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.

|  |  |  |  |
| --- | --- | --- | --- |
| Text Title: | Economics | Publisher: | Pearson – Prentice Hall |
| Course: | Economics | Grade Level: | 9-12 |
| SE ISBN: | 9780133328431 | TE ISBN: | 9780133307047 |
| SW ISBN: |  |

|  |
| --- |
| **SECTION 1 – NM Content Standards and Benchmarks** |
| Reviewer # and Section 1 Total: 1. #19 TOTAL 400 2. #20 TOTAL 344 3. #21 TOTAL 384 Average Score: 376Economics (1-42)Review Team Assessment of material’s compliance with Section 1: * Content, Benchmark & Performance standards addressed within Student Edition
* Standards clearly identifiable with differentiated activities as well as use of academic skills (analysis, evaluation and assessment) in conjunction with current events and historical backgrounds
* New Mexico content standards for economics is combined with good cross-curricular activities, ample activities call for students to examine their personal lives in the “big picture” of economics
* Most assessment questions or student activities require higher level thinking and performance skills according to Bloom’s Taxonomy

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.
 |
| **SECTION 2.A CCSS 9-10 Reading**  |
| Reviewer # and Section 2.A Total: 1. #19 TOTAL 60 2. #20 TOTAL 60 3. #21 TOTAL 52 Average Score: 57Reading Standards for Literacy in History/Social Studies (43-53)Review Team Assessment of material’s compliance with Section 2.A: * Students were assigned primary and secondary documents as well as print and online research materials to deepen their understanding of economics and their reading skills
* Good variety of resources that showed numerous graphics, charts, graphs, flow charts, etc. covered throughout student text to engage and challenge learners
 |
| **SECTION 2.B 11-12 CCSS Reading** |
| Reviewer # and Section 2.B Total: 1. #19 TOTAL 58 2. #20 TOTAL 58 3. #21 TOTAL 52 Average Score: 56Reading Standards for Literacy in History/Social Studies (54-62)Review Team Assessment of material’s compliance with Section 2.B: * Graphic organizers and big picture questions to introduce new concepts, challenging activities like DVQ’s and differentiation for ELL, struggling and advanced students
* Shows a large array of activities for all level learners
* Resources that assist students to site specific evidence and determine central ideas from primary or secondary sources
 |
| **SECTION 2.C 9-10 CCSS Writing**  |
| Reviewer # and Section 2.B Total: 1. #19 TOTAL 108 2. #20 TOTAL 104 3. #21 TOTAL 106 Average Score: 106Writing Standards for Literacy in History/Social Studies (63-81)Review Team Assessment of material’s compliance with Section 2.C: * Ample opportunities to address and assess writing standards through responses to assessment questions and daily activities
* Presents content vocabulary in at least two formats with instructions for students to incorporate vocabulary into their responses to writing prompts
* They are to use headings, graphs and multimedia when appropriate
 |
| **SECTION 2.D 11-12 CCSS Writing**  |
| Reviewer # and Section 2.B Total: 1. #19 TOTAL 96 2. #20 TOTAL 108 3. #21 TOTAL 102 Average Score: 102Writing Standards for Literacy in History/Social Studies (82-99)Review Team Assessment of material’s compliance with Section 2.D: * Informal and formal writing prompts, taking notes, creating outlines and DVQ’s
* Students required to use varied syntax to link major sections of their work, as well as evaluatting claims and counter claims concerning the topic
 |
| **SECTION 2.E Publisher’s Criteria** |
| Reviewer # and Section 2.B Total: 1. #19 TOTAL 55 2. #20 TOTAL 60 3. #21 TOTAL 60 Average Score: 58Other Relevant Criteria – Publisher’s Criteria (100-111)Review Team Assessment of material’s compliance with Section 2.E: * Students are provided opportunities to speak and listen to each other, the teacher, and multimedia sources
* Teachers are provided with material that unbiased and represents a wide range of issues as well as good digital supports
* The TE had a variety of digital and multimedia activities
* There are easy to follow pacing guides and objectives, differentiation for beginning to advanced learner. Cross curricular activities were abundant
 |
| **SECTION 2.F Student/Teacher Edition Criteria** |
| Reviewer # and Section 2.B Total: 1. #19 TOTAL 65 2. #20 TOTAL 65 3. #21 TOTAL 60 Average Score: 63Other Relevant Criteria – Publisher’s Criteria (112-124)Review Team Assessment of material’s compliance with Section 2.F: * Chapters have the requisite vocabulary, objective and assessments as well as Pearson realized resources which include “Interactivities,” notepads and videos
* Chapters are organized for ease of use
* Use of pictures, graphs, cartoons, tables, graphics and drawings is engaging and creates an easy flow to the textbook
 |
| **Reviewer Comments** |
| Reviewer #: 19 Reviewer Background: 26 years teaching experience, Title I Intervention Comments: * Digital support with additional information providing additional resources and student engagement increase with technology use.
* Formative and summative assessments throughout, requiring students to have thoughtful responses.

Reviewer #: 20 Reviewer Background: 23 years teaching experience; have taught all core Social Studies, currently teaching Government and Economics Comments: * This publisher is affiliated with NBC Learn which provides the interactive video of this set.
* There is a good selection of interactive primary sources.
* I do like the questions at the end of the chapters, because they remind the students to use vocabulary and standardized English.

Reviewer #: 21 Reviewer Background: 19 years teaching, Government, AP Government AP US HistoryComments: * Overall excellent and easy to follow activities throughout the TE and SE with multiple interactive opportunities
* The text follows NM content benchmarks and standards in multiple ways at a level of 2-3 in Bloom’s Taxonomy providing opportunity for higher levels of learning
 |
|  |