

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	Project America: Indivisible, Untold Stories of the Revolution, Writing for Change, The American West, and Civil War	Publisher	Educurious Partners
SE ISBN	2150000000009	TE ISBN	2150000000010
SW ISBN		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

80%

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

79%

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

The materials provide a variety of images, stories, and information that represents a broad range of demographics. Students are instructed to identify perspective and bias and to avoid generalizations and reinforcing stereotypes. Students are also provided opportunities, such as exploring museums, that help them connect to real-life experiences and diverse cultural and linguistic 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:

The materials meet most criteria in this focus area by relating content to diverse cultures, including tools to analyze multiple perspectives such as how political parties view contemporary issues and address multiple ethnic descriptions, interpretations, or perspectives of events and experiences. However, the materials do not provide teachers with specific tools and strategies to differentiate for all students. Additionally, the material engages students in critical reflection about societies but not necessarily their own lives.

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

Average Score

74%

OVERALL ALIGNMENT:

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

Statements of appraisal and supporting evidence:

The materials align strongly with the strands of civics, geography, ethnic, cultural, and identity studies, and inquiry, but only partially align with standards in the areas of economics, personal financial literacy, and history. Overall, the materials meet CCSS and additional New Mexico Literacy Standards for reading and writing with few gaps in areas relating to vocabulary and utilization of credible sources.

A. CIVICS

Materials align to the civics standards for this grade level.

Statements of appraisal and supporting evidence:

The materials successfully align with the civics standards. The materials provide activities and resources for teachers and students to learn about the relationships between Indigenous governments and the United States. Students are asked to analyze the causes and events leading to the formation of our government structures. Students analyze arguments about the structure of our newly formed government and the impacts it has had on society and history. Moreover, the materials provide opportunities for students to understand the importance of the role they have in their community. Students learn about cooperation, obligations, rights, and responsibilities through a "Class Community Commitment." However, they lack material that compares the federal government's response to the southern states' call for independence with that of the original 13 colonies as well as the role of New Mexico in the Civil War.

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:

The materials align to the economics standards in a historical context. The materials support students in being able to summarize significant economic activities, theories, and systems specifically related to the Colonial Era and the Civil War. However, it did not fully meet standards that emphasize personal financial literacy, including helping students to understand the importance of investing, personal financial risk, and the relationship between long term goals and opportunity cost.

C. GEOGRAPHY

Materials align to the geography standards for this grade level.

Statements of appraisal and supporting evidence:

The materials align to the geography standards by analyzing how historical events like the American Revolution and the Civil War were shaped by geography. Through the use of graphic organizers, students demonstrate their knowledge of geography and how it relates to demographic shifts, bias, and environmental concerns. The materials briefly mention how Indigenous people of North America adapted to their environment, but the resources do not provide opportunities for critical thinking and discussion. Additionally, the material does not provide the opportunity to describe the causes and effects of European exploration and expansion in the Americas during the 15th and 16th centuries.

D. HISTORY

Materials align to the history standards for this grade level.

Statements of appraisal and supporting evidence:

The materials align to several of the history standards, particularly in the areas of understanding the structure and function of the United States (US) government, making personal connections to immigrant experiences, examining the diverse ways the US acquired territories, providing a comprehensive view of diverse perspectives and experiences related to US independence, and demonstrating how conflicts over slavery led to the Civil War. However, the materials lack resources on topics such as the development of the Women's Suffrage Movement, industrialization, immigration eras and waves, impacts of colonization on early civilizations of the Americas, and connecting the US Revolution to France and other countries in the Americas.

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 materials align with the ethnic, cultural, and identity standards by providing various accounts, perspectives, traditions, and contributions of different identity groups in United States history. For example, throughout the materials students are asked to analyze the impact various groups such as women, Native Americans, African Americans, and Irish had on historical events such as the American Revolution, Westward Expansion, and the Civil War. During these activities, students make contemporary connections to these historical events and discuss how they still impact us today. However, the materials did not provide specific resources for students to compare and contrast the various origins of identity groups in the United States. Moreover, there was limited information and few activities that examined the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and languages.

F. INQUIRY

Materials align to the inquiry standards for this grade level.

Statements of appraisal and supporting evidence:

The materials align to a majority of the inquiry standards by supporting students in gathering relevant primary sources from a variety of media, recognizing credibility and bias, formulating claims and arguments, note-taking evidence to support analysis of sources, analyzing conflicting and diverse points of views and perspectives, and making connections between contemporary and historical events and experiences. The materials prompt students to communicate findings through creative expression. For example, students have the opportunity to create a mural about their family's migration experience or create a podcast. However, the materials lack geographic and geospatial representations. They are also missing resources that require students to create supportive and compelling questions or generate questions for culminating research.

