

2022 Instructional Material Summer Review Institute

Review Team Appraisal of Title
High School US History

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](#)

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|------------|---|---------------------|------------------------|
| Text Title | National Geographic U.S. History America Through the Lens (Survey), Student Edition + MindTap (6-year access) | Publisher | Cengage Learning, Inc. |
| SE ISBN | 9781337869638 | TE ISBN | 9781337387149 |
| SW ISBN | | Grade Level/Content | 11-12 US History |

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.*)

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|---|-------------------------------------|---|--------------------------|--|--------------------------|
| Recommended (90% and above) | <input checked="" type="checkbox"/> | Recommended with Reservations (80-89%) | <input type="checkbox"/> | Not Recommended and Not Adopted (below 80%) | <input type="checkbox"/> |
| Total Score - The final score for the materials is averaged between the team of reviewers. | | | | | |
| | | | | | Average Score |
| | | | | | 91% |

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 | <input type="checkbox"/> | |
| | | Average Score |
| | | 83% |

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:
Instructional materials represent a variety of cultural and linguistic perspectives.
Statements of appraisal and supporting evidence:

Materials provide KWL charts, background information for the teacher, background info for students, and opportunities for students to work cooperatively, but do not encourage students to share or use cultural and linguistic backgrounds or identify cognates in other languages. They provide varied texts from diverse perspectives with representations of cultures/traditions that are bias-free, depicting roles that are traditional and non-traditional. In addition, they provide multiple viewpoints, first-person accounts, inclusion of historical context, vocabulary study, companion texts, open response opportunities, and presentations. However, they do not guide teachers on how to value home language as a resource for learning the content.

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 opportunities for background research on diversity, biographies, and KWL charts, and projects based on student interests. They validate and affirm the strengths of a broad range of people, especially groups that have been marginalized or unappreciated, and provide opportunities for students to reflect about their own lives but not specifically cultures in New Mexico past and present. They provide opportunities for students to value and recognize cultural sensitivity regarding race, religion, socioeconomic status, orientations and views.

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

Average Score

93%

OVERALL ALIGNMENT:

Materials align with the US History standards overall.

Statements of appraisal and supporting evidence:

Overall, the materials align with US History New Mexico Content Standards. They provide many opportunities for students to examine, analyze, assess, explain, evaluate, and describe events in history from multiple perspectives, thus allowing for student discourse. Students read and compare primary and secondary sources and complete many inquiry projects while providing textual evidence to support their claims.

A. GEOGRAPHY

Materials align to the geography standards for US history.

Statements of appraisal and supporting evidence:

Overall, the materials align with Geography standards for US History. They provide many opportunities for students to analyze, assess, predict, and describe how different areas are affected by historical events. They examine issues from multiple perspectives and make connections to present-day issues.

B. HIGH SCHOOL US HISTORY

Materials align to the US history standards.

Statements of appraisal and supporting evidence:

Overall, the materials align with US History Standards. They provide many opportunities for students to demonstrate an understanding of historical context, change/continuity, comparison, and cause and effect. Students evaluate, identify, and explore to demonstrate an understanding of critical consciousness and different perspectives on varying events and movement in US History. Students explain and analyze power dynamics, leadership, and agency by and between different groups.

C. ETHNIC, CULTURAL, AND IDENTITY STANDARDS

Materials align to the ethnic cultural, and identity standards for US history.

Statements of appraisal and supporting evidence:

The materials somewhat align with ethnic, cultural, and identity standards for US History. They provide opportunities for students to investigate, identify, compare and contrast, and examine impacts of historical events on diverse groups. The materials address cultural, economic, political and social factors resulting in unequal power. However, many lessons address only one part of a standard instead of providing a broad view including all the parts of the standard. The materials provide lessons on how various groups impacted history that support an understanding of building community equity.

D. INQUIRY

Materials align to the inquiry standards for US history.

Statements of appraisal and supporting evidence:

The materials align to the inquiry standards for US History. They provide multiple opportunities for inquiry, extended research, gathering relevant information, evaluating sources, and presenting their ideas resulting in student discourse. Students synthesize information in multiple contexts to evaluate the challenges and opportunities faced by groups and individuals over time, leading to an understanding of taking informed action.

CCSS STANDARDS FOR LITERACY IN SOCIAL STUDIES:

Materials align to the CCSS reading standards for informational text for this grade band.

