

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](#)

Text Title	HMH Social Studies: American History State Adoption Student License Digital 6-Year	Publisher	Houghton Mifflin Harcourt Publishing Company
SE ISBN	9780358747604	TE ISBN	9780358552772
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.)

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

72%

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

The instructional materials provide some evidence representing cultural and linguistic perspectives. For example, students are asked to look at important historical events and engage in collaborative learning around social, political, and economic issues that impact a variety of identity groups. A broad range of representation and demographics are included in particular modules, such as Progressivism, WWII and Civil Rights. However, in the more contemporary modules (post-Cold War), students are not asked to look at a broad collection of images or stories representing a large, diverse US demographic.

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 instructional materials provide support for students to identify bias in primary and secondary sources and provide activities that help students relate to unfamiliar vocabulary terms. The instructional materials include activities, such as point and counterpoint and collaborative learning tasks, that allow them to validate and affirm the strengths of people from diverse backgrounds, especially in modules such as WWII and Civil Rights. The instructional materials also include connections to broad concepts that impact student lives such as economics, politics and globalization. Different ethnic descriptions and interpretations of events are included. However, the materials include more representation in some modules than in others and identity group representation is not covered equally throughout the text. The materials do not include research-based guidance to the teacher on how to plan for cultural and linguistic representative instruction and does not provide supports to incorporate student cultural knowledge or interests. Also, the materials do not ask students to reflect about their own lives and societies in New Mexico.

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 US History standards overall.

Statements of appraisal and supporting evidence:

The instructional materials align with the US History standards. Major geographic themes and connections are presented. Historical events include causes and effects with important eras such as Reconstruction through globalization. The instructional materials do not emphasize the ethnic, cultural, and identity standards that impact all students to provide entry points of inclusion in the text. The students are given the opportunity to engage in historical inquiry. The materials do not provide resources for student led inquiry to fully support the standards.

A. GEOGRAPHY

Materials align to the geography standards for US history.

Statements of appraisal and supporting evidence:

The textbook provides for students an understanding of human systems and processes that have been shaped in regions over a given time. It provides opportunities for students to look at the social, political, and economic principles of geography for specific times and places. It does not support the cultural, religious, and spiritual connections over the long term or human impacts over time.

B. HIGH SCHOOL US HISTORY

Materials align to the US history standards.

Statements of appraisal and supporting evidence:

The textbook provides for students an understanding of human systems and processes that have been shaped in regions over a given time. It provides opportunities for students to look at the social, political, and economic principles of geography for specific times and places. It does not support the cultural, religious, and spiritual connections over the long term or human impacts over time.

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 textbook examines the African American experience of civil rights from post-Reconstruction to the the 1960's civil rights movements. Students are given an opportunity to look at the issues regarding suffrage in the 19th and 20th centuries for women. It also allows students to see some the civil rights issues of Hispanics (Bracero program), Asians (internment camps), and aspects of the LGBTQ movements. It does portray the systemic inequality and the champions in their respective groups with regards to their push back and how they overcame some post-Jim Crow policies. The textbook does not include historic events such as Mexican repatriation and the Tulsa Massacre. Students are not asked to explore contemporary civil rights movements (BLM, #MeTOO) or influential Supreme Court cases (Obergefell v. Hodges). The text does not ask students to explore how current traditions and norms or a variety of different groups changed over time. Students are not given the opportunity to see the differing political power structures that have a causal relationship with modern contemporary civil rights.

D. INQUIRY

Materials align to the inquiry standards for US history.

Statements of appraisal and supporting evidence:

The instructional material includes a "skillbuilder" handbook that provides strategies to find bias in documents, evaluate sources, interpret the past, and draw conclusions. Students also have the opportunity to design their own compelling and supporting questions at the beginning of each module. There are designed tasks that ask students to work collaboratively, gather evidence and evaluate sources, and communicate their findings via multimedia presentations and written responses. The online textbook platform utilizes Document Based Questions for students to complete multi-sourced inquiries. Students are not asked to participate in interdisciplinary inquiries or to take action beyond the classroom.

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:

The textbook meets common core reading standards. Materials provide opportunities for students to cite textual evidence and find main ideas in primary and secondary sources. The text also asks students to determine the meaning of words and phrases. Students are asked to look at the author's point of view, reasoning and evidence, and integrate information from multiple sources. Complex textual sources are found throughout the 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:

The instructional materials provide students with the opportunity to write shorthand or extensive argumentative and expository responses. Writing tasks require students to organize complex thought; include textual evidence; and maintain a formal writing style. The tasks require students to consider word choice, sequence main points, and write concluding statements. The majority of tasks do not ask students to edit or reflect on the writing process. Supports and strategies for writing claims and counterclaims are not provided.

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:

Instructional materials ask students to look at informational texts and literary works that are significant to historical and cultural groups. Students are also asked to look at historical and contemporary maps, charts, graphs, diagrams, artwork, and illustrations to enable critical thinking and problem solving. Instructional materials also provide multimedia resources such as short video clips, maps, and interactive timelines.

