

2022 Instructional Material Summer Review Institute

Review Team Appraisal of Title  
K-8 Social Studies

This appraisal form is provided for use by educators responsible for the selection of instructional materials for implementation with districts and charter schools across New Mexico to meet the need of their student populations.

[NMPED Adoption Information](#)

Text Title	National Geographic World Cultures and Geography (Survey), Student Edition +MindTap (6-year license)	Publisher	Cengage Learning, Inc.
SE ISBN	9780357878170	TE ISBN	9781337227612
SW ISBN		Grade Level/Content	6th Grade Social Studies

**Core Instructional Material Designation** (Core Instructional Material is the comprehensive print or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.)

Recommended  
(90% and above)

Recommended with  
Reservations (80-89%)

Not Recommended and  
Not Adopted  
(below 80%)

**Total Score** - The final score for the materials is averaged between the team of reviewers.

Average Score

74%

**Cultural and Linguistic Relevance Recognition** - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding cultural relevance and the inclusion of a culturally responsive lens. Those materials receiving a score of 90% or above on the CLR portion of the review are recognized as culturally and linguistically relevant.

CLR Recognized

Average Score

69%

**FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:**

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

Materials give examples of diverse perspectives but they do not follow CLR pedagogy and affirming student identities. The content makes interdisciplinary connections with other content areas, but not in the language of the standards with a CLR background.

**FOCUS AREA 7 INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS:**

Instructional materials highlight diversity in culture and language through multiple perspectives.

Statements of appraisal and supporting evidence:

Instructional materials provide diversity in culture and language through multiple perspectives. However, they do not provide historical information regarding early settlements in New Mexico. Materials address current cultural diversity and perspectives, but there is minimal in-depth historical perspective to address the time period of the 6th grade New Mexico Content Standards.

**Standards Review** - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Average Score

73%

**OVERALL ALIGNMENT:**

**Materials align with the grade level/content area social studies standards overall.**

*Statements of appraisal and supporting evidence:*

While the material is comprehensive from early civilizations to modern cultures, it does not align with New Mexico Content Standards in either depth of information or diversity of assessments and activities. While there is valuable information, the breadth of information extends beyond the scope of the New Mexico 6th grade social studies standards.

**A. CIVICS**

**Materials align to the civics standards for this grade level.**

*Statements of appraisal and supporting evidence:*

The text provides a survey of civic and political institutions, but does not provide in depth instruction at grade level that is specific to the standards.

**B. ECONOMICS AND PERSONAL FINANCIAL LITERACY**

**Materials align to the economics and personal financial literacy standards for this grade level.**

*Statements of appraisal and supporting evidence:*

While the text describes some economic systems and trade networks, it does not relate to personal financial literacy.

**C. GEOGRAPHY**

**Materials align to the geography standards for this grade level.**

*Statements of appraisal and supporting evidence:*

The text offers some studies of physical geography of the earth, but it is difficult to locate specific maps and the details of using the interactive map tool. The text does not address how early humans interacted with the environment; only recent environmental impacts are addressed that are beyond the scope of the 6th grade standards.

**D. HISTORY**

**Materials align to the history standards for this grade level.**

*Statements of appraisal and supporting evidence:*

The text provides general information but does not meet the depth of the New Mexico Content Standards. For example, vocabulary of the agricultural revolution is found, but the information regarding the rise of agriculture and the impact of the nomadic people is lacking. The political and social issues leading to the development of new ideas, analyzing lasting impact, and comparing the decline of different empires are also not identified.

**E. ETHNIC, CULTURAL, AND IDENTITY STANDARDS**

**Materials align to the ethnic cultural, and identity standards for this grade level.**

*Statements of appraisal and supporting evidence:*

The text presents examples of diversity and identity by demonstrating relationships between customs and celebrations as well as making connections to the understanding of characteristics of powerful, successful civilizations.

**F. INQUIRY**

**Materials align to the inquiry standards for this grade level.**

*Statements of appraisal and supporting evidence:*

The material provided allows students to reference primary sources, categorize and sequence information, support main ideas, evaluate credible sources and generate questions. However, it is limited in the instruction of locating, evaluating, citing and comparing primary and secondary sources.

**CCSS and NM ADDITIONAL STANDARDS FOR LITERACY IN SOCIAL STUDIES:**

**Materials align to the identified CCSS reading standards for informational text for this grade level.**

*Statements of appraisal and supporting evidence:*

The material is solid in its presentation of vocabulary, the use of graphic organizers, and integrating visual information (graphs, charts, etc.). However, there is limited opportunity to distinguish between primary and secondary sources.

**CCSS and NM ADDITIONAL STANDARDS FOR LITERACY IN SOCIAL STUDIES:**

**Materials align to the identified CCSS writing standards for this grade level.**

*Statements of appraisal and supporting evidence:*

Materials have extensive opportunities for written expression and a variety of ways to present written claims; however, the activities fail to help students establish a formal writing style.

**Social Studies Content Review** - Materials are reviewed against relevant criteria pertaining to the support for teachers and students in the specific content area reviewed.

