

**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	HMH Social Studies: Ancient Civilizations State Adoption Student License Digital 6-Year	Publisher	Houghton Mifflin Harcourt Publishing Company
SE ISBN	9780358747598	TE ISBN	9780358552659
SW ISBN		Grade Level/Content	6th 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

90%

**Cultural and Linguistic Relevance Recognition** - *Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding cultural relevance and the inclusion of a culturally responsive lens. Those materials receiving a score of 90% or above on the CLR portion of the review are recognized as culturally and linguistically relevant.*

**CLR Recognized**



Average Score

82%

**FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:**

**Instructional materials represent a variety of cultural and linguistic perspectives.**

*Statements of appraisal and supporting evidence:*

The material provides a culturally and linguistically diverse representation of stories, pictures, and information. Students have opportunities to form connections to real life personal experiences and their own cultures and backgrounds, but not within every module.

**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:*

Students are exposed to multiple ethnic and cultural perspectives in lessons contained in the material. The content shows examples of diversity such as inclusion of a variety of ancient languages, but does not showcase the diversity of languages spoken in our schools. Materials include tools and resources that teach about diverse cultures, but do not demonstrate inclusion of all groups. Students are not given the opportunity to move beyond thinking about their past and present as linked to historical concepts. There is no opportunity for conversation or reflection on New Mexico specific cultures in the past and the present.

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

Average Score

90%

**OVERALL ALIGNMENT:**

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

*Statements of appraisal and supporting evidence:*

This material aligns with the 6th grade level social studies standards. Materials, activities, and assessments follow the content area expectations based on the standards for this grade level. The material is skill based; standards are addressed through reading checks, writing assignments, formative and summative assessments. Content is broken down into modules, which are then broken down into lessons. Each module has an essential question to guide instruction and each lesson has a big idea and main ideas. Their language aligns to the NM State Standards for Social Studies.

**A. CIVICS**

**Materials align to the civics standards for this grade level.**

*Statements of appraisal and supporting evidence:*

The materials align with the civics standards for 6th grade. The material allows students to show understanding of social and political cultures and the structure and responsibilities of civic life. Students compare and contrast civics concepts of classical Eastern and Western societies. Students receive an introduction into civic skills, including forms of government, the connection between government and the economy, and the needs of a government for a society at the beginning of the material. These concepts continue to spiral throughout the material as each civilization is addressed.

**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 economics portion of the standards is met with the materials provided. The standard regarding personal financial risks that individuals and households have is only partially addressed. The material allows students to explore and show understanding of a global economy as it relates to producers, consumers, trade, and growth of civilizations. Students explore the ideas of scarcity and profit, wants vs. needs, advantages of a mixed economy, and forms of currency.

**C. GEOGRAPHY**

**Materials align to the geography standards for this grade level.**

*Statements of appraisal and supporting evidence:*

The materials align with the geography standards for 6th grade. The material allows students to show understanding of geographic representations, including globes and maps, how natural resources affect the cultural and political characteristics of classical civilizations, and how the local environment impacts movement and trade. The material addresses the five fundamental themes of geography through student activities and assessment labeled by each theme addressed.

**D. HISTORY**

**Materials align to the history standards for this grade level.**

*Statements of appraisal and supporting evidence:*

The materials align with the history standards for 6th grade, requiring spiraling back to meet all components of the standard. The material teaches the standards by breaking them down into modules that address each individual classical civilization rather than teaching about multiple civilizations in one lesson. The modules are presented in chronological order, starting with early humans and culminating with the Age of Enlightenment. Throughout each module, history standards are met. Students evaluate the lasting impact of classical societies, including philosophy, religion, arts and innovations. Students explore interactions between groups and the ideas of oppression and decline in classical civilizations.

**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 6th grade ethnic, cultural, and identity standards. Students identify differences and similarities in diverse groups within each classical civilization. They explore how social identity is shaped through systems and ideas of community equity.

**F. INQUIRY****Materials align to the inquiry standards for this grade level.***Statements of appraisal and supporting evidence:*

The materials align with the 6th grade inquiry standards. Students learn how to distinguish the difference between primary and secondary sources and analyze each source in order to cite evidence for their writing. They are asked to support their claims with multiple perspectives and diverse points of view. Students generate relevant questions for inquiry and categorize and sequence significant ideas in chronological and conceptual graphic organizers. Throughout the material, students are given opportunities to create visual aids and present evidence based on a claim.

**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 6th grade reading standards for informational text. Students learn word attack strategies, including context clues to find meaning and additional vocabulary strategies. Students explore authors' purpose, learn how to distinguish fact from opinion, the steps in a process, and analysis of primary and secondary sources. Students learn what propaganda, bias, and stereotypes are and how they appears in what they are reading. Bias and stereotype are continually addressed throughout each module, while propaganda is addressed in the skill builder handbook.