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 materials align with the CCSS and New Mexico additional standards of literacy in social studies by providing students with multiple opportunities to analyze informational text, visual information with text, and primary/secondary sources. Through various activities and assessments, students are asked to determine the author's point of view and bias and distinguish fact from opinion. The curriculum lacks materials that give students the tools to distinguish the difference between primary and secondary sources. Additionally, the materials provide limited support to help students determine the meaning of words and phrases as they are used in the text.

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:

The materials provide opportunities for students to introduce, distinguish, develop, support, and present claims. They include rubrics for tasks that require students to write with cohesion, include transitions, write with a formal style and tone, utilize evidence, and support information with conclusions. However, there is a lack of prompting for students to use domain-specific vocabulary, and the materials lack resources on how to cite sources, how to paraphrase, and how to avoid plagiarism.

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

81%

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 provide teachers and students with a variety of instructional materials such as informational text, literacy works, artworks, and illustrations. These multimedia materials serve a variety of learning styles, elicit student engagement, and enhance analytical skills. However, the materials contain a limited variety of maps, diagrams, and graphs.

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 engage students in historical inquiry, provide strategies for discourse, orient historical events with contemporary issues to activate student agency, provide up-to-date evidence and interpretation, and provide support for the use of scholarly sources. The materials include resources such as note-taking organizers, prompts for student discussions, and writing tasks--such as writing to a local official. The materials also provide support for the editing process and peer review.

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 assess students at a variety of knowledge levels. Students are asked to identify, explain, demonstrate, and create. However, the materials lack extensive opportunities and support for special populations such as students with special needs, English Language Learners, and gifted students to encounter and comprehend grade-level and complex texts.

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 inclusion of diverse historical stories and perspectives beyond Eurocentric cultural scripts through units that focus on the "untold" stories and perspectives of underrepresented people within common historical topics. Through these materials, students are engaged in learning about others' histories and cultures while maintaining their own personal cultural integrity. The materials ask students to creatively portray their family history and support them in analyzing conflicting views on issues and developing their own informed opinion.

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 provide a comprehensive teacher guide for each unit that includes standards and objectives alignment, instructional pacing and lesson preparation, tips, strategies, and extra resources. This teacher guide also addresses advanced concepts including critical thinking, project-based learning, and the use of digital literacy.

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

88%

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 materials meet all standards related to this focus area by supporting students to demonstrate mastery of standards, make meaningful connections with others, and engage in discussions.

FOCUS AREA 2 WELL-DESIGNED LESSONS:

Instructional materials take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

The materials provide teachers with lesson overviews, scope and sequence of skills and concepts, activities, and clear and measurable standards alignment. This is done through the teacher guides, which contain all the listed information with standards that align with each lesson. Students are provided opportunities for ongoing review and practice for the purpose of retaining knowledge. The materials provide vocabulary for each lesson but do not provide clear and measurable language objectives that tie to the content objectives.

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 standards-aligned instructional lesson guides with detailed steps, lesson handouts and resources, instructional strategies for academic development, and the integration of digital components and digital learning.

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:

The materials provide a range of summative and formative assessments for most strands, such as civics, history, ethnic, cultural, and identity studies, but do not include assessments for geography or financial literacy. The materials also provide opportunities to assess students using technology. However, the materials do not provide alternative assessments and lack suggestions for lesson-specific differentiation, remediation, and acceleration.

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 materials provide teachers with strategies for general differentiation under 'lesson preparation' in the teacher guide and provide strategies and resources to engage family and community. However, the materials only partially meet the criteria related to specific differentiation strategies and adaptations for different student populations such as students at different skill levels and of diverse cultural and linguistic backgrounds.

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

The materials provide a variety of images, stories, and information that represents a broad range of demographics. Students are instructed to identify perspective and bias and to avoid generalizations and reinforcing stereotypes. Students are also provided opportunities, such as exploring museums, that help them connect to real-life experiences and diverse cultural and linguistic 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:

The materials meet most criteria in this focus area by relating content to diverse cultures, including tools to analyze multiple perspectives such as how political parties view contemporary issues and address multiple ethnic descriptions, interpretations, or perspectives of events and experiences. However, the materials do not provide teachers with specific tools and strategies to differentiate for all students. Additionally, the material engages students in critical reflection about societies but not necessarily their own lives.