Average Score

75%

**FOCUS AREA 1 CONTENT AND DESIGN:**

**Instructional materials provide a wide variety of texts, visuals, and multimedia content that develop students' knowledge and skills.**

*Statements of appraisal and supporting evidence:*

Material in the textbook, both in print and digital, includes appropriate references to historical periods and cultural groups. However, the interactive map tool and digital photo gallery are cumbersome and difficult to navigate.

**FOCUS AREA 2 SOCIAL STUDIES SKILLS:**

**Instructional materials provide strategies to develop students' skills that are crucial to understanding Social Studies content.**

*Statements of appraisal and supporting evidence:*

Instructional materials do not include depth of complexity and analytical thinking or a culminating task. Additionally, limited support for effective use of strategies in scholarly student writing was found. Many of the instructional activities require access to the interactive map tool and digital photo gallery, which are cumbersome and difficult to navigate.

**FOCUS AREA 3 ACCESSIBILITY:**

**Instructional materials provide differentiation for multiple learning styles, students with exceptionalities, English Language Learners (ELLs), and cultural differences.**

*Statements of appraisal and supporting evidence:*

The digital text provides instructional material for ELLs (Spanish). The material has differentiation for different knowledge levels and for students with exceptionalities. However, it is limited in differentiation for cultural differences.

**FOCUS AREA 4 EQUITY**

**Instructional materials provide equitable representation of a wide range of perspectives.**

*Statements of appraisal and supporting evidence:*

While the material does provide inclusion of accurate historical figures beyond Eurocentric cultural scripts, the descriptions of traditions and cultures do not go into great depth or detail.

**FOCUS AREA 5 TEACHER INSTRUCTIONAL RESOURCES/STRATEGIES:**

**Instructional materials include resources for research based instructional strategies and advanced Social Studies concepts.**

*Statements of appraisal and supporting evidence:*

The instructional materials provide resources and explanations for a wide range of students for differentiation and instructional strategies specific to ELL students (Spanish), students with cognitive delays, and gifted students. Strategies include suggestions for graphic organizers, kinesthetic engagement, and writing.

**All Content Review** - Materials are reviewed against relevant criteria pertaining to the support for teachers and students in the material regarding the progression of the standards, lesson structure, pacing, assessment, individual learners and cultural relevance.

Average Score

74%

**FOCUS AREA 1 COHERENCE:**

**Instructional materials are coherent and consistent with the New Mexico Content Standards that all students should study in order to be college- and career-ready.**

*Statements of appraisal and supporting evidence:*

The content extends beyond the time periods for the scope of the New Mexico Content Standards and does not address the details of the New Mexico Content Standards. The information relates to the standards listed in the book for a comprehensive survey of world history from early civilizations through modern cultures.

**FOCUS AREA 2 WELL-DESIGNED LESSONS:**

**Instructional materials take into account effective lesson structure and pacing.**

*Statements of appraisal and supporting evidence:*

The instructional materials provide focus, consistent content objectives and provide student engagement through content specific vocabulary. Details of New Mexico Content Standards expect students to draw comparisons between civilizations, but this text does not compare civilizations or regions.

**FOCUS AREA 3 RESOURCES FOR PLANNING:**

**Instructional materials provide teacher resources to support planning, learning, and understanding of the New Mexico Content Standards.**

*Statements of appraisal and supporting evidence:*

There is a handbook that lists supports for teachers with strategies to guide student academic development with annotations or suggestions for content presentation. Many of the resources are additional digital materials.

**FOCUS AREA 4 ASSESSMENT:**

**Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.**

*Statements of appraisal and supporting evidence:*

There are a variety of assessments through the text that include rubrics, both formal and informal. These also include differentiation for ELLs and advanced students but not for special needs students. The material does not show to which standards assessments are linked, nor does it offer suggestions for further instruction for reteaching. Cengage offers an assessment bank to support the text; however, it was inaccessible for review to determine alignment.

**FOCUS AREA 5 EXTENSIVE SUPPORT:**

**Instructional materials give all students extensive opportunities and support to explore key concepts.**

*Statements of appraisal and supporting evidence:*

The instructional materials provide an array of different strategies and activities that accommodate various learning needs and student populations, but they do not support or give opportunities for students to use creative thinking and problem solving skills.

**FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:**

**Instructional materials represent a variety of cultural and linguistic perspectives.**

*Statements of appraisal and supporting evidence:*

Materials give examples of diverse perspectives but they do not follow CLR pedagogy and affirming student identities. The content makes interdisciplinary connections with other content areas, but not in the language of the standards with a CLR background.

**FOCUS AREA 7 INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS:**

**Instructional materials highlight diversity in culture and language through multiple perspectives.**

*Statements of appraisal and supporting evidence:*

Instructional materials provide diversity in culture and language through multiple perspectives. However, they do not provide historical information regarding early settlements in New Mexico. Materials address current cultural diversity and perspectives, but there is minimal in-depth historical perspective to address the time period of the 6th grade New Mexico Content Standards.

