with content.</p>	<p>Yes</p>	<p>Materials provide 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. This support is embedded throughout the teacher materials and in supplemental resources available to students. Materials also reflect the expectation that over time, students will become familiar with certain routines and structures (such as the BIG Question organizer and the Curated Content Boards), For example, In Unit 1, Chapter 3, Lesson 1 of the Teacher’s Edition, teachers guide students to annotate an image through questioning. Afterwards, teachers teach the content in Sections 1 and 2: The Hundred Years’ War through a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>combination of teacher-led discussion and independent student work. For scaffolded support, teachers provide a graphic organizer, Joan of Arc, French National Hero - The 5 Ws, as an option to serve as a note-taking document before reading or a method of remediation and review after the reading. This scaffolded support can be replicated for any of the key figures addressed in this chapter, including Henry V. Teachers use Scaffolded Support instructions for how to use the scaffolded variations of the scaffolded documents. Continuing in this format, Unit 3, Chapter 9, Lesson 1 includes a Scaffolded Support option to further assist struggling learners. In Chapter 9, the Teacher's Edition - Part 1 includes an additional cut/paste organizer for students to glue topics onto the template in the correct locations so that learners who need more guidance have another opportunity to engage with the material. Similarly, chapters also include an Extended Learning option for students who are early finishers or may need to be challenged further. In this lesson, the Extended Learning activity includes detailed instructions for students to complete an acrostic composition based on the indigenous cultures of Northeastern North America using the name of one particular nation from that region to guide their thinking. These opportunities are available for both struggling and advanced learners,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>providing students at different levels with appropriate ways to engage with the materials. In Unit 4, Chapter 11, Lesson 3 of the Teacher’s Edition, in addition to the Scaffolded Support activity for remediation and review, Scaffolded Whip Around! Guidance provides instruction, Teacher’s Tips and specific step-by-step directions, for extended learning in order to expand students’ depth of knowledge with a critical-thinking activity about Montezuma II and the Aztec civilization. This range of activities accounts for the needs of many types of learners and provides a variety of scaffolded support for teachers to support instruction.</p>
	<p>Required 4b) Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used.</p>	<p>Yes</p>	<p>Teacher support materials include support for building social studies content knowledge and explanations of the instructional approaches that are used. The teacher materials include a detailed overview of the key concepts at the beginning of each unit, as well as student objectives in each chapter. Teacher materials include explanations of the instructional approaches, their purposes, and the research supporting their use. For example, The Teacher’s Edition - Part 1 begins with a full overview of the instructional resources, including information on each type of recurrent activity, as well as the rationale behind these processes. For example, the Teacher’s Edition includes a section on Learning Targets. This information</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>explains what learning targets are, how they can be helpful for students, and why they are a best practice. This process of information and explanation is repeated for a variety of included instructional practices, including the Curated Content Boards and Thinking Like a Historian, Geographer, Economist, and Political Scientist activities. The materials incorporate these strategies from the beginning of instruction, as evident in Unit 1, Chapter 1. The first chapter in the Teacher’s 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 Grade 5 LSSSS. 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 on how to address these pitfalls. The practices are still clearly employed at the end of student</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			learning, as demonstrated in Unit 6, Chapter 14. The teacher materials include a Unit 6 Overview, At-Home Support Information for Parents, Vocabulary Review, and Unit 6 Curated Content Board Guiding Questions. The same structure is evident across all chapters. In Lesson 1, teachers are given an explanation that the observation of the primary sources is meant to be quick and to simply spark collaborative conversations with the students. Subsequently, the teacher materials offer Step-by-Step Instructions to facilitate effective communication of the content. In each unit and chapter, teacher materials provide background information on the topic under study and offer concise explanations of the instructional approaches employed and their purpose.
