



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

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Grade/Course: 3

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Overall Rating: Tier 3, Not representing quality

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

STRONG	WEAK
1. Alignment and Sequence (Non-negotiable)	2. Disciplinary Skills and Practices (Non-negotiable)
3. Quality of Sources (Non-negotiable)	

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

- Review the **required**<sup>1</sup> 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.

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<sup>1</sup> **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
<p><b>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b>  <b>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.</b></p>			
<p><b>Non-negotiable</b>  <b>1. ALIGNMENT AND SEQUENCE:</b>  Materials adequately address the <a href="#">Louisiana Student Standards for Social Studies</a>.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>1a)</b> Materials incorporate a <b>large majority of the content standards</b> in the Louisiana Student Standards for Social Studies for the identified grade-level/course and require students to engage in thinking at the <b>full depth and rigor of the standards</b>.</p>	<p><b>Yes</b></p>	<p>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. The units and weeks follow the suggested scope in the course design and framework. Each week includes lessons and readings that align to the content of the standards. There is no extraneous or unaligned content within each unit. For example, LSSSS 3.6 requires students to identify and describe national historical figures, celebrations, and symbols. The materials address each one of the supporting standards at multiple points, such as in Unit 2, Week 9 - Patriotism and National Symbols and Unit 6, Week 29 - Activists and Civil Rights Leaders. Furthermore, the materials address most of the Skills and Practice Standards and move from early American history to modern American history in a sequential fashion that satisfies the requirement of Skills and Practices Standard 3.1, which ensures that students learn content chronologically.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required *Indicator for grades 3-8 only</b></p> <p><b>1b)</b> Materials present a clear path for teachers to address content in a coherent and chronological manner that <b>reasonably aligns to the sequence in the 2022 Louisiana Social Studies Course Frameworks.</b></p>	<p><b>Yes</b></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 LSSSS. The program utilizes the same unit organization, naming conventions, and suggested order of the course framework. The materials include all key topics required by the frameworks, without any additional peripheral units or lessons. For example, the framework suggests a first unit entitled “Founding the United States of America,” which includes the topics of the Declaration of Independence and the American Revolution. Similarly, the materials begin with Unit 1: Founding the United States of America and progress from Week 1 - The American Revolution, which outlines the causes of the Revolution, to Week 2 - The Declaration of Independence, which discusses the ideas and principles of the revolutionists, and to Week 3 - The End of the American Revolution, which examines the final battles and outcomes of the war. As outlined in the framework, Unit 4: A Changing Nation presents content about early industrialization, slavery, and abolition (Week 19 - Slavery and Abolition) moves students into content about the Civil War and emancipation (Week 20 - Civil War and Emancipation).</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>1c)</b> In any one grade or course, instructional materials spend <b>minimal time on content outside of the course, grade, or grade-band.</b></p>	<p><b>Yes</b></p>	<p>Unit 5: A Nation of Industry and Innovation proceeds to Week 22 - The Second Industrial Revolution through a continuation of the ideas from the previous unit. The materials include seven chronologically sequenced units with lessons that connect related topics and ideas.</p> <p>Instructional materials spend minimal time on content outside of the grade or grade band. The content is closely aligned with the suggested course frameworks, and there is little excess or out-of-order information that is not explicitly tied to the LSSSS. For example, LSSSS 3.19 requires students to create and use maps and models with a key, scale, and compass with intermediate directions; LSSSS 3.22 requires students to identify and locate the four hemispheres, equator, and prime meridian; LSSSS 3.23 requires that students locate and describe the seven continents and five oceans; and LSSSS 3.24 asks students to describe the relative location of the United States. Unit 3, Week 11 - Map Skills addresses the specific standards outlined in the course framework, including activities in which students identify and utilize key map features, explore different types of maps, and begin to apply those skills based on the regions of the U.S. discussed in Weeks 14-15. Additionally, LSSSS 3.27 requires students to describe the importance of conservation and preservation. This is</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			fully addressed in Unit 5, Week 24 - Conservation and Preservation. Finally, LSSSS 3.25 requires students to describe why and how people in the United States have modified their environment, and LSSSS 3.26 requires students to compare and contrast basic land use activities in urban, suburban, and rural environments. In Unit 5, Week 23 - Human-Environment Interaction, students examine basic land use, economic activities in urban, suburban, and rural areas, and changes in communities over time.
<p><b>Non-negotiable</b></p> <p><b>2. DISCIPLINARY SKILLS AND PRACTICES:</b></p> <p>Materials provide opportunities for students to build knowledge and disciplinary literacy<sup>2</sup> through an integrated approach that is grounded in social studies content and supports development of disciplinary skills and practices.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>2a)</b> Units are structured around <b>engaging questions</b> and <b>big ideas</b> relevant to the grade-level/course’s academic content.</p>	<p><b>Yes</b></p>	<p>Units are structured around engaging questions and big ideas relevant to the grade level’s academic content. Although the units do not share an overarching question, each week is structured around a Framing Question, and the ensuing activities and Guiding Questions help students build toward understanding the Framing Question. The Framing Questions are aligned with those suggested in the course frameworks. For example, Unit 1, Week 3 - The End of the American Revolution includes the following question as a key part of the lesson structure, which reflects suggested framing and supporting questions in the Course Frameworks for Unit 1: Framing Question: Why did the colonists continue</p>

