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: | World History and Geography Modern Times | Publisher: | McGraw Hill Education |
| Course: | World History and Geography | Grade Level: | 9-12 |
| SE ISBN: | 9780076647385 | TE ISBN: | 9780076648474 |
| SW ISBN: |       |

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| **SECTION 1 – NM Content Standards and Benchmarks** |
| Reviewer # and Section 1 Total: 1. #16 TOTAL740 2. #17 TOTAL764 3. #18 TOTAL742 Average Score: 748.6Review Team Assessment of material’s compliance with Section 1: * NM Standards are addressed.
* Document based questions using multiple primary sources.
* Visuals from supplemental resources enhance learning.
* The lower score was based on some poor citations, however the team agrees that this was a good book.
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| **SECTION 2.A CCSS 9-10 Reading**  |
| Reviewer # and Section 2.A Total: 1. #16 TOTAL60 2. #17 TOTAL60 3. #18 TOTAL46 Average Score: 55.3Review Team Assessment of material’s compliance with Section 2.A: * Offers “foldables” for guided reading and note-taking.
* Offered leveled support for readers.
* Reading levels are presented for EL and gifted.
* Step into Place introduces chapter using quotes, primary source.
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| **SECTION 2.B 11-12 CCSS Reading** |
| Reviewer # and Section 2.B Total: 1. #16 TOTAL58 2. #17 TOTAL58 3. #18 TOTAL54 Average Score: 54Review Team Assessment of material’s compliance with Section 2.B:      * High level primary sources included
* Hands-on “Project Based” learning
* Recognizes bias and analyzing historical documents
* Citations that were written as paragraphs were scored lower, because reviewers could not find them
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| **SECTION 2.C 9-10 CCSS Writing**  |
| Reviewer # and Section 2.B Total: 1. #16 TOTAL108 2. #17 TOTAL104 3. #18 TOTAL106 Average Score: 106Review Team Assessment of material’s compliance with Section 2.C: * Writing skills require use of “argument”
* Students are asked to write on various topics
* Rich and rigorous writing options
* Students are asked to take a position in their writing and defend against an opposing student’s position
* Research and perspective from a person fighting in a battle
* Visit museums online and complete research
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| **SECTION 2.D 11-12 CCSS Writing**  |
| Reviewer # and Section 2.B Total: 1. #16 TOTAL104 2. #17 TOTAL104 3. #18 TOTAL102 Average Score: 103.3Review Team Assessment of material’s compliance with Section 2.D: * Writing skills using argument were addressed
* Writing offers rigor and choice
* Visual skills and photo analysis
* Present information in another format than a report
* Student created tables for compare and contrast are available
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| **SECTION 2.E Publisher’s Criteria** |
| Reviewer # and Section 2.B Total: 1. #16 TOTAL60 2. #17 TOTAL40 3. #18 TOTAL45 Average Score: 40.3Review Team Assessment of material’s compliance with Section 2.E: * Good project based learning
* Good Ch. Assessment that embeds remediation, intervention and support
* Role playing and record interviews in that role
* Online teaching options provided and address modalities of learning
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| **SECTION 2.F Student/Teacher Edition Criteria** |
| Reviewer # and Section 2.B Total: 1. #16 TOTAL60 2. #17 TOTAL60 3. #18 TOTAL65 Average Score: 61.6Review Team Assessment of material’s compliance with Section 2.F: * Differentiated lessons for advanced, nearing proficiency and ELL students
* Remediation and intervention strategies included
* TE offers full plan for unit
* Project based learning with hands on learning and digital hands on
* Multimedia resources provided
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| **Reviewer Comments** |
| Reviewer #: 16 Reviewer Background: 16 years classroom experience, Level IIIA and IIIB, Currently AdministratorComments: Was really impressed by some of the resources such as the “foldables” and the geography skills and world religions handbooks. I liked the assessments…if you missed this question, go to this page. The “meeting the diverse needs of our students” insert was a good addition for teachers that need support in this area. Reviewer #: 17 Reviewer Background: 16 years of classroom experience, Level III, with administrator license      Comments: I consider this textbook as an excellent secondary source for the classroom. I liked how this book provided different modalities for different levels of students. Most importantly, I liked how the book provided students with bias perspectives and allowed the students to support their views against other students. I feel this book could have been scored higher, but the citations decreased the final score. I strongly recommend that publishers review the citations that were chosen Reviewer #: 18 Reviewer Background: 20 years of classroom experience level3.       Comments: The textbook is an excellent source to teach a diverse student population because it includes a wide variety of student based learning based activities. In addition, the glossary has the definitions in both English and Spanish. This is extremely beneficial for the state of New Mexico.  |