**Reviewers' Professional Summary** - These materials are reviewed by Level II and Level III educators from across New Mexico. The reviewers have brought their knowledge, experience and expertise into the review of these materials. They offer here their individual summary of the material as a whole.

Reviewer #: 28

*Background and experience:*

This reviewer holds a Level III instructional license and has 17 years teaching experience. This reviewer was involved in the revision, review, and clarification of the new standards for Social Studies in New Mexico. Reviewer has experience in vertical curriculum alignment and development of pacing guides to align scope and sequence within instructional timeframes. Reviewer has collaborated to develop district level benchmark assessments aligned with standards and materials.

*Professional summary of material:*

Cengage National Geographic: World Cultures and Geography is a comprehensive survey of World History, which goes beyond the scope of NM 6th Grade Content Standards, from early human settlements of Mesopotamia and India through more recent (2016) geopolitical, cultural, environmental, and economic events and issues. It provides brief overviews of civilizations from historical beginnings with greater detail on more recent events and issues. As a survey, this text does not go into depth or detail in ways that support New Mexico 6th Grade Content Standards in Social Studies from early humans and first civilizations through the Middle Ages. Significant historical figures, advancements, and events are mentioned without depth of background or detail of impact. There are suggestions for further engagement and research that students can do using the internet, but little guidance for directing or monitoring student progress. As a "National Geographic" supported text, the pictures and maps are colorful and detailed in ways one would expect from such an organization, but the content does not support rigorous instruction toward mastery of New Mexico Social Studies Standards for 6th grade. It does not include much about early hunter-gatherer cultures and reasons for transition toward settlements and the agricultural revolution. Teachers would have to bring in additional resources to use for depth of instruction.

The materials are published in both digital and print formats with a Spanish edition. The student text is contained in one print edition; the teacher's edition presents materials in a separate, spiral bound book for each region, for a total of 12 teacher books in print. Text is presented as units of study according to region: Physical and Human Geography; North America; Central America & the Caribbean; South America; Europe; Russia and the Eurasian Republics; Sub-Saharan Africa; Southwest Asia and North Africa; South Asia; East Asia; Southeast Asia; and Australia, The Pacific Realm and Antarctica. The digital edition is searchable by page number and teacher pages correspond to student text pages. Both digital and print teacher editions describe differentiation activities and strategies for struggling readers, English Language Learners, and gifted or pre-AP students. Within each unit, there are 2 chapters, geography & history and today, with two to three sections in each chapter. Content does not go into depth regarding the historical foundations, figures, or events that led to development or sustained progress. Each chapter section is divided into two, facing page segments with pictures or visuals, an "ongoing assessment" inset, and text. Chapter introductions contain key vocabulary and the vocabulary words are highlighted and bolded within the unit sections. The student edition has a "Reference Handbook" at the back of the book (and searchable in the digital edition) with "Skills Handbook", "Economics and Government Handbook", "World Religions Handbook", glossaries in both English and Spanish, and an index.

Reviewer #: 29

*Background and experience:*

The reviewer hold a Master's Degree in Education, with 15 years of teaching experience in a public school setting. She is certified in the state of Texas and holds a level 3 License in the state of New Mexico. The reviewer has endorsements in Bilingual Education, Social Studies and TESOL.

*Professional summary of material:*

The material provided by Cengage Learning, Inc., *National Geographic World Cultures and Geography*, incorporates a traditional Student Edition as well as a digital version of the textbook. The digital version of the textbook is also available in Spanish. However, for the Spanish version there is no traditional student edition textbook, which may complicate things for language learners with special needs or accommodations or if wireless connection were to fail. The text is organized in various areas of study; there are 24 chapters of world geography and history. There are a variety of tools teachers and students can use, such as interactive online maps, a digital library with music and video collections, and a photo gallery. However, the digital resources are difficult to navigate and access; further training on software will be needed. The material fails to address differentiation strategies for special needs students as well as language objectives for ELLs. It does offer vocabulary strategies for academic development. The content does not go into depth on historical events and figures and does not support New Mexico 6th Grade Social Studies Standards.

Reviewer #: 30

*Background and experience:*

The reviewer has a Level 3 license, a Master's Degree in Education and is a teacher with 7 years teaching experience. Reviewer is highly qualified in Social Studies.

*Professional summary of material:*

The material integrates digital resources with traditional teaching materials. Students have the opportunity to engage with the online tools, which include an interactive map tool and a digital library with video, music and photos. However, the interactive map tool and digital library are difficult to navigate. There are directions provided within the teacher edition but they proved to be unhelpful, so training from the publisher would be needed. Additionally, looking for the photos/videos used within the lessons is time consuming for both teachers and students. The lessons provide students with opportunities for paired and collaborative learning. Moreover, the teacher edition offers options for differentiation. There are useful sections for striving readers, inclusion, English Language Learners, gifted and talented as well as Pre-AP students. The text is wisely embedded with pictures, graphs, maps, key vocabulary words, terms and names and academic vocabulary, all designed to maximize student comprehension of the material. The online version of the text does provide a Spanish version as well as the teacher addition for exams.