<p>5. USABILITY: Materials are easily accessible, and are viable for implementation given the length of a school year.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>5a) The total amount of content is viable for a school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	<p>Yes</p>	<p>The total amount of content is viable for a school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take. Overall, the pacing guide and lessons recommend approximately 29 weeks of instructional time. Materials offer guidance on the amount of time various student tasks and activities should take. The content students are expected to learn does not exceed what is reasonable in a school year. The pacing of the content students are expected to learn is appropriate and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>allows time for re-teaching content or skills, if necessary. The Teacher’s Edition - Part 1 includes a full year pacing guide that is aligned with suggested pacing of the Grade 5 Framework. For example, Unit 2 is divided into three chapters, and the Teacher’s Edition provides an estimated duration for each, aligning closely with the Grade 5 Framework pacing guidance. For example, the estimated duration for Chapter 1, Ghana, is one week in the Teacher’s Edition and one and a half weeks in the Grade 5 Framework. Chapter 2, Mali, is estimated for one and a half weeks in the Teacher’s Edition and the Grade 5 Framework. Chapter 3, Songhai, is estimated for one and a half weeks in the Teacher’s Edition and one week in the Grade 5 Framework. In addition to this pacing guide and organization aligned with the Grade 5 Framework, activities incorporate specific timing guidelines. Step-by-step, scripted instructions help ensure that teachers maintain appropriate pacing. For example: Unit 1, Chapter 2, Section 1, Introducing Vocabulary Terms for students, the instructions state, “Set the timer for three to five minutes (depending on the number of terms listed) and ask students to use that time to write their first thoughts.” This guidance ensures that teachers are able to adhere to the pacing and teach essential content within the timeframe suggested by the materials.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>5b) Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning.</p>	<p>Yes</p>	<p>Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning. Materials provide specific resources for communicating with parents, community members, and other stakeholders, such as examples of what students will know and be able to do at the end of each unit and how this learning can be supported at home. The materials use easy-to-understand language. Units 1-6 each begin with a message to teachers and a letter for families to enhance students' learning. For example, Unit 5, the Teacher's Edition begins with an overview of the content and at-home support, including a Teacher Letter to Parents. The letter informs parents that "students are learning about the period of Renaissance, Reformation, Revolution (Scientific Revolution)! They examine the role of Italy and those who influenced the exchanges of ideas and culture. Additionally, students will learn about the spread of knowledge and how Johannes Gutenberg's printing press revolutionized accessibility to knowledge. Finally, students will learn about the Protestant Reformation and scientific theories that defined the Renaissance era. To support their understanding of the key figures and events of this historical period, here are a few activities that they can do at home!" The letters to parents include information about the unit's content,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>resources, and questions that parents should discuss with their children at dinner time, such as: “How does the Renaissance influence things in our culture today? Think about acting, painting, poetry.” “If you could go back in time would you live during the Renaissance?” and “Why do you think it was important for wealthy citizens (such as the Medici Family) to establish The Patrons of the arts? Who was this helpful to and why?” Also, parent guidance encourages them to discuss the printing press and how it revolutionized the spread of knowledge while making other inventions and innovations that contributed to the spread of knowledge. The guidance includes hints for parents, such as telephone, television, and internet. Additionally, families have full access to digital materials through the online learning platform, allowing them the opportunity to reinforce learning at home and support in a variety of ways. These resources ensure that stakeholders have resources to support student learning throughout the materials.</p>
	<p>5c) Student and teacher materials are easy to use and well organized.</p>	<p>Yes</p>	<p>Student and teacher materials are easy to use and well organized. Teacher materials and student materials are concise and easy to navigate. Materials follow a consistent pattern across units and chapters, section headings are easy to identify, and the online interface is simple to manipulate. The teacher materials include two editions. The Teacher’s</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Edition - Part 1 provides instruction aligned with the activities and pages discussed in the student book. It includes step-by-step lesson plans and teaching tools, establishing clear connections to the student materials. The Teacher Edition - Part 2 corresponds to the student edition, providing answers in red and an addendum for additional student book answers, such as discussion questions, writing prompts, and writing prompt rubrics. Appendices include more detailed information about student look-fors in specific writing prompts and activities. The digital resources are clearly labeled and easy to navigate; there are printable versions and online versions or resources depending on the technology availability and preferences of different schools. For example, for Unit 3, Chapters 7, 8, and 9, the unit begins with the Curated Content Board, which is consistent with all other units in the materials. Each of the three chapters begins with the BIG Question, and the associated activities follow the same pattern that students have learned over the course of the materials. The chapters each investigate Indigenous peoples of specific regions in North America, and each chapter is organized first with a focus on the geography of a specific region, then with an investigation into the cultural similarities of various peoples of that region and a connection between the geography and cultures. In</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Unit 2, the student materials are divided into three chapters: Ghana, Mali, and Songhai precisely corresponding to the Grade 5 Framework. Each chapter is further divided into several sections, providing succinct information about the respective civilizations.
