

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 U.S. History American Stories: Beginnings to 1877, Student Edition + MindTap (6-year access)	Publisher	Cengage Learning, Inc
SE ISBN	9781337467001	TE ISBN	9781337387071
SW ISBN	9781337623056	Grade Level/Content	8th 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

82%

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

82%

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

Text does not have CLR pedagogy. Materials provide interdisciplinary connections and allow students to make connections to real life experiences. Materials avoid stereotypes and work to avoid creating bias. However, the materials do not consistently provide opportunities to affirm students' backgrounds.

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:

Materials provide a wide variety of resources to show diversity in culture and language. Information enables students to look through multicultural perspectives while engaging them in critical reflection on the prompts.

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

Average Score

77%

OVERALL ALIGNMENT:

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

Statements of appraisal and supporting evidence:

Materials are missing content to address more recent perspectives in teaching history, such as CLR, comparison of some cultural experiences, social policies and systemic inequalities. Excerpts of primary source references are included for instruction, but there is little comparison of primary and secondary sources as dictated by the standards. There are numerous writing prompts, but there is little instruction regarding maintaining style or use of transition words or phrases in writing coherent responses. Materials present accurate historical evidence and statements to support most of the New Mexico Content Standards.

A. CIVICS

Materials align to the civics standards for this grade level.

Statements of appraisal and supporting evidence:

Materials support civic standards with some gaps in discussion of the role of New Mexico as a territory in the Civil War. Additionally, they do not "compare the federal government's response to the southern states' call for independence with that of the original 13 colonies." Furthermore, they do not have information related to systemic oppression.

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:

Although there is a financial literacy handbook, materials do not address some elements of the standards, i.e. compounding interest and insurance to minimize personal financial risk. Materials meet economic standards by presenting information clearly with supporting details.

C. GEOGRAPHY

Materials align to the geography standards for this grade level.

Statements of appraisal and supporting evidence:

While the materials presented cover the five themes of geography in relation to specific tribal nations and indigenous people groups of North America, it is missing depth of instruction in comparisons required by the standards. It does not compare and contrast reasons why people moved to and left the 13 colonies.

D. HISTORY

Materials align to the history standards for this grade level.

Statements of appraisal and supporting evidence:

Materials present a comprehensive view of American History. However, there are gaps that include comparing assimilation experiences of various groups (i.e. Hispanic peoples); "making of personal connections to immigration stories and experiences in the past and present"; and details of the Haitian revolution.

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:

Materials honor students' identities, avoid stereotypes, and examine factors of oppression. However, the materials miss key demographic information to support standards. It partially addresses the loss of identity of indigenous populations.

F. INQUIRY

Materials align to the inquiry standards for this grade level.

Statements of appraisal and supporting evidence:

Instructional materials do not support student led questioning, creating compelling or supporting questions and "using a coherent system or structure to evaluate the credibility of a source." There is opportunity for students to cite textual evidence using primary sources. There are numerous writing and research prompts throughout the text.

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:

Students use grade level text to respond to prompts by citing textual evidence; using content vocabulary; and distinguishing between fact and opinion within a text. Materials are missing support for the standard referring to media uses of propaganda to influence opinions.

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:

Students have multiple opportunities to compose responses to prompts using academic vocabulary, development of an idea, and concluding statements. There are numerous prompts to encourage regular or routine writing. However, there is little guidance for the teacher or student regarding the use of "words, phrases, and clauses to create cohesion" and maintaining 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

93%

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:

The instructional materials integrate a wide range of reference texts and literary works that are significant to historical periods and cultural groups. There is a variety of visuals that enhance and support different styles of learning in development of critical thinking and problem-solving skills. Cengage provides multimedia references including virtual museum tours.

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:

Materials provide a connection to multicultural experiences and opportunities for student discourse. Materials represent current interpretations such as new theories on how humans arrived in North America.

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:

Materials provide a chapter and unit planner that details the lessons, strategies on differentiation, lesson objectives, essential question, key vocabulary and background for the teacher. There is a Spanish textbook and "History Notebook" as well as a Spanish glossary included in the English textbook. Each chapter includes ELL strategies and suggestions to help students engage with the material and their peers.

FOCUS AREA 4 EQUITY

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

Statements of appraisal and supporting evidence:

Materials are inclusive of many ethnic stories and perspectives. Students are encouraged to learn about other cultures, identities, and regions while maintaining integrity of their own cultural identities. Materials present a broad view, void of stereotypes, to help students expand their world view.

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:

Instructional materials "contain resources and explanations of instructional strategies and advanced Social Studies concepts." Additionally, there are many resources available on the online General Resources tab, which include a citizen handbook, financial literacy, glossary in Spanish and English, and graphic organizers.

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

85%

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:

Instructional materials address 8th grade New Mexico Social Studies Standards. There are opportunities for students to show mastery. Materials help students make meaningful connections across the content.

FOCUS AREA 2 WELL-DESIGNED LESSONS:

Instructional materials take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

Layout of materials leads to effective planning and instructional delivery. There is a clear scope and sequence of skills and concepts. Reviews and end-of-unit assessments are designed to help students retain and recall previously acquired skills and knowledge. Materials do not set forth clear and measurable language objectives, nor provide opportunities to develop skills in depth and complexity of analytical thinking.

