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: 748.6  Review 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. |
| **SECTION 2.A CCSS 9-10 Reading** |
| Reviewer # and Section 2.A Total: 1. #16 TOTAL60 2. #17 TOTAL60 3. #18 TOTAL46  Average Score: 55.3  Review 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. |
| **SECTION 2.B 11-12 CCSS Reading** |
| Reviewer # and Section 2.B Total: 1. #16 TOTAL58 2. #17 TOTAL58 3. #18 TOTAL54  Average Score: 54  Review 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2.B:   * High level primary sources included * Hands-on “Project Based” learning * Recognizes bias and analyzing historical documents * Citations that were written as paragraphs were scored lower, because reviewers could not find them |
| **SECTION 2.C 9-10 CCSS Writing** |
| Reviewer # and Section 2.B Total: 1. #16 TOTAL108 2. #17 TOTAL104 3. #18 TOTAL106  Average Score: 106  Review 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 |
| **SECTION 2.D 11-12 CCSS Writing** |
| Reviewer # and Section 2.B Total: 1. #16 TOTAL104 2. #17 TOTAL104 3. #18 TOTAL102  Average Score: 103.3  Review 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 |
| **SECTION 2.E Publisher’s Criteria** |
| Reviewer # and Section 2.B Total: 1. #16 TOTAL60 2. #17 TOTAL40 3. #18 TOTAL45  Average Score: 40.3  Review 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 |
| **SECTION 2.F Student/Teacher Edition Criteria** |
| Reviewer # and Section 2.B Total: 1. #16 TOTAL60 2. #17 TOTAL60 3. #18 TOTAL65  Average Score: 61.6  Review 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 |
| **Reviewer Comments** |
| Reviewer #: 16 Reviewer Background: 16 years classroom experience, Level IIIA and IIIB, Currently Administrator  Comments: 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. |