<sup>2</sup> 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 data-bbox="573 1273 1234 1382"><b>Required</b> <b>2b)</b> Materials require students to engage in the various types of <b>disciplinary thinking</b> that are explicit and</p>	<p data-bbox="1339 1273 1381 1300"><b>No</b></p>	<p data-bbox="1467 204 1969 1263">to fight for independence? The following Guiding Questions help students build their understanding of the Framing Question: “Why did the British continue to fight the colonists?” “What were the results of the colonial victory in the American Revolution?” “How successful were the Continental Congress and state governments at supplying the war effort?” “What obstacles and difficulties did they face?” Additionally, in Unit 4: A Changing Nation, Week 17 - Early Immigration begins with the Framing Question, “What factors led the United States expansion from coast to coast?” Guiding Questions for this lesson include: “What was westward expansion?” “How did the westward expansion impact Native Americans?” “How did the technological developments of this time period affect the lives of the people in the United States?” and “What types of experiences did immigrants, indigenous peoples, settlers, and others have living in America?” The materials include both engaging and guiding questions that align to the core focus of the Framing Questions. Overall, the materials consistently support Framing Questions with relevant Guiding Questions.</p> <p data-bbox="1467 1273 1969 1440">The materials do not consistently ask students to engage in the disciplinary thinking skills required by the LSSSS. There are some opportunities to engage in corroboration, contextualization, or</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>embedded in the Louisiana Student Standards for Social Studies.</p>		<p>sourcing within the standard lesson plans, but they are unevenly distributed throughout the course. Student engagement with primary source documents is ultimately minimal and uneven. Students are infrequently asked to contextualize any documents by determining point of view, identifying alternative perspectives, considering historical events impacting the documents' production, or finding basic source information, such as author or year of publication. For example, in Unit 4, Week 19 - Slavery and Abolition, students learn about Harriet Tubman through a series of primary and secondary sources; however, students are not asked to source the documents or corroborate reliability, including a direct quote from Tubman included in the print edition. Further, students are not asked to source, corroborate, or contextualize two primary sources in the online edition, "What to a Slave is the 4th of July" and "Ain't I a Woman?" both of which are not excerpted down to an appropriate length. Further, in Unit 3, Week 12 - The Lewis and Clark Expedition, although the article includes an excerpt from Clark's diary, students are not asked to contextualize the event, source the primary document, or think about its reliability.</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b></p> <p><b>2c)</b> Materials provide regular and varied opportunities for students to engage in <b>disciplinary writing</b> 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><b>No</b></p>	<p>Materials do not 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. Written responses do not often prompt students to respond with text-based evidence or require students to explain their reasoning. LSSSS 3-5.SP4 requires students to construct and express claims that are supported by relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to demonstrate an understanding of social studies content, compare and contrast viewpoints, explain causes and effects, and describe counterclaims. In Unit 4, Week 19 - Slavery and Abolition, the key writing/speaking question in the teachers' edition suggests, "Have the students write in their interactive notebooks using the following prompt. Have them write the prompt along with their response. a. How did the Underground Railroad help enslaved people escape to freedom?" No anticipated or exemplar response is provided, nor is the teacher prompted to ask students to provide text-evidence/evidence from other sources in their responses. Similarly, in Unit 5, Week 22 - The Second Industrial Revolution,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b></p> <p><b>2d) Materials promote an emphasis on building content-specific and academic vocabulary in social studies.</b></p>	<p><b>Yes</b></p>	<p>Lesson 5 includes the question, “Why is Thomas Edison called ‘the Wizard of Menlo Park?’” The question does not prompt students to cite relevant evidence from sources or provide reasoning to support a claim or argument. The anticipated student response, “He was called this because of the amazing things he invented at his laboratory in Menlo Park, New Jersey,” does not rise to the expectations of the LSSSS. This trend is generally consistent throughout the materials.</p> <p>Materials promote an emphasis on building content-specific and academic vocabulary in social studies. The materials include adequate vocabulary resources for educators and students throughout all units. Each weekly lesson in the teacher edition includes a list of appropriate content-specific terms, along with their definitions. The student editions highlight the same terms, allowing students to engage with the vocabulary in context. LSSSS 3-5.SP1 requires students to examine sources in order to understand and use content-specific vocabulary and phrases. Unit 4, Week 16 - Movement includes the term migration within the lesson, and assessment, as well as in context throughout multiple articles and maps. Additionally, in Unit 2, Week 8 - Location, the teacher edition includes a longer list of vocabulary words, such as absolute location, alphanumeric grid,</p>