FOCUS AREA 2 SOCIAL STUDIES SKILLS:

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

Statements of appraisal and supporting evidence:

Instructional materials include strategies to develop historical thinking skills such as having students look at images that can engage in historical inquiry and develop better understanding of complex events or relationships. Students are provided with a wide range of questions at different Bloom's/DOK levels to elicit discourse about compelling topics. Strategies to answer text-dependent/text-specific questions and collaborative learning tasks are provided to develop critical thinking. Students are asked to look at important historical moments that have ties to present day events that impact local, regional, and global issues. The instructional materials are missing important historical events post-2010 that connect to current real world problems that students may encounter. Instructional materials do not ask students to take action in relation to the content learned.

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:

Instructional materials provide teachers with strategies and resources to help scaffold texts so students are able to engage with grade-level content and text complexity. In provided activities, the text is chunked, primary source documents are used as excerpts, graphic organizers are provided and suggested, and videos provide audio and visual support. Student assessments provided by the instructional materials assess DOK levels 1-3. Activities in the teacher edition provide for collaborative learning, extensions for advanced students, writing tasks, multimedia tasks, and suggested historical inquiries. These provide students with opportunities to engage with the learning materials at DOK 4. The materials do not ask students to explore multiple cultural perspectives.

FOCUS AREA 4 EQUITY

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

Statements of appraisal and supporting evidence:

Instructional materials engage students in learning about others' histories and cultures in the past. The text asks students to explore and provides for equitable inclusion with accurate historical stories and perspectives beyond Eurocentric cultural scripts. Students are not asked to engage in learning about others' culture and identity in the present, allowing them to maintain his/her/their own cultural integrity.

FOCUS AREA 5 TEACHER INSTRUCTIONAL RESOURCES/STRATEGIES:

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

Statements of appraisal and supporting evidence:

The instructional materials contain teacher resources and explanations of instructional strategies, Document Based Questions, suggestions for historical inquiry, cross-disciplinary connections, global connections, and suggested scaffolds. The material structure and layout follow a pattern allowing for ease in navigation.

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

77%

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 instructional materials address the content contained in the standards and are grade level appropriate. Big ideas are contained in each module with connections to why major concepts matter. Students are asked to engage in grade level appropriate topics and themes. They are provided with opportunities to produce multimedia presentations, oral presentations, written works, and participate in debates. Students are asked to look at instructional materials in a coherent pattern to make meaningful connections. Lessons provide objectives, big ideas, "why it matters", sources and maps for deeper connections, videos and biographies. Online assessments provide students the ability to show mastery of content standards. Document based online inquiries allow students the ability to practice foundational skills. Rubrics and resources are not provided to develop student led inquiries.

FOCUS AREA 2 WELL-DESIGNED LESSONS:

Instructional materials take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

The instructional materials present learning progressions. Modules outline the lesson, its features, and its pacing. The design of the assignments show purposeful sequencing of learning expectations. The materials also provide focused resources to support content-specific vocabulary. The visual design of the instructional materials maintain a consistent layout that supports student engagements. Students are asked to look at images, watch short video clips, consider essential questions, and review module opening information. The materials also incorporate online flip cards, interactive graphic organizers, reading check questions, and document based inquiry questions to support students and teachers in making meaning out of the text. Students are not asked to revise work, use peer feedback, or reflect on the learning process. The materials do not provide an overview of the scope and sequence of the skills and concepts aligned with New Mexico's 2022 adopted social studies standards. Language objectives are not included, and general academic vocabulary is not supported.

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 instructional materials include resources and strategies to support ELL students, struggling readers, students with exceptionalities, and the general education population. For example, differentiated leveled questions, opinion based questions, and flexibility in grouping options are all provided. The Instructional materials also include direct instruction suggestions, discussion questions to frame the context, inquiry suggestions for students to frame their own questions, and annotations in the teacher edition in each lesson. The Instructional materials also provide video clips with closed captioning options, online interactive charts, vocabulary flip cards, interactive timelines, and online writing opportunities.

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 instructional materials provide a variety of assessments that measure student progress in history content, geographic and civics concepts, and ways to assess inquiry in the online document based questions. The instructional materials provide summative assessments for each module as well as multiple formative assessments in each lesson. For example, reading checks, interactive flip cards, lesson assessments, and writing/product opportunities are available. Oral and written based tasks are also provided, with rubrics that can be utilized to guide and support formative and summative assessments. All assessments can be edited and administered online based on teacher discretion. However, the assessments are not currently linked to the new 2022 New Mexico adopted social studies standards and do not address financial literacy or ethnic, cultural, and identity studies. Also, the assessments provide limited suggestions for further instruction, differentiation, remediation, and acceleration with no choice options for students or clear connection to language objectives.