Statements of appraisal and supporting evidence:

Overall, the materials align to the CCSS Reading Standards for informational text for this grade band. The materials provide ample opportunities for students to cite specific textual evidence, analyze primary and secondary resources, and explain their reasoning. The materials provide lessons to support vocabulary acquisition and text complexity for various levels of readers, providing text to speech options in the online materials.

CCSS STANDARDS FOR LITERACY IN SOCIAL STUDIES:

Materials align to the CCSS writing standards for this grade band.

Statements of appraisal and supporting evidence:

Overall, the materials align to CCSS Writing Standards for this grade band. There are many opportunities for students to create clear arguments, introduce and develop claims, and address counterclaims requiring students to use domain specific language and transitional phrases appropriate to the task and audience. The materials also provide opportunities for students to plan, write, edit and revise informative/explanatory texts, including narration, that explores multiple perspectives on historical events using technology to produce and publish their product. These projects require them to conduct both short and long research and gather relevant information from multiple print and digital resources to write over shorter and extended time frames.

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

96%

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:

Materials provide a wide variety of texts, visuals, and multimedia including both informational and literary works. Students interpret maps and answer multiple open response questions. They evaluate various illustrations, photos, and art work in the online American Gallery and often complete more in-depth research based on these images. Students are asked to evaluate both primary and secondary sources and provide relevant evidence to demonstrate critical thinking and problem solving skills.

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 strategies to develop students' skills that are crucial to understanding Social Studies content. The materials include multicultural images and text dependent questions and activities that develop understanding of complex events and relationships, creating discourse among students. Students build analytical thinking by discussing historical events regarding contemporary local, regional, and global issues, providing opportunities for new interpretations and current issues through scholarly sources.

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 differentiation for multiple learning styles, students with exceptionalities, ELLs, and cultural differences. Lessons provide extensive opportunities and equity for all students to comprehend grade level and complex informational and literary text. They provide multiple opportunities for students to demonstrate understanding and assess a variety of knowledge levels using various analytical strategies.

FOCUS AREA 4 EQUITY

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

Statements of appraisal and supporting evidence:

Materials provide equitable representation to a wide range of perspectives including accurate historical stories and perspectives, but not always beyond the Eurocentric cultural scripts. They engage students in learning about others' history, culture, and region while maintaining objectivity toward their own culture.

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:

Materials include resources for research-based instructional strategies and advanced social studies concepts including graphic organizers, guided questioning, specific reading strategies, vocabulary acquisition, and collaborative discussions. Materials include cooperative learning strategies such as four corners, fishbowl, jigsaw, roundtable, team word webbing, and three-step interviews.

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

86%

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:

Materials are coherent and consistent with New Mexico Content Standards. Individual lessons provide lesson objectives that are aligned with standards, but the materials do not contain a standards alignment chart and standards are not listed on the individual lessons. The materials require students to demonstrate mastery in various ways and provide various types of text. They provide multiple opportunities to listen, speak, read, and write to synthesize information from previous lessons.

FOCUS AREA 2 WELL-DESIGNED LESSONS:

Instructional materials take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

Materials take into account effective lesson structure, but there is no pacing guide provided for teachers. Measurable objectives are present at the beginning of each lesson that align with standards, but the materials do not contain a standards alignment chart. The materials provide support, including vocabulary acquisition activities, graphic organizers, and glossaries, that focus on one of the four domains of speaking, listening, reading and writing. They encourage routines and contain purposeful illustrations and other visuals that require students to examine and interpret them. Materials provide multiple opportunities for students to review material from the text, synthesize information, and work in groups, and projects/assignments that require editing and/or partner work and peer feedback.

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 the teacher with a variety of quality questions, flexible grouping strategies, and ways to promote productive discourse. They provide background information for the teacher and strategies to support all levels of learners, including inquiry, connections to other disciplines, collaboration, communication, real-world problems, and integrated arts. They also include digital resources for both the SE and TE, including online textbooks, photo galleries, text to speech, and glossaries. However, they do not provide a list of lessons or pacing guide that shows how the lessons align with standards.