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			<p>hemisphere, equator, and international date line, which are embedded into articles and assessments throughout the weekly topic. In the student edition, the weekly vocabulary words are bolded and embedded in the text. After reading the weekly articles, students answer questions that require them to build an understanding of the weekly vocabulary, such as “What line divides the Earth into the Northern Hemisphere and Southern Hemisphere?” Additionally, Unit 3, Week 11 - Map Skills contains a teacher vocabulary list with words used throughout the lesson. The materials incorporate bolded vocabulary words within the text and provide a crossword puzzle and vocabulary game at the end of the weekly lesson. These resources ensure that students have adequate access to these terms in a variety of formats.</p>
	<p><b>2e)</b> Materials provide <b>frequent opportunities for evidence-based student discourse</b> and meaningful classroom discussions.</p>	<p><b>Yes</b></p>	<p>Materials provide enough opportunities for evidence-based student discourse and meaningful classroom discussions. Many lessons contain specific explicit instructions regarding how discussion should be structured. For example, in Unit 4 Week 19, “Use the Inside-Outside Circle strategy to have students discuss the following prompts. Ask the question to the whole group and then let the partners in the circle discuss the answers. After the allotted time, have the center circle move one partner to the left and ask a new</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			question. As partners change, questions can be repeated so students have a chance to refine their thinking and their answers. Allow them to have their student editions with them.”
<p><b>Non-negotiable</b></p> <p><b>3. QUALITY OF SOURCES:</b> 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><b>Required</b></p> <p><b>3a)</b> Materials provide many opportunities for students to build and deepen knowledge about content and concepts through <b>analysis of a coherent selection of strategically-sequenced, high-quality primary and secondary sources</b>, including written texts that are appropriately <u>complex</u>.</p>	<p><b>Yes</b></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 several examples of primary sources, while also including secondary sources which are mostly written specifically for the units and provide details at an appropriate level of complexity. The teacher’s edition includes primary source quotes by embedding the quotes within secondary sources and provides appropriate grade-level guidance for creating accessibility for students, addressing LSSSS 3.2 (Students use a variety of primary and secondary sources). Unit 1, Week 4 - Important Documents includes materials and plans that incorporate both primary and secondary source information about key documents in U.S. History, including a specific quotation from the Declaration of Independence with an associated student analysis activity; a review of the U.S. Constitution (mainly centered on the parts and purpose of the document) with a suggested analysis of the text of the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>preamble with students; and a brief description and review of the Constitutional Amendments, including the Bill of Rights. The materials include an extension/online only analysis activity for the First Amendment, though not as part of the core curriculum. Additionally, the teacher edition provides an Important Documents printable with access to a video and an article, prompting the instructor to guide students through comparing and contrasting the documents found in the video and article. Similarly, Unit 3, Week 12 - The Louisiana Purchase includes a cover article about Thomas Jefferson which helps students build knowledge about Thomas Jefferson's achievements, as required by LSSSS 3.6.a, which requires students to connect prior knowledge from Unit 1, Week 2 - The Declaration of Independence to Thomas Jefferson as the primary author of the document. The accompanying lesson plan located in the teacher's edition instructs the teacher to help students activate prior knowledge from those units by first leading a brainstorm session, then checking in after students read the article and gather more information to add to their original ideas. Furthermore, students watch a brief video, and the teacher prompts them to add additional facts about Jefferson to the board. In an optional activity, students analyze some of Jefferson's</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b></p> <p><b>3b) Available sources are representative of multiple viewpoints or accounts</b> on the issue, event, or topic being examined.</p>	<p><b>Yes</b></p>	<p>quotes by writing about what they think the quotes mean.</p> <p>When applicable, available, and appropriate, sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined. The materials provide students with insights into groups affected both positively and negatively by key events sequenced in the 2022 LSSSS and incorporate multiple viewpoints throughout the content. For example, LSSSS 3.8 requires students to describe how voluntary and involuntary migration has affected the United States. Unit 4, Week 17 includes materials that discuss the impact of westward expansion on various groups in multiple articles that address a variety of perspectives, including “Conflict Between the United States and Indigenous People,” “Impact on Native American Tribes,” “Oregon, California, and Mormon Trails,” and “Ellis Island Experience.” LSSSS 3.12 requires students to explain the significance of the Emancipation Proclamation and the Thirteenth Amendment. Unit 4, Week 20 - Civil War and Emancipation includes Northern and Southern perspectives on enslavement and provides students the opportunity to determine the causes of the Civil War based on these differing viewpoints. This lesson also includes excerpts from the Thirteenth, Fourteenth, and Fifteenth Amendments in alignment with LSSSS 3.7 (Describe the significance</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			of the abolition of slavery following the Civil War). Additionally, Unit 4, Week 19 - Slavery and Abolition highlights the contributions of key abolitionists, including Frederick Douglass, Harriet Tubman, and Sojourner Truth, as required by LSSSS 3.6 (Identify and describe national historical events, figures, and symbols).
	<p><b>Required</b>  <b>3c) Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units.</b></p>	<b>Yes</b>	Sources present the achievements and contributions, strengths, skills, and knowledge of the wide range of individuals and groups referenced in the LSSSS. The materials address a majority of the individuals and groups specified in the LSSSS, often in the form of biographies and sources which present the individuals' achievements and contributions, strengths, skills, and knowledge coupled with associated student activities. Additionally, the materials include some primary sources associated with individuals to help further students' understanding of these figures and groups. For example, LSSSS 3.6a requires that students identify and describe national historical figures, including Susan B. Anthony. In Unit 6, Week 27 - Women's Suffrage, students analyze the achievements of Susan B. Anthony by reading an article, watching two videos and answering video related questions, and analyzing a primary source by explaining how she has been honored. Additionally, Unit 6, Week 29 - Activists