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:

Materials provide teachers with unit and chapter planning to support lesson structure as well as technology integration and interactive learning components. There is no estimated time provided for each unit or chapter.

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:

Materials include assessments at the end of each chapter and two-page unit. Assessments are available in the digital format. There is limited assessment of language objectives. The text and rubrics do not give strategies or suggestions for reteaching, remediation, or acceleration or assessed content.

FOCUS AREA 5 EXTENSIVE SUPPORT:

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

Statements of appraisal and supporting evidence:

Materials are not customizable; however, the student edition has a read aloud feature and contains suggestions for differentiation in each unit. While the publisher indicates a "Building Communities of Teachers and Parents Communication: Connecting to Parents" section, this material could not be located.

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

Text does not have CLR pedagogy. Materials provide interdisciplinary connections and allow students to make connections to real life experiences. Materials avoid stereotypes and work to avoid creating bias. However, the materials do not consistently provide opportunities to affirm students' backgrounds.

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:

Materials provide a wide variety of resources to show diversity in culture and language. Information enables students to look through multicultural perspectives while engaging them in critical reflection on the prompts.

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 of 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: U.S. History, American Stories: Beginnings to 1877 presents a comprehensive survey of U.S. History, which covers the scope of NM 8th Grade Content Standards. Materials are presented as 2-page units within each of the 17 time period related chapters. Units are consistent in formatting for both the teacher's edition and student textbooks. Cengage provides Spanish language textbooks and includes a Spanish glossary within the English language textbook. Materials are offered in print and in digital formats. There are digital resources beyond the print text to include virtual museum tours, multimedia presentations, images, and support resources. As a "National Geographic" supported text, the pictures and maps are colorful and detailed in ways one would expect from such an organization. Student text includes a "History Notebook", which contains writing prompts to engage students in ongoing and regular writing tasks to promote growth in critical thinking. Each unit contains a "Historical Thinking" box with 3 questions of varying task difficulty, serving as a unit assessment and wrap-up. Each chapter has a review that is reflective of the textbook chapter standards. Language objectives are not clearly established or specifically assessed. With a publication date of 2016, there are not clear culturally and linguistically responsive pedagogical strategies or content. Material is presented in unbiased, fact-based language and avoids common stereotyping such that teachers can create opportunities to help affirm students' cultures and backgrounds. This text includes handbooks covering citizenship, geography and the environment, economics and government, world religions, 50 states, U.S. Presidents, Supreme Court cases, and financial literacy. Materials include frequent writing prompts, but teachers will need to support students in developing and maintaining a formal writing style, incorporating primary and secondary source information into their writing, and writing in a coherent manner with transitions and appropriate grammar. Project rubrics are included, but they do not offer suggestions for reteaching, remediation, or acceleration according to the standards against which the text was evaluated. Teachers will need to locate and incorporate supplementary materials to go into greater depth and support with additional details, such as for details on specific Civil War leaders, battles, and turning points. Each 2-page unit serves as good background and a starting point for classroom discussion and additional research.

Reviewer #: 29

Background and experience:

The reviewer holds a Master's degree in Education, with 15 years of teaching experience in public schools. She holds a teacher certification in the state of Texas, and holds a Level III License in the state of New Mexico. The reviewer has endorsements in Bilingual Education, Social Studies and TESOL.

Professional summary of material:

The material presented in *U.S. History: American Stories Beginnings to 1877* incorporates a traditional Student Edition textbook and a Teacher's Edition textbook. The textbook is also available in a digital format. The Teacher's Edition textbook provides materials that integrate a wide range of reference texts to support different styles of learning, with activities that engage students' development of critical thinking and problem solving skills. The design of the book integrates visuals and multimedia, including virtual museum tours, project based learning and cross-disciplinary tools for teaching. The textbook includes Chapter Planning guides that include resources for teaching, skills and lessons, vocabulary and lessons objectives. In the digital resources of the Teacher Edition, there is a "General Resources" tab. These materials provide multiple opportunities for differentiation among various learning style groups. Furthermore, there is a Spanish History digital textbook, a "History Notebook", and an English/Spanish glossary. The material also provides ELL strategies for differentiation. The Instructional materials are well designed for instruction; however, there are no clear measurable language objectives, nor does it provide pacing support for lesson delivery. While the materials provide rubrics, there are no strategies or suggestions for reteaching. The writing standards are not clearly addressed, nor does the material provide in-depth strategies for instruction of the writing process. The teacher will have to supplement writing materials to support standards.

Reviewer #: 30

Background and experience:

Reviewer is a level 3 educator with a Master's Degree in Education and has 7 years teaching experience. Additionally, the 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 online tools such as a note-taking section that has an outline. Students can download the form and type directly on it. Additionally, the instructional materials contain multimedia connections that align with a variety of learning styles. It provides a Spanish textbook (online), Spanish glossary and a Spanish History Handbook. Furthermore, under the General Resources tab online, there are many different reference materials for teachers to help enhance student learning, one of which is a financial literacy handbook used to instruct students in building financial literacy. Part of the additional material is a citizen handbook, which explains what a citizen is, the rights and responsibilities of citizens, and building and practicing citizenship skills. Also, there are excerpts of primary source references included for instruction, but according to the standards, there is little comparison of those sources. That would be left up to the teacher. There are also numerous writing prompts, but there is limited instruction regarding maintaining style or use of transition words or phrases in writing coherent responses.