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 #: 7

Background and experience:

I have a BA in Global Studies from the college of William and Mary; an MA in Latin American Studies from the University of New Mexico; and a secondary license with endorsements in Social Studies, Visual Arts, Modern Languages Spanish, Bilingual Education, and TESOL. I have worked for 6 years as a middle school teacher and have taught Bilingual Social Studies, Art, and SS Inclusion. I serve underrepresented students who represent a diversity of languages and cultures. I have held various leadership positions including Teacher Leader Facilitator and Testing Coordinator. I have experience with writing and revising state standards as well as with developing curriculum scope and sequence.

Professional summary of material:

I believe that this material is of good quality and would be a welcomed curriculum for New Mexico teachers to utilize, particularly for teaching topics such as the US Revolution, nation-building, Westward Expansion, and the Civil War. However, teachers will need to supplement with other materials in order to meet all the New Mexico State Content Area Standards and to meet the needs of diverse student populations. I found that the strengths of this material lie in its inclusion of multiple diverse perspectives of social groups including African Americans, women, and Indigenous peoples. It is also very successful at uncovering the myths that are taught within traditional US history curriculums, which lead students to practice critical thinking skills. The curriculum is up to date and relevant due to its nature of utilizing videos and articles from the internet as necessary elements to complete activities. Other strengths include the rubrics and student handouts, including many note-taking organizers that assist students in finding evidence from sources and participating in peer review. The material provides multiple opportunities for project-based learning, creative expression, and practicing digital literacy. Some reservations I have with the curriculum include its lack of resources on important topics and events in early US history, including reference to the development and contributions of ancient civilizations across the Americas and the consequences and impacts of European colonization on these civilizations. It also missed opportunities to support the teaching of the Women's Suffrage movement and its legacy, experiences related to slavery before the Emancipation Proclamation, industrialization, assimilation, providing information about the emergence of a global society, and describing causes of the US Revolution and connections to other revolutions across the Americas and Europe. In my opinion, it also lacks sufficient material for students to practice skills related to geography. The curriculum provides many opportunities for students to analyze and describe sources through useful charts and handouts, including research resource trackers, but does not explicitly teach how to cite, paraphrase, and avoid plagiarism. Student research tasks stem from thesis statements and provide guided questions but do not ask students to generate compelling or supporting questions sufficiently. The last area of concern is the material's lack of clear differentiation strategies for student population groups including those at a variety of skill levels and from culturally and linguistically diverse backgrounds. Overall the curriculum is very useful for teachers in that it provides succinct teacher guides for lesson preparation with aligned standards, resources, and steps to take, and is very relevant and responsive to students by asking them to think critically about history and their role in their classroom and communities and allowing for the celebration and discussion of their personal histories and their informed opinions on important issues.

Reviewer #: 9

Background and experience:

I have a BA in Education from the University of New Mexico, with secondary endorsements in Social Studies, Health, and TESOL. I am midway through my journey of becoming a National Board Certified Teacher. I have worked 7 years at the middle school level, teaching American History, NM History, Health, and Avid. I have had the opportunity to teach students from all around our city ranging from different cultures, languages, socioeconomic status, and academic abilities. I have held various leadership positions throughout my career, such as Department Chair, Grade Level Chair, Instructional Council Rep, and Advocacy team lead.

Professional summary of material:

This material is high quality and aligned with many of the New Mexico Standards. The material provides in-depth, engaging, and culturally diverse activities that guide students in learning about different time periods in United States history such as the American Revolution, the founding of a new nation, Westward Expansion, and the Civil War. In this material, students are given the opportunity to learn history through multiple perspectives that go beyond the Eurocentric cultural scripts. Moreover, students build their identities and learn to respect others through various activities in this material. Students are challenged to think critically about complex topics of the past and present and make connections on how we can use history to promote healing and transformation. The various project-based learning activities and lessons encourage collaboration and creativity while enhancing their critical thinking and problem-solving skills. Lastly, this material will keep students engaged due to its user-friendly instructions, interactive websites, and future-oriented focus. I have reservations about this material as well. This material omitted important time periods in our nation's history, such as information about the Indigenous peoples of North America before colonization; the wave of immigration in 1800s America; the Women's Suffrage movement; industrialization; and experiences of enslaved people during the Civil War. Additionally, the material did not completely meet all standards because it did not address personal financial literacy. The material is accessible but provided limited differentiation strategies to support English Language Learners, culturally and linguistically diverse students, students with special needs, and gifted students. Moreover, the material provided support for writing in terms of finding credible sources and outlining but did not provide specific instruction on how to properly cite from a text. Overall, I believe that this material would be useful in the classroom due to its very detailed teacher guides, which provide student activities, resources, talking points, and special considerations. However, due to its omission of important time periods in our history and limited differentiation strategies, I would suggest that teachers provide supplementation to ensure a complete alignment with the New Mexico State Standards.