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and Leaders in Civil Rights includes biographies of key leaders, including Ruby Bridges, Martin Luther King, Jr., Jackie Robinson, and other leaders identified in the LSSSS, along with lesson plans for student activities and discussion relating to these figures. Furthermore, the materials incorporate key primary sources, including Dr. King’s “I Have a Dream” speech, providing the opportunity for more in-depth student investigation. Unit 5, Week 22 also provides sources that highlight the achievements, contributions, strengths, skills, and knowledge of important figures such as Thomas Edison, Alexander Graham Bell, and Henry Ford.
<b>SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY</b>			
<p><b>4. SCAFFOLDING AND SUPPORT:</b> 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 type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>4a)</b> Materials <b>provide appropriate scaffolding</b> that will allow <b>all students</b> to productively engage with content.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>Required</b> <b>4b)</b> <b>Teacher support materials</b> include support for building social studies content knowledge and explanations of the instructional approaches that are used.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
<p><b>5. USABILITY:</b> Materials are easily accessible, and are viable for implementation given the length of a school year.</p>	<p><b>Required</b> <b>5a)</b> The total amount of content is <b>viable for a school year</b> and the pacing of content allows for maximum</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	student understanding. The materials provide guidance about the amount of time a task might reasonably take.		
	<b>5b) Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning.</b>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>5c) Student and teacher materials are easy to use and well organized.</b>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>6. ASSESSMENT:</b> Materials offer assessment opportunities that genuinely measure progress and elicit evidence of the degree to which students can independently demonstrate the assessed standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>6a) Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments.</b>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>Required</b> <b>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.</b>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>Required</b> <b>6c) Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards.</b>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>FINAL EVALUATION</b> <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.			
<b>Compile the results for Sections I and II to make a final decision for the materials under review.</b>			
<b>Section</b>	<b>Criteria</b>	<b>Yes/No</b>	<b>Final Justification/Comments</b>
	1. Alignment and Sequence	<b>Yes</b>	Materials incorporate a large majority of the content standards in the Louisiana

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<b>I: Non-negotiable Criteria of Superior Quality<sup>3</sup></b>			<p>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 <u>2022 Louisiana Social Studies Course Frameworks</u>. Instructional materials spend minimal time on content outside of the grade or grade band.</p>
	2. Disciplinary Skills and Practices	<p><b>No</b></p>	<p>Units are structured around engaging questions and big ideas relevant to the grade level’s academic content. Materials promote an emphasis on building content-specific and academic vocabulary in social studies. Materials provide enough opportunities for evidence-based student discourse and meaningful classroom discussions. However, the materials do not consistently ask students to engage in the disciplinary thinking skills required by the LSSSS. Materials do not 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>
	3. Quality of Sources	<p><b>Yes</b></p>	<p>Materials provide many opportunities for students to build and deepen knowledge about content and concepts through</p>

<sup>3</sup> 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
			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 LSSS.
<b>II: Additional Criteria of Superior Quality<sup>4</sup></b>	4. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	5. Usability	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	6. Assessment	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <b>Tier 3, Not representing quality</b>			

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

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

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

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

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

Appendix I.

Publisher Response

Strong social studies instruction requires that students:

- Coherently build knowledge about social studies content — including important historical facts, civic principles, geographic characteristics, and economic concepts so that they can assess conflicting interpretations and evaluate the evidence for various claims.
- 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: Louisiana Studies Weekly

Grade/Course: 3

Publisher: Studies Weekly, Inc.

Copyright: 2022

Overall Rating: Tier 3, Not representing quality

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

STRONG	WEAK
1. Alignment and Sequence (Non-negotiable)	2. Disciplinary Skills and Practices (Non-negotiable)
3. Quality of Sources (Non-negotiable)	

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

- Review the **required**<sup>1</sup> 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.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<b>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b> 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><b>Non-negotiable</b></p> <p><b>1. ALIGNMENT AND SEQUENCE:</b>            Materials adequately address the <a href="#">Louisiana Student Standards for Social Studies</a>.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>1a)</b> Materials incorporate a <b>large majority of the content standards</b> in the Louisiana Student Standards for Social Studies for the identified grade-level/course and require students to engage in thinking at the <b>full depth and rigor of the standards</b>.</p>	<p><b>Yes</b></p>	<p>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. The units and weeks follow the suggested scope in the course design and framework. Each week includes lessons and readings that align to the content of the standards. There is no extraneous or unaligned content within each unit. For example, LSSSS 3.6 requires students to identify and describe national historical figures, celebrations, and symbols. The materials address each one of the supporting standards at multiple points, such as in Unit 2, Week 9 - Patriotism and National Symbols and Unit 6, Week 29 - Activists and Civil Rights Leaders. Furthermore, the materials address most of the Skills and Practice Standards and move from early American history to modern American history in a sequential fashion that satisfies the requirement of Skills and Practices Standard 3.1, which ensures that students learn content chronologically.</p>	