FOCUS AREA 5 EXTENSIVE SUPPORT:**Instructional materials give all students extensive opportunities and support to explore key concepts.***Statements of appraisal and supporting evidence:*

The instructional materials give all students multiple opportunities and support to explore key concepts. They can be customized or adapted to meet the needs of different student populations. Resources come with reading guides, Spanish text, online text reading, and a variety of ways for students to show learning through resources like tiered activities, collaborative learning, writing and multimedia presentations. The instructional materials also provide differentiated strategies and/or activities to meet the needs of students. For example, struggling reading activities, support for EL students, graphic organizers, tier instruction ideas, collaborative activities, and extended research projects are provided in each module. The instructional materials provide appropriate linguistic supports for ELs and culturally and linguistically diverse students. Scaffolds such as small group and partner activities are suggested, visual organizers are provided, student glossaries, vocabulary practice, audio text, images and videos are provided, as well as chunked text, bolded words, and subheadings. Students are asked to participate in collaborative and multimedia activities, lead class discussions based on research findings, problem solve using interactive maps, and engage in history with interesting mock problem solving opportunities that they can write about or debate. However, instructional materials do not provide strategies or resources for teachers to inform and engage parents, family members, and caregivers of all learners about the program or provide suggestions for how they can help support student progress and achievement.

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

The instructional materials provide some evidence representing cultural and linguistic perspectives. For example, students are asked to look at important historical events and engage in collaborative learning around social, political, and economic issues that impact a variety of identity groups. A broad range of representation and demographics are included in particular modules, such as Progressivism, WWII and Civil Rights. However, in the more contemporary modules (post-Cold War), students are not asked to look at a broad collection of images or stories representing a large, diverse US demographic.

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 instructional materials provide support for students to identify bias in primary and secondary sources and provide activities that help students relate to unfamiliar vocabulary terms. The instructional materials include activities, such as point and counterpoint and collaborative learning tasks, that allow them to validate and affirm the strengths of people from diverse backgrounds, especially in modules such as WWII and Civil Rights. The instructional materials also include connections to broad concepts that impact student lives such as economics, politics and globalization. Different ethnic descriptions and interpretations of events are included. However, the materials include more representation in some modules than in others and identity group representation is not covered equally throughout the text. The materials do not include research-based guidance to the teacher on how to plan for cultural and linguistic representative instruction and does not provide supports to incorporate student cultural knowledge or interests. Also, the materials do not ask students to reflect about their own lives and societies in New Mexico.

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 #: 46

Background and experience:

I have 17 years of experience in education, hold a Master's Degree in Curriculum and Instruction, a Bachelor's Degree in Secondary Social Studies Education, and am a licensed Level III teacher. I have held positions as a social studies classroom teacher in grades 7-12, worked as a social studies curriculum specialist for an online curriculum company, and worked as a district level social studies content specialist.

Professional summary of material:

The instructional materials include a very detailed layout of key events in American History. They provide interdisciplinary connections, a wide variety of primary source documents, and well thought out writing, collaborative, and multimedia activities. Supports are in place for English Language Learners, students with learning exceptionalities, and the general education population. The materials are cohesive, easy to use, and provide hard copy and online resources to help guide teachers and students. Though there are many strengths in these resources, they are not fully aligned with the newly adopted 2022 New Mexico Content Standards. The materials support multiple perspectives, diverse images, and multiple voices in primary source writings; however, these perspectives are not represented equally throughout the text. Historically marginalized groups are not well represented post-Cold War. The materials are also missing contemporary information needed to help students make connections to the present.

Reviewer #: 47

Background and experience:

22 years of experience in education primarily in the humanities, having worked in positions from classroom teacher, department head, instructional coach, and building administrator. Have worked in classrooms from PreK through 12th grade and am NM Licensed Level III A and Level III B.

Professional summary of material:

Submitted materials provide a foundation in primary and secondary source materials, multiple perspectives on important events in US history, supports for ELL, struggling readers, and gifted students, along with opportunities to engage in writing, create their own historically grounded questions, and follow up with multiple modes of assessment. Where the materials fall short of the new standards is in the area of CLR and ensuring that consistent opportunities for students to engage with varying identity groups while maintaining their own cultural integrity.

Reviewer #: 48

Background and experience:

19 years in the classroom as a licensed level III secondary, TESOL endorsed instructor for Regular and Advanced Placement courses in the disciplines of Government and United States and Modern World Histories. Have served in various roles such as Social Studies department head, Student Council sponsor, NHS sponsor, and after school tutor-mentor for all English and Social Studies students. Have mentored 3 student teachers from the New Mexico State University's Internship mentor program.

Professional summary of material:

The instructional materials have a wide array of resources that target struggling readers with varied levels of differentiated instruction. The student textbook provides for multiple levels of primary and secondary sources that benefit SPED and English Language Learners to explore the rich and very subjective nature of Social Studies. The textbook is very thorough in familiarizing important historical events that have shaped our nation over time. However, the text does not focus in on the multiple differing facets of American culture to include their stories more thoroughly, especially with the LGBTQ, Latino, Asian, women of color, and current social network trends that are shaping our country.