**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 align with the 6th grade writing standards. Students follow the steps of the writing process to develop arguments and informational essays focused on discipline specific content. Students use content specific vocabulary and formal writing styles. Students are asked to cite evidence from multiple sources in all writing assignments. Throughout the material, students are offered graphic organizers and strategies for organizing their written ideas. The format for both in-text citations and a bibliography are not addressed. Students use the internet and other resources to complete research projects and pieces of writing and then present them to others.

**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

97%

**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 material includes references to literary works that are significant to the time periods addressed and the standards. Also included are visuals, such as photographs, visual representations, charts, maps, and diagrams. Students are given the opportunity to explore multimedia content online including videos, interactive maps and timelines. Student e-books contain interactive activities like flashcards and online assessments. Students have access to online graphic organizers and online document based investigations.

**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 material provides opportunities for students to learn effective uses of primary and secondary sources and how to effectively engage in discourse about the content. Materials contain multicultural images and document based questions to support student inquiry of the essential questions.

**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:*

Teachers are offered strategies and options for differentiation to meet the needs of students with multiple learning styles. The material offers specific recommendations for accommodations and modifications for students with exceptionalities, learning differences, and English Language Learners. Assessments show both DOK and Bloom's levels of questioning to support the teacher in planning and assessing. Cultural differences in classical society are addressed in the modules and students are asked to make personal connections.

**FOCUS AREA 4 EQUITY**

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

*Statements of appraisal and supporting evidence:*

There is a wide range of perspectives introduced. The material allows students to have opportunities to explore the history of others' cultures, identities, and regions. Students explore the classical societies of Egypt, China, Greece, Rome, India, Africa, Japan, Meso-America, and Medieval Europe. The material provides multiple perspectives throughout history. Eurocentric cultural scripts are used in areas. For example, students discuss European exploration from the perspective of the Europeans and the success it gave society, but do not discuss the Indigenous point of view during the time of exploration.

**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:*

Teachers have resources to support and guide their students throughout the lessons and modules. Critical thinking prompts are included in lessons.

**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 standards in each lesson link with the larger essential question in each module. Higher level thinking activities and assessments are embedded throughout every lesson and every module. The content requires students to engage at a 6th grade level of maturity and standards are addressed to show mastery in each module.

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

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

*Statements of appraisal and supporting evidence:*

The material provides materials that support students with practice and review of the content. There are options for students to increase understanding of the content including hands on projects, print and digital activities. The content standards appear in the material as essential questions, big ideas, and main ideas. The language of the standards is directly linked to these components. The specific NM State Social Studies standards are not cited, as the material is used across the country. Language objectives are addressed through the activities and assessments provided. The objective that students are working on is not cited. Teachers can look at previews of the modules to see what will be taught throughout the lessons in the module. There is not a pacing guide included.

**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:*

Teachers are provided with routines and strategies to support students' development and mastery of the content. Teachers are provided with options for presenting content and suggestions to differentiate and extend lessons. Throughout the modules, students have opportunities to practice meeting the standards digitally. The standards addressed are not directly cited as they are embedded in the language of the essential questions, big ideas, and main ideas. Also, there is no pacing guide and lessons do not include any kind of time recommendation. Materials do not include content specific to New Mexico.

**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:*

InThere are different assessments throughout each module, giving students opportunity to demonstrate mastery. There are alternative assessments listed for students with learning differences and students who are ELLs. There are formative and summative assessments for every module that include online, print, project based, and performance tasks. Teachers and students are provided rubrics to follow. There are not suggestions for further instruction, remediation, and acceleration based on assessment scores.

**FOCUS AREA 5 EXTENSIVE SUPPORT:**

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

*Statements of appraisal and supporting evidence:*

Teachers are provided extensive options to provide for students that are in need of differentiation, to include supports for struggling readers, ELL students, and students with special needs. Parents receive guidance for how to set up remote learning for this material and receive resources for how to support their child with the content at home.

**FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:**

**Instructional materials represent a variety of cultural and linguistic perspectives.**

*Statements of appraisal and supporting evidence:*

The material provides a culturally and linguistically diverse representation of stories, pictures, and information. Students have opportunities to form connections to real life personal experiences and their own cultures and backgrounds, but not within every module.

**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:*

Students are exposed to multiple ethnic and cultural perspectives in lessons contained in the material. The content shows examples of diversity such as inclusion of a variety of ancient languages, but does not showcase the diversity of languages spoken in our schools. Materials include tools and resources that teach about diverse cultures, but do not demonstrate inclusion of all groups. Students are not given the opportunity to move beyond thinking about their past and present as linked to historical concepts. There is no opportunity for conversation or reflection on New Mexico specific cultures in the past and the present.