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p><b>Required *Indicator for grades 3-8 only</b></p> <p><b>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.</b></p>	<p><b>Yes</b></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 LSSSS. The program utilizes the same unit organization, naming conventions, and suggested order of the course framework. The materials include all key topics required by the frameworks, without any additional peripheral units or lessons. For example, the framework suggests a first unit entitled “Founding the United States of America,” which includes the topics of the Declaration of Independence and the American Revolution. Similarly, the materials begin with Unit 1: Founding the United States of America and progress from Week 1 - The American Revolution, which outlines the causes of the Revolution, to Week 2 - The Declaration of Independence, which discusses the ideas and principles of the revolutionists, and to Week 3 - The End of the American Revolution, which examines the final battles and outcomes of the war. As outlined in the framework, Unit 4: A Changing Nation presents content about early industrialization, slavery, and abolition (Week 19 - Slavery and Abolition) moves students into content about the Civil War and emancipation (Week 20 - Civil War and Emancipation).</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			Unit 5: A Nation of Industry and Innovation proceeds to Week 22 - The Second Industrial Revolution through a continuation of the ideas from the previous unit. The materials include seven chronologically sequenced units with lessons that connect related topics and ideas.	
	<p><b>1c)</b> In any one grade or course, instructional materials spend <b>minimal time on content outside of the course, grade, or grade-band.</b></p>	<p><b>Yes</b></p>	<p>Instructional materials spend minimal time on content outside of the grade or grade band. The content is closely aligned with the suggested course frameworks, and there is little excess or out-of-order information that is not explicitly tied to the LSSSS. For example, LSSSS 3.19 requires students to create and use maps and models with a key, scale, and compass with intermediate directions; LSSSS 3.22 requires students to identify and locate the four hemispheres, equator, and prime meridian; LSSSS 3.23 requires that students locate and describe the seven continents and five oceans; and LSSSS 3.24 asks students to describe the relative location of the United States. Unit 3, Week 11 - Map Skills addresses the specific standards outlined in the course framework, including activities in which students identify and utilize key map features, explore different types of maps, and begin to apply those skills based on the regions of the U.S. discussed in Weeks 14-15. Additionally, LSSSS 3.27 requires students to describe the importance of conservation and preservation. This is</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			fully addressed in Unit 5, Week 24 - Conservation and Preservation. Finally, LSSSS 3.25 requires students to describe why and how people in the United States have modified their environment, and LSSSS 3.26 requires students to compare and contrast basic land use activities in urban, suburban, and rural environments. In Unit 5, Week 23 - Human-Environment Interaction, students examine basic land use, economic activities in urban, suburban, and rural areas, and changes in communities over time.	
<p><b>Non-negotiable</b></p> <p><b>2. DISCIPLINARY SKILLS AND PRACTICES:</b></p> <p>Materials provide opportunities for students to build knowledge and disciplinary literacy<sup>2</sup> through an integrated approach that is grounded in social studies content and supports development of disciplinary skills and practices.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>2a)</b> Units are structured around <b>engaging questions</b> and <b>big ideas</b> relevant to the grade-level/course’s academic content.</p>	<p><b>Yes</b></p>	<p>Units are structured around engaging questions and big ideas relevant to the grade level’s academic content. Although the units do not share an overarching question, each week is structured around a Framing Question, and the ensuing activities and Guiding Questions help students build toward understanding the Framing Question. The Framing Questions are aligned with those suggested in the course frameworks. For example, Unit 1, Week 3 - The End of the American Revolution includes the following question as a key part of the lesson structure, which reflects suggested framing and supporting questions in the Course Frameworks for Unit 1: Framing Question: Why did the colonists continue to fight for independence? The following</p>	

