

2022 Instructional Material Summer Review Institute

Review Team Appraisal of Title
High School Civics

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: Civics State Adoption Student License Digital 6-Year	Publisher	Houghton Mifflin Harcourt Publishing Company
SE ISBN	9780358747963	TE ISBN	9780358553229
SW ISBN		Grade Level/Content	11-12 Civics

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

83%

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

90%

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

Students are allowed opportunities to represent their own cultural backgrounds in writing and class discussion. Students can demonstrate their perspectives through class discussions and collaborative learning. Students are directed to locate main ideas in primary sources, such as George Washington's foreign policy goals.

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:

Instructional materials highlight diversity in culture by the inclusion of resources and activities on issues like segregation, same sex marriage, voting, safety in schools, historical knowledge, Law 101 and eminent domain. Students are asked to evaluate materials with central guiding questions like "Should school officials be able to lead students in prayer?". Claim and counterclaim activities allow students to be exposed to multiple cultural perspectives. Students address ethnic descriptions over time through interpretations of events and experiences, such as the inclusion of content about the Dred Scott decision, Brown v Board and historical information on poll taxes.

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

Average Score

78%

OVERALL ALIGNMENT:

Materials align with the Civics standards overall.

Statements of appraisal and supporting evidence:

The materials include student analysis and writing that allows them to analyze primary and secondary sources and make connections through multiple historical and contemporary perspectives. Students are able to demonstrate an understanding of law through an exploration of Court cases and applications of constitutional principles and individual freedoms. Students develop an understanding and ability to demonstrate democratic principles by participating in simulations, Law 101 activities, debates, group discussions, voting and Student Agency activities. The instructional materials do not make connections to New Mexico Content Standards and do not reflect New Mexico's diverse populations and unique governmental structures.

A. CIVICS

Materials align to the Civics standards.

Statements of appraisal and supporting evidence:

The instructional materials develop the student understanding of civic engagement and responsibility for the improvement of civic disposition. Project Citizen activities give examples to inspire student engagement in their communities. Multiple perspectives and equity are represented throughout the civics standards. The activities are limited in application of critical thinking skills when addressing solutions/alternatives to many of the perspectives and obligations of citizens and communities.

B. INQUIRY

Materials align to the inquiry standards for Civics.

Statements of appraisal and supporting evidence:

The materials provide students opportunities for research activities that culminate in writing and multimedia presentations. The debates that create claims and counterclaims, teaching the importance of Physical Education (interdisciplinary), give students the opportunity to apply the acquisition of knowledge. Current events are represented in the materials where students examine issues facing our government and communities today. The writing activities are repetitive and do not lead to depth of understanding. The activities do not allow for student-driven inquiry.

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 instructional materials integrate everyday, complex and content specific vocabulary throughout all lessons and units. The materials integrate literary works, quotations and primary/secondary source documents. For example, "The Jungle", "Constitution", "Federalist Papers", and newspapers/online media are used to help students develop an understanding of writing. These items introduce complex topics to help students have a better understanding of bias that could be applied to their analysis of data, graphics, historical and contemporary texts for the use of developing claims/counterclaims. The materials do not provide students an opportunity to assess gaps in their writing styles and weaknesses in perspectives presented in the texts.

CCSS and NM ADDITIONAL STANDARDS FOR LITERACY IN SOCIAL STUDIES:

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

Statements of appraisal and supporting evidence:

Materials provide evidence for support for English Language Learners, differentiation for all learners, special needs and advanced/gifted students. The text provides writing structures and strategies for developing grade level outcomes. Writing is a main focus in the culmination of lessons and activities in the content area. References are made for online research but there are no connections to research skills.

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

85%

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 differentiation for multiple learning styles throughout. The materials include a wide variety of cultural diversity through their imagery throughout the textbook. The materials support all learners with images, graphics and photograph analysis to demonstrate understanding.

FOCUS AREA 2 SOCIAL STUDIES SKILLS:

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

Statements of appraisal and supporting evidence:

Materials include multicultural imaging with historical examples such as the War Powers Act and the Progressive Era. The text develops student debate and discourse, allowing students to demonstrate critical understanding of content by evaluating complex relationships of historical and contemporary, political, local and global issues, including topics on immigration and religious studies. The materials encourage student agency and action by teaching them how to engage in activities like opposing/proposing legislation, challenging laws in the courts, writing letters, and taking an interest in public education, health and safety. The materials do not request students to cite evidence or provide students the opportunity to develop diverse writing strategies.

