2016 Instructional Material Summer Review Institute

Grade 9-12: Social Studies

**Review Team Appraisal of Title – 9-12 Social Studies**

This information is provided for local school boards and governing authorities of charter schools to consider in their selection process to meet the needs of their student population.

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| Text Title: | Civics in Practice Principles of Government and Economics | Publisher: | Houghton Mifflin |
| Course: | Social Studies | Grade Level: | 9-12 |
| SE ISBN: | 9780547318363 | TE ISBN: | 9780547318370 |
| SW ISBN: |  |

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| **SECTION 1 – NM Content Standards and Benchmarks** |
| Reviewer # and Section 1 Total: 1. #19 TOTAL 282 2. #20 TOTAL 262 3. #21 TOTAL 266 Average Score: 270Review Team Assessment of material’s compliance with Section 1:  Civics and Government (1-29)* Analysis of the structures, functions, and foundations of government and economy were clearly presented
* Assessments and activities assist students to monitor their learning and application of principles
* Good transition from low level to high level activities to engage all learners – differentiated instruction for ELL, gifted and enriched, struggling learners, etc.
* The TE has many activities and rubrics that are in the text and online that support state standards
* Supplemental materials are excellent (Personal finance, Reference section, “How to make this book work”)
* Good use of cultural perspectives for various cultural backgrounds

Guidance for completing this section:1. Focus on the NM Content Standards and Benchmarks assessed in Section 1
2. Ensure that the narrative is consistent with the individual and average score for Section 1. That is, if the score are in the 90% range, you should not be focusing on how the text does not meet common core standards.
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| **SECTION 2.A CCSS 9-10 Reading**  |
| Reviewer # and Section 2.A Total: 1. #19 TOTAL 60 2. #20 TOTAL 60 3. #21 TOTAL 58 Average Score: 59Review Team Assessment of material’s compliance with Section 2.A: Reading for Literacy in History/Social Studies (30-39)* Use of qualitative and quantitative analysis to support determination of evidence for claims made by various authors
* Good variety of materials and supports for reading comprehension such as highlighted vocabulary words
* Multiple resources cited and quoted to support analysis and evaluation of information
* Numerous activities that involve primary and secondary resources and how to site relevant text in making connections, inferences and judgements
* Incorporation of multimedia projects to include maps, graphs, charts, graphic organizers, pictures to present information through reading, writing and oral presentations

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| **SECTION 2.B 11-12 CCSS Reading** |
| Reviewer # and Section 2.B Total: 1. #19 TOTAL 60 2. #20 TOTAL 58 3. #21 TOTAL 60 Average Score: 59Review Team Assessment of material’s compliance with Section 2.B: Reading for Literacy in History/Social Studies (40-49)* Opportunities for enrichment and open-ended activities for use with multiple grade levels
* Integration of information was available through illustrations, main ideas, scaffolding provided for more detailed work
* Good cross curricular activities to assist students in using information presented in diverse formats to integrate and evaluate written information
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| **SECTION 2.C 9-10 CCSS Writing**  |
| Reviewer # and Section 2.B Total: 1. #19 TOTAL 114 2. #20 TOTAL 110 3. #21 TOTAL 108 Average Score: 110Review Team Assessment of material’s compliance with Section 2.C: Writing for Literacy in History/Social Studies (50-68)* Variety of options to respond, react and express thoughts, opinions and knowledge of material/concepts presented
* Opportunity to write multiple ways, formal and informal (journals, pamphlets, charts, graphic organizers, technical writing, and note taking)
* Research to integrate knowledge and make it relevant through writing assignments and discussion of research
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| **SECTION 2.D 11-12 CCSS Writing**  |
| Reviewer # and Section 2.B Total: 1. #19 TOTAL 108 2. #20 TOTAL 108 3. #21 TOTAL 102 Average Score: 106Review Team Assessment of material’s compliance with Section 2.D: Writing Standards for Literacy in History/Social Studies (69-86)* Expectations to develop and evaluate claims and counterclaims through various research projects
* Good writing activities with differentiation for all levels of learners and learning styles
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| **SECTION 2.E Publisher’s Criteria** |
| Reviewer # and Section 2.B Total: 1. #19 TOTAL 60 2. #20 TOTAL 60 3. #21 TOTAL 60 Average Score: 60Review Team Assessment of material’s compliance with Section 2.E:  Other Relevant Criteria (87-98)* Many speaking and listening activities presented through pairs, small group and full class presentations
* Cooperative learning activities for all chapters that include current events and topical vocabulary
* Offers a variety of resources to enhance learning and engage students (eg. Atlas, glossary, multimedia activities)
* Numerous opportunities to use technology by developing newsletters, pamphlets ( independently, pairs, and groups)
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| **SECTION 2.F Student/Teacher Edition Criteria** |
| Reviewer # and Section 2.B Total: 1. #19 TOTAL 65 2. #20 TOTAL 65 3. #21 TOTAL 65 Average Score: 65Review Team Assessment of material’s compliance with Section 2.F: Other Relevant Criteria (94-106)* Incredible teacher support through differentiation, additional resources, technology support to keep students engaged as well as cultural perspectives, interests and issues presented in a thoughtful way
* This text is rich in textual graphic and diversified information concerning cultures, history and current events
* Appropriate and engaging use of pictures, graphs, charts, access to multimedia platforms for additional information
* Good opportunity for instructional strategies and resources
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| **Reviewer Comments** |
| Reviewer #: 19 Reviewer Background: 26 years teaching, Title I Intervention and support Comments: * Objectives clearly stated and assessed throughout the chapters
* Like the ease of the presentation of the text – easy to read, find information and consistent from chapter to chapter
* The use of many different types of activities to engage all types of learners is inviting and helpful as to not have to come up with different activities on my own

Reviewer #: 20 Reviewer Background: 23 years teaching, Level III, Government/Econ and US History currently, Future Educators sponsor, TESOL endorsement Comments: These materials stood out because:* Good instructions regarding note-taking have positive long-term outcomes
* “Write a Letter” appears frequently, and would serve the purpose of aiding students in writing letters to representatives, newspapers, etc. after they leave school.
* The array of resources that would allow teachers to meet the needs and interests of their student, districts, etc.

Reviewer #: 21 Reviewer Background: 19 years teaching, Government, AP Government AP US History Comments: * Units and chapters were easy to follow in regard to objectives, differentiation, and cross curricular learning opportunities
* Resources and activities are readily available for teachers which can easily be incorporated in a variety of ways
* The text does a thorough job of covering the New Mexico benchmark and standards at level 2 and 3 of Bloom’s Taxonomy
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