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>Guiding Questions help students build their understanding of the Framing Question: “Why did the British continue to fight the colonists?” “What were the results of the colonial victory in the American Revolution?” “How successful were the Continental Congress and state governments at supplying the war effort?” “What obstacles and difficulties did they face?” Additionally, in Unit 4: A Changing Nation, Week 17 - Early Immigration begins with the Framing Question, “What factors led the United States expansion from coast to coast?”</p> <p>Guiding Questions for this lesson include: “What was westward expansion?” “How did the westward expansion impact Native Americans?” “How did the technological developments of this time period affect the lives of the people in the United States?” and “What types of experiences did immigrants, indigenous peoples, settlers, and others have living in America?” The materials include both engaging and guiding questions that align to the core focus of the Framing Questions. Overall, the materials consistently support Framing Questions with relevant Guiding Questions.</p>	
	<p><b>Required</b>  <b>2b)</b> Materials require students to engage in the various types of <b>disciplinary thinking</b> that are explicit and embedded in the Louisiana Student Standards for Social Studies.</p>	<p><b>No</b></p>	<p>The materials do not consistently ask students to engage in the disciplinary thinking skills required by the LSSSS. There are some opportunities to engage in corroboration, contextualization, or sourcing within the standard lesson plans,</p>	<p>Disciplinary skills are an important part of social studies. Studies Weekly focuses on disciplinary skills in the publications to provide students with the opportunity to apply disciplinary skills to multiple content topics. The publications already</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>but they are unevenly distributed throughout the course. Student engagement with primary source documents is ultimately minimal and uneven. Students are infrequently asked to contextualize any documents by determining point of view, identifying alternative perspectives, considering historical events impacting the documents' production, or finding basic source information, such as author or year of publication. For example, in Unit 4, Week 19 - Slavery and Abolition, students learn about Harriet Tubman through a series of primary and secondary sources; however, students are not asked to source the documents or corroborate reliability, including a direct quote from Tubman included in the print edition. Further, students are not asked to source, corroborate, or contextualize two primary sources in the online edition, "What to a Slave is the 4th of July" and "Ain't I a Woman?" both of which are not excerpted down to an appropriate length. Further, in Unit 3, Week 12 - The Lewis and Clark Expedition, although the article includes an excerpt from Clark's diary, students are not asked to contextualize the event, source the primary document, or think about its reliability.</p>	<p>contain opportunities for students to analyze, contextualize, and evaluate primary sources, but in the first part of 2024, more resources are being added to the publication to allow students to work with rigorous primary sources to comprehend, evaluate, corroborate, consider multiple perspectives and point of view, and the impact of historical events on the production of documents. Students engage in sourcing documents for authorship, year, etc. When the full primary source is above grade level, the students focus on a smaller chunk of content that is grade-level-appropriate.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p><b>Required</b>  <b>2c)</b> Materials provide regular and varied opportunities for students to engage in <b>disciplinary writing</b> 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><b>No</b></p>	<p>Materials do not 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. Written responses do not often prompt students to respond with text-based evidence or require students to explain their reasoning. LSSSS 3-5.SP4 requires students to construct and express claims that are supported by relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to demonstrate an understanding of social studies content, compare and contrast viewpoints, explain causes and effects, and describe counterclaims. In Unit 4, Week 19 - Slavery and Abolition, the key writing/speaking question in the teachers' edition suggests, "Have the students write in their interactive notebooks using the following prompt. Have them write the prompt along with their response. a. How did the Underground Railroad help enslaved people escape to freedom?" No anticipated or exemplar response is provided, nor is the teacher prompted to ask students to provide text-evidence/evidence from other sources in their responses. Similarly, in Unit 5, Week 22 - The Second Industrial Revolution,</p>	<p>Teachers are being provided with primary source analysis slide decks to be able to easily present primary source text and/or images with discussion questions and apply disciplinary skills including discussion and writing about the primary sources where the students are guided to identify and apply evidence for claims in their writing and discussions. Rigor for expected writing activities is being increased and includes exemplar responses to give teachers and students models for student work and grading purposes.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>Lesson 5 includes the question, “Why is Thomas Edison called ‘the Wizard of Menlo Park?’” The question does not prompt students to cite relevant evidence from sources or provide reasoning to support a claim or argument. The anticipated student response, “He was called this because of the amazing things he invented at his laboratory in Menlo Park, New Jersey,” does not rise to the expectations of the LSSSS. This trend is generally consistent throughout the materials.</p>	
	<p><b>Required</b>  <b>2d) Materials promote an emphasis on building content-specific and academic vocabulary in social studies.</b></p>	<p><b>Yes</b></p>	<p>Materials promote an emphasis on building content-specific and academic vocabulary in social studies. The materials include adequate vocabulary resources for educators and students throughout all units. Each weekly lesson in the teacher edition includes a list of appropriate content-specific terms, along with their definitions. The student editions highlight the same terms, allowing students to engage with the vocabulary in context. LSSSS 3-5.SP1 requires students to examine sources in order to understand and use content-specific vocabulary and phrases. Unit 4, Week 16 - Movement includes the term migration within the lesson, and assessment, as well as in context throughout multiple articles and maps. Additionally, in Unit 2, Week 8 - Location, the teacher edition includes a longer list of vocabulary words, such as absolute location, alphanumeric grid,</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>hemisphere, equator, and international date line, which are embedded into articles and assessments throughout the weekly topic. In the student edition, the weekly vocabulary words are bolded and embedded in the text. After reading the weekly articles, students answer questions that require them to build an understanding of the weekly vocabulary, such as “What line divides the Earth into the Northern Hemisphere and Southern Hemisphere?” Additionally, Unit 3, Week 11 - Map Skills contains a teacher vocabulary list with words used throughout the lesson. The materials incorporate bolded vocabulary words within the text and provide a crossword puzzle and vocabulary game at the end of the weekly lesson. These resources ensure that students have adequate access to these terms in a variety of formats.</p>	
	<p><b>2e)</b> Materials provide <b>frequent opportunities for evidence-based student discourse</b> and meaningful classroom discussions.</p>	<p><b>Yes</b></p>	<p>Materials provide enough opportunities for evidence-based student discourse and meaningful classroom discussions. Many lessons contain specific explicit instructions regarding how discussion should be structured. For example, in Unit 4 Week 19, “Use the Inside-Outside Circle strategy to have students discuss the following prompts. Ask the question to the whole group and then let the partners in the circle discuss the answers. After the allotted time, have the center circle move one partner to the left and ask a new</p>	



