

**2022 Instructional Material Summer Review Institute**

**Review Team Appraisal of Title**

**High School World 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](#)

Text Title	National Geographic World History Voyages of Exploration, Student Edition + MindTap (6-year access)	Publisher	Cengage Learning, Inc.
SE ISBN	9780357492802	TE ISBN	9780357369975
SW ISBN		Grade Level/Content	9-10 World 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.*)

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"/>
<b>Total Score</b> - The final score for the materials is averaged between the team of reviewers.					Average Score 92%

**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 checked="" type="checkbox"/>	Average Score
		90%

**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 opportunities for students to work collaboratively and write from other perspectives but do not encourage them to share their own culture or language. They provide opportunities for students to learn about and challenge stereotypical images or ideas using a variety of representations including photos, illustrations, and texts from diverse perspectives. In addition, they provide tasks that are authentic and relevant, including multiple points of view, using primary and secondary resources requiring students to use background knowledge to complete vocabulary activities, and oral or written presentations.

**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 multiple perspectives representing authors and artists of the culture they are depicting. They provide limited opportunities for students to view images, stories and information regarding New Mexico people and a few lessons ask them to make connections to their own region. The materials value and recognize cultural sensitivity regarding race, religion, socioeconomic status, and views requiring students to evaluate and analyze information through discussions, short and long writing responses, and research projects.

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

Average Score
94%

**OVERALL ALIGNMENT:**

**Materials align with the World History standards overall.**

*Statements of appraisal and supporting evidence:*

Overall, the materials align with the World History standards. Lessons provide objectives that are aligned with New Mexico Content Standards but do not provide a standards alignment chart or pacing guide. The materials provide a variety of assessments and ways for students to demonstrate mastery.

**A. CIVICS**

**Materials align to the civics standards for World History.**

*Statements of appraisal and supporting evidence:*

Materials align to the civics standards for World History. Students demonstrate an understanding of the roles and responsibilities of civic life through guided discussions, short and long writing assignments, and projects that require students to consider ways of taking action to effect change.

**B. ECONOMICS**

**Materials align to the economics standards for World History.**

*Statements of appraisal and supporting evidence:*

Materials mostly align with the economic standards for World History. There are many opportunities for students to demonstrate an understanding through discussions and projects that analyze the interconnectedness of the economy. They also provide opportunities for students to analyze and evaluate how global and national trends impact state and local economies, but teachers may have to add or modify lessons so students can make the connections specifically to New Mexico.

**C. GEOGRAPHY**

**Materials align to the geography standards for World History.**

*Statements of appraisal and supporting evidence:*

Materials align to the geography standards for World History. Students use a variety of strategies to demonstrate an understanding of locations, places, regions, movement, populations, human-environmental interactions, and sustainability. The materials use maps and visuals to help students identify, evaluate, and explain local, regional, national, and global causes and effects of and on geographical locations including the spread of ideas, beliefs, religions, cultural practices, language, technology, and disease.

**D. HISTORY**

**Materials align to the history standards for World History.**

*Statements of appraisal and supporting evidence:*

Materials mostly align with the history standards for World History. They provide photos, illustrations, charts, maps, and art that require students to identify and examine patterns and groups or individuals that effect change and continuity within the society. In addition, students compare and contrast to identify, distinguish, and evaluate the causes and effects of contemporary global issues and historical events. The materials provide opportunities for students to explore, synthesize, and examine historical events through discussions and research projects using both primary and secondary sources to demonstrate an understanding of historical thinking, critical consciousness, power dynamics, and agency. While there are limited references to New Mexico included in the lessons, there are opportunities for teachers to add or modify items to present a stronger overall picture including specific effects on New Mexico and its people.

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

**Materials align to the ethnic cultural, and identity standards for World History.**

*Statements of appraisal and supporting evidence:*

Materials align to the ethnic, cultural, and identity standards for World History. The materials provide many different avenues for students to learn and demonstrate their understanding of the influence and impact of multiple cultures on historical events and issues resulting in multiple perspectives and in unequal power among identity groups using both primary and secondary sources.

