

2022 Instructional Material Summer Review Institute

Review Team Appraisal of Title
High School Geography

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: Global Geography State Adoption Student License Digital 6-Year	Publisher	Houghton Mifflin Harcourt Publishing Company
SE ISBN	9780358747956	TE ISBN	9780358552956
SW ISBN		Grade Level/Content	9-10 Geography

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

82%

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

92%

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

Instructional materials ask students to create a website that showcases their cultures and the traditions of their ancestors and older relatives. Images, stories, and information represent a broad range of demographic groups and do not make generalizations or reinforce stereotypes. Activities include exploring regional costumes including the sari worn by women in India and Fijian tapa cloth skirts as well as Japanese and Native American ceremonial masks. Students utilize instructional materials to participate in a collaborative learning activity comparing and contrasting illustrations and to make interdisciplinary connections through dance and art. Materials include real-life connections by having students create masks representing different cultures.

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 include "learning links" to the Juneteenth holiday. Cited instructional materials address multiple ethnic descriptions, interpretations or perspectives of events and experiences through the inclusion of cultural topics like Aboriginal land claims and Siberian clothing culture. Instructional materials provide students with the opportunity to examine a current event about Deb Haaland, Secretary of the Interior, and Laguna Pueblo, NM connections. Materials do not include past critical reflection opportunities.

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 Geography standards overall.

Statements of appraisal and supporting evidence:

Instructional materials meet the New Mexico Content Standards. Materials provide planning guides for teachers that include different flexibility completing lessons on a traditional schedule or a block schedule. Chapters include global, historical and current cultural and linguistic perspectives. Interdisciplinary lessons include the use of geography tools to examine different connections to the objectives. Illustrations, photographs, charts and graphs are used for differentiated instruction. Materials include opportunities for students to utilize technology with workbooks, graphic organizers and case studies. The materials do not include historical New Mexico cultural connections. There are references to current events with New Mexico's native contributions.

A. HIGH SCHOOL GEOGRAPHY

Materials align to the Geography standards.

Statements of appraisal and supporting evidence:

Students create maps of home and personal environment with extension activities provided. Materials provide sets of questions comparing the advantages and disadvantages of globes and maps for use in different types of geography research. There are descriptions of different types of maps such as physical, political, religious, climate and economic. Students analyze historic geographic maps and photographs to explain political and population changes over time including pre- and post-World War I, national border designations and depictions of urban sprawl.

B. INQUIRY

Materials align to the inquiry standards for Geography.

Statements of appraisal and supporting evidence:

Students answer guiding questions, analyzing and predicting how location, place and region impact the evolution of water supply. Students create a cause and effect diagram examining the Aral Sea over time, but the materials do not contain different perspectives on using water for irrigation. Students are asked to evaluate primary sources of African leaders from three different regions and strategies they use to solve problems facing their people. Students identify evidence that draws information directly and substantially from multiple primary sources about the India/Pakistan conflict. The students are not asked to detect inconsistencies in evidence, to revise, or to strengthen claims.

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:

Students determine the central idea of revolutions and revolutionary leaders by writing an editorial and participating in class discussions. Students provide an accurate summary of key events in a movement, developing these events over the course of the text. Students are asked to locate a piece of literature with geographic ties in order to develop a profile based on the different elements including topography, climate, settlements, resources, vegetation, landforms and population. Students research and identify key ideas about deadly volcanoes in history. They create databases and write a summary that identifies the key ideas and events that were developed in the research text.

CCSS STANDARDS FOR LITERACY IN SOCIAL STUDIES:

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

Statements of appraisal and supporting evidence:

Instructional materials meet the New Mexico Content Standards. Materials provide planning guides for teachers that include guidance when planning lessons on a traditional (6/7 period day) schedule or a block schedule. Chapters include cultural and linguistic perspectives, including global, historical and current. Interdisciplinary lessons include the use of geography tools to examine different connections to the objectives. Illustrations, photographs, charts and graphs are used for differentiated instruction. Materials include opportunities for students to utilize technology with workbooks, graphic organizers and case studies. The materials do not include historical New Mexico cultural connections. There are references to current events with New Mexico's native contributions.

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

96%

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 include books for the teacher and student for reference. This includes literary works and informational texts that are significant to historical time periods and cultural groups. Students reference historical and current maps representing the themes of geography. Students are presented with historic and present day maps, charts, graphs, diagrams, artworks, and illustrations to enable spatial, abstract, and critical thinking in problem solving contexts. These materials include political cartoons, population growth data, economic charts, maps depicting changing borders, and illustrations of the disease cycles. Instructional materials include multimedia resource materials covering China and the Great Wall.