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			question. As partners change, questions can be repeated so students have a chance to refine their thinking and their answers. Allow them to have their student editions with them.”	
<p><b>Non-negotiable</b></p> <p><b>3. QUALITY OF SOURCES:</b> 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><b>Required</b></p> <p><b>3a)</b> Materials provide many opportunities for students to build and deepen knowledge about content and concepts through <b>analysis of a coherent selection of strategically-sequenced, high-quality primary and secondary sources</b>, including written texts that are appropriately <a href="#">complex</a>.</p>	<p><b>Yes</b></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 several examples of primary sources, while also including secondary sources which are mostly written specifically for the units and provide details at an appropriate level of complexity. The teacher’s edition includes primary source quotes by embedding the quotes within secondary sources and provides appropriate grade-level guidance for creating accessibility for students, addressing LSSSS 3.2 (Students use a variety of primary and secondary sources). Unit 1, Week 4 - Important Documents includes materials and plans that incorporate both primary and secondary source information about key documents in U.S. History, including a specific quotation from the Declaration of Independence with an associated student analysis activity; a review of the U.S. Constitution (mainly centered on the parts and purpose of the document) with a suggested analysis of the text of the</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>preamble with students; and a brief description and review of the Constitutional Amendments, including the Bill of Rights. The materials include an extension/online only analysis activity for the First Amendment, though not as part of the core curriculum. Additionally, the teacher edition provides an Important Documents printable with access to a video and an article, prompting the instructor to guide students through comparing and contrasting the documents found in the video and article. Similarly, Unit 3, Week 12 - The Louisiana Purchase includes a cover article about Thomas Jefferson which helps students build knowledge about Thomas Jefferson's achievements, as required by LSSSS 3.6.a, which requires students to connect prior knowledge from Unit 1, Week 2 - The Declaration of Independence to Thomas Jefferson as the primary author of the document. The accompanying lesson plan located in the teacher's edition instructs the teacher to help students activate prior knowledge from those units by first leading a brainstorm session, then checking in after students read the article and gather more information to add to their original ideas. Furthermore, students watch a brief video, and the teacher prompts them to add additional facts about Jefferson to the board. In an optional activity, students analyze some of Jefferson's</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p><b>Required</b>  <b>3b) Available sources are representative of multiple viewpoints or accounts</b> on the issue, event, or topic being examined.</p>	<p><b>Yes</b></p>	<p>quotes by writing about what they think the quotes mean.</p> <p>When applicable, available, and appropriate, sources are representative of multiple viewpoints or accounts on the issue, event, or topic being examined. The materials provide students with insights into groups affected both positively and negatively by key events sequenced in the 2022 LSSSS and incorporate multiple viewpoints throughout the content. For example, LSSSS 3.8 requires students to describe how voluntary and involuntary migration has affected the United States. Unit 4, Week 17 includes materials that discuss the impact of westward expansion on various groups in multiple articles that address a variety of perspectives, including “Conflict Between the United States and Indigenous People,” “Impact on Native American Tribes,” “Oregon, California, and Mormon Trails,” and “Ellis Island Experience.” LSSSS 3.12 requires students to explain the significance of the Emancipation Proclamation and the Thirteenth Amendment. Unit 4, Week 20 - Civil War and Emancipation includes Northern and Southern perspectives on enslavement and provides students the opportunity to determine the causes of the Civil War based on these differing viewpoints. This lesson also includes excerpts from the Thirteenth, Fourteenth, and Fifteenth Amendments in alignment with LSSSS 3.7 (Describe the significance</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			of the abolition of slavery following the Civil War). Additionally, Unit 4, Week 19 - Slavery and Abolition highlights the contributions of key abolitionists, including Frederick Douglass, Harriet Tubman, and Sojourner Truth, as required by LSSSS 3.6 (Identify and describe national historical events, figures, and symbols).	
	<p><b>Required</b></p> <p><b>3c) Sources present the achievements and contributions, strengths, skills, and knowledge of a wide range of individuals and groups throughout the units.</b></p>	<b>Yes</b>	<p>Sources present the achievements and contributions, strengths, skills, and knowledge of the wide range of individuals and groups referenced in the LSSSS. The materials address a majority of the individuals and groups specified in the LSSSS, often in the form of biographies and sources which present the individuals' achievements and contributions, strengths, skills, and knowledge coupled with associated student activities. Additionally, the materials include some primary sources associated with individuals to help further students' understanding of these figures and groups. For example, LSSSS 3.6a requires that students identify and describe national historical figures, including Susan B. Anthony. In Unit 6, Week 27 - Women's Suffrage, students analyze the achievements of Susan B. Anthony by reading an article, watching two videos and answering video related questions, and analyzing a primary source by explaining how she has been honored. Additionally, Unit 6, Week 29 - Activists</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			and Leaders in Civil Rights includes biographies of key leaders, including Ruby Bridges, Martin Luther King, Jr., Jackie Robinson, and other leaders identified in the LSSSS, along with lesson plans for student activities and discussion relating to these figures. Furthermore, the materials incorporate key primary sources, including Dr. King’s “I Have a Dream” speech, providing the opportunity for more in-depth student investigation. Unit 5, Week 22 also provides sources that highlight the achievements, contributions, strengths, skills, and knowledge of important figures such as Thomas Edison, Alexander Graham Bell, and Henry Ford.	
<b>SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY</b>				
<b>4. SCAFFOLDING AND SUPPORT:</b> Materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts using multiple instructional approaches and strategies.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>4a)</b> Materials <b>provide appropriate scaffolding</b> that will allow <b>all students</b> to productively engage with content.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>Required</b> <b>4b)</b> <b>Teacher support materials</b> include support for building social studies content knowledge and explanations of the instructional approaches that are used.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>5. USABILITY:</b> Materials are easily accessible, and are viable for implementation given the length of a school year.	<b>Required</b> <b>5a)</b> The total amount of content is <b>viable for a school year</b> and the pacing of content allows for maximum	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<input type="checkbox"/> Yes <input type="checkbox"/> No	student understanding. The materials provide guidance about the amount of time a task might reasonably take.			
	<b>5b) Materials provide support for communicating with parents, community members, and other stakeholders about how they can support student learning.</b>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>5c) Student and teacher materials are easy to use and well organized.</b>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>6. ASSESSMENT:</b> Materials offer assessment opportunities that genuinely measure progress and elicit evidence of the degree to which students can independently demonstrate the assessed standards.	<b>Required</b> <b>6a) Materials encompass a balanced system of assessments that includes a variety of formative, performance, and traditional summative assessments.</b>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>Required</b> <b>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.</b>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>Required</b> <b>6c) Materials provide guidance and support to help teachers collect, interpret, and act on data about student progress toward the standards.</b>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>FINAL EVALUATION</b> <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.			
	<b>Compile the results for Sections I and II to make a final decision for the materials under review.</b>			
<b>Section</b>	<b>Criteria</b>	<b>Yes/No</b>	<b>Final Justification/Comments</b>	
	1. Alignment and Sequence	<b>Yes</b>	Materials incorporate a large majority of the content standards in the Louisiana	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<b>I: Non-negotiable Criteria of Superior Quality<sup>3</sup></b>			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 <u>2022 Louisiana Social Studies Course Frameworks</u> . Instructional materials spend minimal time on content outside of the grade or grade band.	
	2. Disciplinary Skills and Practices	<b>No</b>	Units are structured around engaging questions and big ideas relevant to the grade level’s academic content. Materials promote an emphasis on building content-specific and academic vocabulary in social studies. Materials provide enough opportunities for evidence-based student discourse and meaningful classroom discussions. However, the materials do not consistently ask students to engage in the disciplinary thinking skills required by the LSSSS. Materials do not 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.	Disciplinary skills are an important part of social studies. Studies Weekly focuses on disciplinary skills in the publications to provide students with the opportunity to apply disciplinary skills to multiple content topics. The publications already contain opportunities for students to analyze, contextualize, and evaluate primary sources, but in the first part of 2024, more resources are being added to the publication to allow students to work with rigorous primary sources to comprehend, evaluate, corroborate, consider multiple perspectives and point of view, and the impact of historical events on the production of documents. Students engage in sourcing documents for authorship, year, etc. When the full primary source is above grade level, the students focus on a smaller chunk of content that is grade-level-appropriate.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				Teachers are being provided with primary source analysis slide decks to be able to easily present primary source text and/or images with discussion questions and apply disciplinary skills including discussion and writing about the primary sources where the students are guided to identify and apply evidence for claims in their writing and discussions. Rigor for expected writing activities is being increased and includes exemplar responses to give teachers and students models for student work and grading purposes.
	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 LSSSS.	
<b>II: Additional Criteria of Superior Quality<sup>4</sup></b>	4. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	