**F. INQUIRY**

**Materials align to the inquiry standards for World History.**

*Statements of appraisal and supporting evidence:*

Materials align to the inquiry standards for World History. The materials consistently provide opportunities for students to construct compelling arguments through both short and long-term research projects where students develop their claims and analyze counterclaims. Students are expected to evaluate the credibility of both primary and secondary sources that represent a wide range of views, and gather information, analyze it, and synthesize that information into a final product in either print or digital form. Students are asked to find ways to use these products to take informed action on various issues of interest.

**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:*

Materials align to the CCSS reading standards for informational text for this grade band. Students are consistently given opportunities to review and evaluate the credibility of primary and secondary sources, determine the central ideas and summarize the text, and view photographs, maps, and diagrams to analyze the text. The materials provide many graphic organizers that support vocabulary acquisition and assist students in comparing and contrasting ideas. This requires them to analyze the structure and identify the key points of the text and assists them in comprehending complex text at their grade band.

**CCSS STANDARDS FOR LITERACY IN SOCIAL STUDIES:**

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

*Statements of appraisal and supporting evidence:*

Materials align with the CCSS writing standards for this grade band. Students have short and long-term writing activities that require students to make claims, counterclaims, evaluate reasoning, and provide relevant evidence. They provide opportunities for students to write to different audiences using transitions and domain-specific vocabulary to create cohesion and effectively provide a closing statement or section that is appropriate to the task, purpose, and audience. Unit research projects provide opportunities for students to produce clear and coherent writing with all components, such as planning, revising, editing, and rewriting using either print or digital.

**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
98%

**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 materials include a variety of texts, visuals, and multimedia content. They use both primary and secondary informational and literary works such as poems, excerpts, and letters that are significant to a historical time period or cultural group. They include maps, charts, graphs, diagrams, artworks and illustrations to elicit student discourse and critical thinking skills. In addition, they have many different multimedia connections including an eEdition, an atlas, and an online gallery.

**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:*

The materials provide strategies to develop students' skills that are crucial to understanding social studies content including multicultural images that engage students in inquiry to elicit discourse and integrate complex, analytical thinking. They provide questions for students to analyze cause and effect, make generalizations, and draw conclusions. There are also opportunities for students to discuss issues and strategies for them to take informed action. There are a variety of articles with up-to-date and present information that require students to research and write while using, evaluating, and citing 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:*

The materials provide differentiation and strategies for striving readers, inclusion, ELLs, gifted and talented, and Pre-AP. There are supports in place such as graphic organizers and activities to allow all students access to the materials and to engage in higher level thinking through guided discussion questions, collaborative discussions and projects, and individual short and long-term research projects.

**FOCUS AREA 4 EQUITY**

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

*Statements of appraisal and supporting evidence:*

The materials provide equitable representation of a wide range of perspectives including both primary and secondary sources such as excerpts and letters. The discussions and activities allow students to analyze and evaluate the information and learn about others' culture, identity and region without compromising their own beliefs.

**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 materials include resources for research based instructional strategies such as guided questions, four corners, jigsaw, roundtable, and fishbowl activities to promote active engagement and motivation for all students. They provide opportunities for students to make cross-curricular connections through both short and long term writing and research projects.

**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
87%

**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 list lesson objectives that align with standards but the specific standards are not listed and teachers are not given a standards alignment chart or pacing chart. They provide a variety of ways to show mastery including discussions, unit assessments, short and long writing assignments, and inquiry research projects. They also provide multiple opportunities to listen, speak, read, and write about current events and issues. Finally, they provide opportunities for students to connect multiple concepts and ideas with new concepts and previously presented concepts or skills.

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

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

*Statements of appraisal and supporting evidence:*

Materials provide a table of contents for each chapter and background knowledge in each lesson but there are no charts describing the linking between prior knowledge, current instruction and future instruction; scope and sequence chart; or standards alignment chart. They provide scaffolds and activities using graphic organizers that help students acquire new general and content-specific vocabulary along with various reading strategies, Spanish and English glossaries, charts, captions, photos, illustrations and maps. The materials provide a consistent layout and routines with the main idea listed at the top of each lesson where the student reads the text, then answers Historical Thinking questions. At the end of each chapter, students view primary source documents, review information from the chapter, synthesize that information and write a response to a prompt.