**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 #: 52

*Background and experience:*

Reviewer has eleven years of teaching experience with a specialization in special education, having spent 10 of the 11 years as a special education teacher. Reviewer has a level II teaching license in both special education and early childhood education and has taught special education social studies for ten years in an inclusion setting. Reviewer has a master's degree in Educational Leadership. Reviewer has extensive training in reading intervention and working with students with dyslexia and taught reading intervention for one year. Reviewer has extensive background knowledge in curriculum and has created and written curriculum, pacing guides, and scope and sequences.

*Professional summary of material:*

HMH *Social Studies Ancient Civilizations Grade 6* is a comprehensive material that meets grade level content standards and state material criteria. The complete range of standards in all areas is taught, including civics, geography, economics and financial literacy, and ethnic, cultural, and identity studies. Students have opportunities to meet a high level of rigor and engage in inquiry related tasks that serve to deepen students' thinking about the past and the present. Although reading and writing standards are not explicitly stated in the material, the 6th grade reading and written language standards are met through opportunities in each lesson to read informational and authentic text, learn new vocabulary, and respond in writing. Students work independently, in pairs, and in groups to learn and practice content, including to research and to give presentations to others based on what they learned. There are many opportunities for different types of writing and in different time frames, including short answers and longer essays. Students write compare and contrast essays, persuasive essays, and information essays. The material is broken down into larger modules, which are then broken down into lessons. Teachers can look at what is to be taught in each module with the overarching essential question and a big idea for each lesson. Each big idea is then broken down into main ideas which serve as objectives for the lesson. There is no pacing guide, so teachers will need to create their own as the material is very in-depth and offers many supporting and extension activities in every lesson. There are also no recommendations for timing for each lesson or module, which would be a helpful addition. The extensive materials are offered both digitally and in print and also include online resources in the forms of reference and skill builder handbooks to support specific skill acquisition. There is a teacher and a student e-book which offer interactive online practice and assessment activities, as well as visual aids. Assessment is embedded throughout every lesson and module and is offered in a variety of ways. There are both formative and summative assessments in the form of end of lesson and end of module assessments, with progress monitoring and reading checks throughout. Alternative assessment ideas to include project based assessment and performance tasks are offered for students who need varying methods of response in assessment. The material gives teachers support and options for students who are struggling readers, ELL students, and students with special needs. There are tiered response expectations to support differentiation for students at varying levels. There is exposure to a diverse group of cultures and populations, but the material doesn't explore in depth the historical trauma and past that is present in cultural equity. Students are given some opportunity to relate to other cultures and make links to others, but at times the material is one-sided and does not represent all groups affected, so teachers would need to supplement in order to make it relevant to the students in New Mexico.

Reviewer #: 53

*Background and experience:*

Reviewer is a veteran level II teacher of 24 years with experience teaching grades 2-6. I have a science endorsement and am currently working on a reading endorsement.

*Professional summary of material:*

Every module has an essential question and formative and summative assessments. Each lesson states the big ideas and the main ideas and provides opportunities for differentiation. Integrating reading and writing is especially helpful. It has rich and engaging stories and accounts that help the students to dig deeper for better understanding. Routines for instruction (read alouds, independent, and small group reading) are constantly providing explicit directions and questions that build background, allowing students to make real life personal connections to the text. The instruction is planned out in a systematic way to progress with a deeper understanding of the material presented. The standards are addressed completely, allowing for students to unpack the standards and discover concepts in smaller chunks such as learning about the classical civilizations individually instead of collectively, yet allowing for comparing and contrasting.

Reviewer #: 54

*Background and experience:*

I have 16 years of combined teaching experience, 11 of which are in New Mexico. I have taught kindergarten and 4th-7th grades. I have a New Mexico level three teaching license for grades K-8 with a TESOL endorsement. For the past three years, I have been the district's middle school Social Studies department chair. I have a master's degree in Elementary Education and am National Board Certified in EMC: Literacy. I teach in a culturally diverse, low socioeconomic district that contains a large population of ELL and SPED students.

*Professional summary of material:*

The HMH Ancient Civilization material adheres to the grade level standards for Social Studies. The material is wide-reaching and extends chronologically well beyond what is addressed in the sixth grade standards. It contains a plethora of activity ideas, resources for meeting the needs of diverse learners, and is well laid out with the inclusion of content objectives, vocabulary, and key people for each lesson. Since the material is so in-depth, teachers will need to create a pacing guide that meets the needs of their particular students. The online component includes many resources, such as video clips from the History Channel, interactive maps and timelines, as well as embedded reflection questions that will help students stay engaged with the material. The skills-based handbooks are helpful supplements to assist students with meeting the literacy in history common core standards. Since the material was developed for use across the country, it does not represent the cultural and linguistic diversity of New Mexico students to the fullest extent. Teachers may need to supplement with material that makes connections to the Hispanic and Indigenous cultures represented in our state.