<sup>4</sup> 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	PUBLISHER RESPONSE
	5. Usability	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	6. Assessment	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier 3, Not representing quality</u></b>				

Appendix II.

Public Comments

# Public Review - Louisiana Online Instructional Materials Reviews

Welcome! Thank you for sharing your views and participating in this review.

The following rules govern public comments related to the state review of instructional materials:

1. By submitting this review you agree to the rules that govern public comments.
2. Parents and other members of the public are encouraged to provide input relative to the textbooks and instructional materials under state review.
3. Responses and comments are subject to publication as part of the final state review.
4. The public comment period for any program under review is four weeks.
5. Comments submitted below must be related to the instructional materials you select.
6. In lieu of commenting through the official online form, attachments and separate e-mails may be submitted to [LouisianaCurriculumReview@la.gov](mailto:LouisianaCurriculumReview@la.gov), but must include the title or reference number associated with instructional materials that are under state review.
7. Comments using profanity or deemed slanderous of any nature will not be published.

As a reminder, to access completed state reviews, a current list of instructional materials available for public review, and list of those coming soon, visit <https://www.louisianabelieves.com/academics/ONLINE-INSTRUCTIONAL-MATERIALS-REVIEWS>.

Titles currently available for review are included in the choices below.

-Lab-Aids Inc., Issues and Science, Grades, 6-8

-Studies Weekly, Inc., Louisiana Studies Weekly, Grades 3-5

Email questions to [LouisianaCurriculumReview@la.gov](mailto:LouisianaCurriculumReview@la.gov)

Email \*

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### Basic Information

First Name \*

Karial

.....

Last Name \*

Arceneaux

.....

Organization Representing (if any)

.....

In what Louisiana parish do you live? (If not a Louisiana resident, indicate the city and state of your residence.) \*

St. Mary



### Submit a Review

Disclaimer: I understand that the Department will not verify the accuracy or validity of public comments and that these comment do not reflect the opinions or policies of the State Board of Elementary and Secondary Education or the State Superintendent of Education.

Please respond to the following set of questions and leave comments below.

About which materials are you submitting a comment? \*

- Lab-Aids Inc., Issues and Science, Grades, 6-8
- Studies Weekly, Inc., Louisiana Studies Weekly, Grades 3-5

Were the materials inviting and appealing?

- Yes
- No

Were the materials user-friendly and easy to navigate?

- Yes
- No

Were the materials age and grade appropriate?

- Yes
- No

My comments pertain to:

- The entire program
- A particular title or grade within the program (to be indicated in my comments)

Comments:

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Google Forms