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 provide a variety of assessments including oral and written performance-based tasks, OR questions, projects/research, and written pieces of different genres. In addition, they provide rubrics and give possible responses to questions and suggestions for differentiation/remediation and acceleration but do not provide suggestions for further instruction. Materials provide opportunities for ELL students to work together with oral responses/presentations and graphic organizer supports, and extension assignments for deeper research and varied presentation modes. Students complete fixed form online testing with immediate feedback, pop-up vocabulary definitions, a modified text feature to adjust content to a lower reading level, and highlighting/note taking/bookmarking features.

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 provide multiple approaches and entry points, a variety of ways to demonstrate learning, and opportunities to customize based on community interests and local events. They provide small group and partner work, graphic organizers, a variety of presentations and products, extended research opportunities, deeper study of topics, and comparative studies. They also provide glossaries, vocabulary practice, ST discourse practice, modified text and audio tools, bolded vocabulary, and a pop-up glossary.

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

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FOCUS AREA 7 INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS:

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Statements of appraisal and supporting evidence:

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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 #: 31

Background and experience:

I am a high school Social Studies teacher and department chair. I have a Master's of Science in Education and I have taught for over 30 years at the high school and college level. I have taught NM History, World History, US History, Government, Economics, AP Government, and AP US History.

Professional summary of material:

This textbook and accompanying materials provide a thorough curriculum for the study and understanding of U.S. History. The content and student performance standards are met through a myriad of student-performance tasks. These tasks require students to analyze and evaluate important historical events and movements using key historical thinking skills of causation, change/continuity over time, and comparison while addressing these events through different cultural perspectives. Contributions of different cultures and interactions between different groups are addressed using the themes of power and politics, economic impacts, societal structures, cultural movements, and geography. The teaching materials are expansive and inclusive. For the teacher, materials provide a trove of background information, opportunities for exploration, strategies for teaching analysis and evaluation skills, and multiple ideas to show student mastery or assessment of the standards. The only thing missing for teachers is cross-referencing for standards and a pacing guide. For the students, the materials provide extensive materials for all learners, including lesson ideas for ELL students and inclusion students, as well as strategies for gifted and Pre-AP students. Finally, these materials provide extensive online resources that include videos, biographies, graphs, maps, and charts.

Reviewer #: 32

Background and experience:

I am a middle school English and Language Arts teacher and middle school team lead. I have a Master's of Science in Education and am National Board Certified in Literacy: Language Arts/Early and Middle Childhood. I have taught for 12 years including all grades from Kindergarten through 8th grade with an endorsement in TESOL and Gifted/Talented. I also support National Board Candidates to complete their National Board Certification in all available certificate areas.

Professional summary of material:

Overall, this is a very comprehensive curriculum that is easy to follow for both new and experienced teachers. However, there is no scope and sequence or pacing guide available to teachers. The objectives align with standards but the standards are not specifically listed for each lesson, so this may make it difficult for some teachers to assess students on specific standards. This material encourages routines for both teachers and students while supporting the inclusivity of students at all levels in a variety of ways, including guided discussions, small group activities, and cooperative learning strategies such as jigsaw and four corners. There are many opportunities for small and large group discussions, individual and collaborative projects, and short and long-term multi-genre writing activities that focus on critical thinking and analytical skills. Students are exposed to multicultural perspectives through various primary and secondary resources and complete many activities that require them to analyze and consider opposing viewpoints. Many activities include visual representations that require students to analyze, synthesize, and create some type of end product to present to an audience using various presentation formats. There are plenty of supports and a variety of assessments in place to ensure students successfully learn the content.

Reviewer #: 33

Background and experience:

I am a high school Social Studies Teacher. I have completed the academic requirements of 36 units (hours) of Master of Arts in Education major in Teaching Social Studies in the Philippines. I have taught for 16 years in high school. I was a test developer of a standard and competency-based quarterly exam and writer of a contextualized indigenized instructional materials in the Philippines.

Professional summary of material:

Overall, the material is comprehensive but there is no pacing guide or scope and sequence provided for the teachers. The materials provide the students with opportunities to complete their historical analysis with different perspectives. The objectives are unpacked perfectly from the standards but they are not stipulated in the material for the teachers and students to be guided for specific accomplishment of the topic. The materials provide routines for both teachers and students and differentiation activities for the inclusivity of students. Opportunities for small group and large group discussions are also provided, along with graphic organizers and cooperative learning. There are plenty of formative assessments in the materials and the chapter review summative assessment is also commendable; they are all anchored with the standards.