<p>6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit evidence of the degree to which students can independently demonstrate the assessed standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 6a) Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments.</p>	<p>Yes</p>	<p>Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments. Each unit incorporates diverse formative assessments with accompanying support for teachers to adapt instruction based on the results and includes at least one summative performance task. ExperTrack assessments included for each chapter evaluate student mastery of content standards and Skills and Practice standards with a variety of question types. Vocabulary assessments in each chapter provide a useful checkpoint and tool for teachers to ensure that students are familiar with essential vocabulary and that content terminology is not limiting comprehension. Additionally, materials include multiple writing prompts and performance-based tasks, as well as accompanying rubrics and student look-fors in the Appendices of the Teacher’s Edition - Part 2. For example, in Unit 2, Chapter 4, Lesson 2, students examine the West African Kingdom of Ghana by completing a graphic organizer and sharing their findings with the class.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Alternative graphic organizers to scaffold the previous lesson for individual students are also provided. Teachers use a postcard activity to formatively assess student learning. Toward the end of the chapter, students take both the Chapter 4 Vocabulary Quiz and the Chapter 4 Assessment, a traditional summative assessment. Additionally, materials offer tests for each unit and three end-of-year assessments, and several options for End-of-Year Extension Projects. Additionally, materials offer a Grade 5 Benchmark Test. In Unit 5, Chapter 12, Lesson 2, students complete a graphic organizer, All About the Renaissance – Spider Diagram, with a specific focus on the Italian peninsula. They discuss the supporting question at the beginning and share their evidence at the end. Toward the end of the chapter, students take both the Chapter 12 Vocabulary Quiz and the Chapter 12 Assessment (Checkpoint #12), a traditional summative assessment. The variety of summative and formative assessments gives teachers multiple resources for assessing student mastery of the LSSSS content, skills, and practices.</p>
	<p>Required 6b) Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or provided sources.</p>	<p>Yes</p>	<p>Assessments are high quality, with questions that are standards-aligned, represent a range of disciplinary thinking, and require students to use their content knowledge, skills, practices, and/or provided sources. The assessments in the materials reflect the content and full</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>depth and rigor of the standards. The assessments in the materials require students to apply content knowledge and skills representative of the field of social studies. For example, in Unit 4, Chapter 10, the assessments include the following: a primary source analysis activity regarding Incan farming techniques; a writing prompt asking students to create a conversation between a modern-day student and a person immersed in Incan culture that includes a full rubric; Vocabulary Quiz; Extended Learning Activity for students to develop a journal entry based on daily Incan life; and an ExperTrack Assessment including questions that require students to create a map of the Incan empire, describe key geographical features, compare/contrast the features of Incan civilization with other central and South American civilizations, describe how geography contributed to Incan culture, identify and describe political systems and ruling structures, and describe elements of culture including religion, relationships, food, and farming. The question formats include multiple choice, multiple select, fill-in-the-blank, and drag-and-drop, and they assess multiple skills and practices. Additionally, in Unit 6, the Chapter 15 assessments include the following: Columbian Exchange map creator; Lasting Effects of the Columbian Exchange Project with research component and rubric;</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Vocabulary Quiz; and ExperTrack Assessment with various question types assessing the depth and rigor of the standards included in the chapter. Each chapter includes a similar range of assessment types at the appropriate depth and rigor of the included standards.
	<p>Required</p> <p>6c) Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards.</p>	Yes	<p>Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards. The Teacher’s Edition - Part 2 includes anticipated student responses, look-fors in student work, assessment guidelines, rubrics, and suggestions for adjusting instruction based on students’ assessment results. The Teacher’s Edition - Part 1 provides guidance before content on various types of assessments and how to utilize each. Further, the Appendix in Teacher’s Edition - Part 2 includes long-form suggestions for student look-fors in response to prompts and other long-form answer activities. For example, guidance includes expected response components for a writing prompt included in Chapter 4 regarding West African empires. Details include the prompt and potential answers. Additionally, the Teacher’s Edition - Part 2 provides comprehensive look-fors for all writing prompts included in Chapter 4, as well as a formal rubric for evaluating written assessments. These resources ensure that teachers can accurately evaluate student ideas and understanding in a consistent format and use the tools</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and resources included to adjust instruction as indicated by student performance on multiple forms of assessment. For example, in Unit 1, Chapter 1, Section 4, students respond to the following writing prompt: “Consider the achievements of Charlemagne and of the Christian missionaries and monks. Who do you think made a more lasting effect on Europe? Explain your answer.” The anticipated student response, specific look-fors in student work, and a general Writing Prompt rubric are provided for the writing prompt. These resources allow teachers to measure student mastery and provide tools and suggestions for adjusting instruction to meet the needs of students.</p>
<p>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.</p>			
<p>Compile the results for Sections I and II to make a final decision for the materials under review.</p>			
Section	Criteria	Yes/No	Final Justification/Comments
<p>I: Non-negotiable Criteria of Superior Quality³</p>	<p>1. Alignment and Sequence</p>	<p>Yes</p>	<p>Materials incorporate a large majority of the content standards in the Louisiana Student Standards for Social Studies (LSSSS) for Grade 5 history 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</p>

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
			chronological manner that aligns to the sequence in the 2022 Louisiana Social Studies Course Frameworks. In any one grade, instructional materials spend minimal time on content outside of the grade or grade-band.
	2. Disciplinary Skills and Practices	Yes	Units 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 LSSSS. Materials provide regular and varied opportunities for students to engage in disciplinary writing that emphasizes the use of accurate information from social-studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments. Materials promote an emphasis on building content-specific and academic vocabulary in social studies. Materials provide frequent opportunities for evidence-based student discourse and meaningful classroom discussions.
	3. Quality of Sources	Yes	Materials provide many opportunities for students to build and deepen knowledge about content and concepts through analysis of a coherent selection of strategically-sequenced, high-quality primary and secondary sources, including written texts that are appropriately complex. When applicable, available, and appropriate, sources are representative of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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 referenced in the Louisiana Social Studies Standards.
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 explanations of the instructional approaches that are used.
	5. Usability	Yes	The total amount of content is viable for a school year and the pacing of content allows for maximum student understanding. Materials provide 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. High-quality assessments include standards-aligned questions that represent a range of disciplinary thinking and require students

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
			<p>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 measuring students' progress toward mastery of the standards.</p>
<p>FINAL DECISION FOR THIS MATERIAL: <u>Tier 1, Exemplifies quality</u></p>			

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 K-5.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.