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 multicultural images comparing the Chinese and Indian cultures. Materials instruct students to interpret photographs by answering guiding questions, engaging students in historical inquiry as well as developing understanding of complex events or relationships. Students are asked to open dialogue on the advantages and disadvantages of Latin American countries gaining democracy. Instructional materials orient historic events toward contemporary, regional, and global issues like conflicts in Ireland and the Balkans. The activities do not activate student agency.

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:

Students compare countries to help them gain perspective on climate/economic issues and interpret photographs by answering guiding questions. Instructional materials provide all students, including English Learners, struggling readers and enriched readers, opportunities to encounter and comprehend grade-level and complex texts through guided reading workbook activities, graphic organizers and interpreting of maps.

FOCUS AREA 4 EQUITY

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

Statements of appraisal and supporting evidence:

Instructional materials provide equitable inclusion of accurate historical stories and perspectives beyond Eurocentric cultural scripts through "GeoActivity" topics that explore cultures and issues globally, including the nuclear disaster at Chernobyl. Students are asked to research symbols of religious architecture in their local community. These activities are completed while allowing students to maintain their 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:

Teacher materials contain resources and explanations by charting and graphing data with a spreadsheet program to evaluate water availability in Southwest Asian countries. HMH Social Studies Global Geography materials, Previewing the Unit, Additional Resources contain articles and explanations of instructional strategies in advanced 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

87%

FOCUS AREA 1 COHERENCE:

Instructional materials are coherent and consistent with the New Mexico Content Standards that all students should study in order to be college- and career-ready.

Statements of appraisal and supporting evidence:

Instructional materials support student mastery of standards through an interactive digital workbook that asks guiding questions and provides for reflection. Resources include examination of issues and legal questions that require students to engage in activities that are appropriate to the grade level. Materials include topics on global disaster, economics, immigration, military, and race conflicts. Materials identify the five areas of geography. Materials do not connect to New Mexico specific standards.

FOCUS AREA 2 WELL-DESIGNED LESSONS:

Instructional materials take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

Materials include a scope and sequence for each section in the unit of "Physical Geography" focusing on seasons, climate and weather. Strategies are provided for differentiated instruction for ELL students to expand their knowledge of varying forms of proper nouns. The materials do not tie to the content objective. "Guided Reading Workbook" and "Taking Notes Graphic Organizer" activities provide guiding questions that incorporate features that help students and teachers make meaning of the text.

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:

A planning guide is included for teachers to help students cope with traumatic news events. The materials provide multimedia connection activities including the following: integrated digital resources, interactive digital components, online learning platform, case studies, current events and online graphic organizers. The teacher edition includes annotations and suggestions through the use of section objectives with "Focus and Motivate" sections and supporting materials for extended reading.

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 a teacher pacing guide. Materials contain both formative and summative assessments. Instructional materials contain a pacing guide that includes assessments, writing activities for critical thinking, "press conferences", hands-on activities and visual analysis. These assessments measure student progress in the standards for the content. Instructional materials provide scoring guides and rubrics for technology, writing, and "GeoActivities" that are aligned with standards. The materials do not provide guidance for further instruction, differentiation, or remediation for advanced or other abled learners in response to assessment.

FOCUS AREA 5 EXTENSIVE SUPPORT:

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

Statements of appraisal and supporting evidence:

Instructional materials include photographs, historical/current maps, books for teachers, books for students, periodicals and videos that can be customized to meet the needs of different student populations. A podcast on the Human Geography of the Canadian wilderness provides opportunities for differentiated strategies of learning. Instructional materials include opportunities for all students that encourage and support creative thinking and effective problem solving skills like researching and reporting on the role of ecotourism in conservation and encouraging students to think of ways to encourage conservation, ecotourism and eco education.

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

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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:

High School 24 years U.S. Government/Law/NM History Social Studies department Co chair 15 years Bachelor degree Political Science, Master degree Secondary Education University of New Mexico Level III teacher.

Professional summary of material:

Instructional materials provide good connections to the New Mexico Content Standards. They present the material free of bias by presenting visuals from many cultures of the world. Many different strategies for teachers to address different learners are provided. Planning and teacher focus guides are very helpful in connecting to the objectives of the lessons and flexible for school scheduling e.g. block scheduling. There are limits to connections to New Mexico, but the materials draw attention to multicultural regions.

Reviewer #: 50

Background and experience:

Social Studies teacher for 33 years and serves as 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 in global geography, human geography and is complementary to other social studies and history courses. The textbook includes a variety of resources and prompts for teachers and opportunities for students to further their geography learning.

Reviewer #: 51

Background and experience:

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

Professional summary of material:

This instructional material meets the target for global human geography standards. It provides students with the opportunity to make strong cross curricular connections in science, government, politics, and economics. The materials cover a wide range of global cultures and do not present bias. The materials also integrate engaging and interactive multimedia and visual resources. Teaching materials provide structured planning and supporting resources. There are limited connections to New Mexico cultures.