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 for multiple learning styles throughout. Graphic organizers, peer to peer and collaboration opportunities are given for each unit. The materials include a wide variety of cultural diversity through their imagery throughout the textbook. Key academic and subject area vocabulary are highlighted for ELL and struggling readers. The materials provide graphic organizers and flowcharts for student understanding. Limited activities are provided for gifted and advanced enrichment integrated into provided writing activities.

FOCUS AREA 4 EQUITY

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

Statements of appraisal and supporting evidence:

Instructional materials show evidence of perspectives beyond the Eurocentric history model. Cultural integrity is valued throughout the lessons, free of bias. Students analyze documents that include the Iroquois Confederacy, Jim Crow era codes and Supreme Court cases. The cultural scripts do not connect to New Mexico's unique culture and government structure.

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:

Instructional materials contain planning guides, objectives, teacher resources and strategies highlighting social studies concepts.

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:

Materials help students develop skills in writing and oral activities. Materials are appropriate for high school level students and challenge their critical thinking skills. The materials do not provide a strong connection to New Mexico. Lessons/strategies address writing components by providing essay writing and debate opportunities.

FOCUS AREA 2 WELL-DESIGNED LESSONS:

Instructional materials take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

Lessons are scaffolded and a planning guide allows the teacher to adapt lessons to block and regular scheduling. Materials allow for teachers to adjust content to meet New Mexico students' academic needs. Opportunities are given for students to retain knowledge by using comprehensive reviews for each section assessment and chapter review.

FOCUS AREA 3 RESOURCES FOR PLANNING:

Instructional materials provide teacher resources to support planning, learning, and understanding of the New Mexico Content Standards.

Statements of appraisal and supporting evidence:

Materials provide teaching tips for the presentation of lessons as well as providing for alternative lessons. Digitally interactive activities (Supreme Court cases) support the planning and scope and sequence of the NM standards. Instructional materials provide strategies to present and differentiate content for students.

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:

Instructional materials provide content and language based summative and formative standards based assessments in the form of section and chapter review/assessments. A variety of assessments are provided with scoring guides and connections to standards. Assessments for ELL students include multimedia and performance based activities.

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 opportunities for differentiated instruction within each unit/chapter/section. Activities include peer partnering that allows ELL students to work collaboratively to write a letter to the editor on campaign finance to share with the class. Graphic organizers and hands on learning activities help the teacher assess student progress. Materials also provide accommodations/modifications that include structured organizers and flowcharts that support regular and active participation of learning for all students. Lessons and strategies are easily adapted to fit students' learning styles.

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

Students are allowed opportunities to represent their own cultural backgrounds in writing and class discussion. Students can demonstrate their perspectives through class discussions and collaborative learning. Students are directed to locate main ideas in primary sources, such as George Washington's foreign policy goals.

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:

Instructional materials highlight diversity in culture by the inclusion of resources and activities on issues like segregation, same sex marriage, voting, safety in schools, historical knowledge, Law 101 and eminent domain. Students are asked to evaluate materials with central guiding questions like "Should school officials be able to lead students in prayer?". Claim and counterclaim activities allow students to be exposed to multiple cultural perspectives. Students address ethnic descriptions over time through interpretations of events and experiences, such as the inclusion of content about the Dred Scott decision, Brown v Board and historical information on poll taxes.

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 #: 49

Background and experience:

Experience: 24 years NM High School US Government/Law/NM History; 15 years social studies department chair; master's degree Secondary Education; Bachelor degree in Political Science UNM; Level III teacher

Professional summary of material:

Instructional materials represent a wide range of learners. The materials integrate technology and learning by providing many different interactive lessons and reinforcement activities. The textbook lessons and planning guide help the teacher create a timeline for how the lesson can be adapted to fit the needs of NM students. The book includes many activities and opportunities that include visuals and photograph analysis highlighting primary/secondary sources and time periods.

Reviewer #: 50

Background and experience:

Social Studies teacher for 33 years; department head at the high school level; BA in Government (NMSU); MA in History (NMSU); and Doctorate in Social Studies Education (ASU).

Professional summary of material:

This textbook meets the target for use as a textbook in New Mexico Civics classes. The textbook offers a variety of content activities that include discussion, debate, writing and presentations that are relevant to students from different populations. The textbook shows no bias towards gender, special needs populations or other cultural and linguistic groups.

Reviewer #: 51

Background and experience:

High School Social Studies teacher for 11 years, department chair; BS in PreK-8 education with alternative licensure in Secondary Social Studies, NMHU; MAIS in Political Science and History with a concentration in Constitutional Foundations, WNMU; James Madison Memorial Fellow, Georgetown University

Professional summary of material:

Activities provide structure and differentiation for all levels of teachers and students. Activities provide for active and engaged student learning. The student textbook is engaging for students and includes a variety of visual and multimedia sources as well as engaging writing activities.