**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:*

The materials provide lesson objectives that align with standards but do not specifically contain the standards, a standards alignment chart, or a pacing guide. They provide a variety of questions including guided discussions and open response questions, many flexible grouping strategies, and strategies for promoting productive student discourse. They also provide both print and digital formats with useful information to support the teacher in presenting the content using inquiry and higher level questioning. Materials include many digital resources including Spanish/English glossaries, a video library, Atlas, PowerPoint Library, online history notebook, and various handbooks.

**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, written, on-demand, end-of-unit, and projects that address the standards, but the assessments do not list the standards that are measured for each. They use a variety of formative and summative assessments including oral and written performance-based tasks, questions, student products, written pieces, unit tests, and research projects with rubrics. However, the rubrics are not aligned with lesson-specific standards and while lessons offer suggestions for differentiation, remediation, and acceleration, they do not provide suggestions for further instruction. They provide opportunities to assess students of all levels in alternate ways using oral responses and presentations, performance assessments, projects, and an online assessment bank of questions.

**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 pathways within lessons and give strategies, sometimes using graphic organizers to customize or adapt the materials. They provide strategies including small group and individual work, partner work, graphic organizers, extended research, and project presentations. In addition, they provide linguistic support for striving readers, inclusion, ELLs, gifted and talented, and Pre-AP and opportunities for students to pose multiple possibilities, make comparisons, complete collaborative projects, develop innovative solutions and participate in mock debates. However, they do not provide strategies and resources for the teacher to inform and engage families or provide suggestions for how they can help their student learn.

**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 opportunities for students to work collaboratively and write from other perspectives but do not encourage them to share their own culture or language. They provide opportunities for students to learn about and challenge stereotypical images or ideas using a variety of representations including photos, illustrations, and texts from diverse perspectives. In addition, they provide tasks that are authentic and relevant, including multiple points of view, using primary and secondary resources requiring students to use background knowledge to complete vocabulary activities, and oral or written presentations.

**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 multiple perspectives representing authors and artists of the culture they are depicting. They provide limited opportunities for students to view images, stories and information regarding New Mexico people and a few lessons ask them to make connections to their own region. The materials value and recognize cultural sensitivity regarding race, religion, socioeconomic status, and views requiring students to evaluate and analyze information through discussions, short and long writing responses, and research projects.

**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 an in-depth and connected curriculum for the study and understanding of World History. The content and student performance standards are met through a wide array of student-performed 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 tremendous amount 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. However, the materials do not provide any type of pacing guide and do not include strategies and ideas for the reteaching and remediation for students who do not display mastery of the standards on an assessment. For the students, the materials provide extensive materials for all learners including lesson ideas for ELL students, struggling readers, 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 comprehensive curriculum that is relatively easy to follow for both experienced and new teachers, but it does not provide a standards alignment chart or a pacing guide, making it a bit less friendly to new teachers. However, it does provide ample support in teaching strategies and routines and allows for plenty of activities that encourage student discourse. Students consistently engage in small and large group discussions requiring them to think critically and support their points with text-based evidence. They demonstrate mastery in various ways including unit assessments with open response questions, guided discussions, collaborative projects, and individual inquiries. Many activities require the students to analyze, synthesize, and create some type of end product after evaluating a visual representation such as photographs, artwork, artifacts, illustrations, or maps. There are a variety of guides in place to support learners of all abilities and to ensure equity through the use of vocabulary acquisition activities, graphic organizers, text-to-speech options, and research extension projects. The material is conveniently offered online but the search option only searches lesson titles, not the actual lesson content, nor can it locate lessons by page numbers. In addition, there is limited information about New Mexico so teachers will need to add content that is specific to the New Mexico-specific standards.

Reviewer #: 33

**Background and experience:**

I am a high school Social Studies teacher. I have completed the academic requirements of 36 units 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 competency-based quarterly exam and writer of a contextualized indigenized instructional materials in the Philippines.

**Professional summary of material:**

Overall, the material is comprehensive. The content of the materials and various activities to enhance the skills of the students are anchored with the standards of social studies. The materials provide routines for both teachers and students while supporting the students' inclusivity, differentiation, and students' needs. Small group and large group discussions are also provided. The materials provide primary and secondary sources for the students to analyze and interpret. The materials also provide contextualized tasks, graphic organizers, technology integration, research-based output, and some strategies like 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. Finally, the online resources like graphs, illustrations, maps, and pictures of ancient structures and buildings are provided.