

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: United States Government State Adoption Student License Digital 6-Year	Publisher	Houghton Mifflin Harcourt Publishing Company
SE ISBN	9780358747949	TE ISBN	9780358552895
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

81%

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

88%

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 provides visuals of Cesar Chavez and his farm worker strikes and Disabled Americans meeting at the US Capitol. Written accounts of the civil rights struggles of Hispanic Americans, Native Americans and Disabled Americans provide a variety of cultural and linguistic perspectives. The materials represent culturally and linguistically responsive pedagogy by affirming students' backgrounds through activities representing different Supreme Court cases (Korematsu). Students make interdisciplinary connections to real life experiences and diverse cultural and linguistic backgrounds through the use of graphs and charts connecting scientific polling to voting behavior and discussions about constitutional challenges regarding individual liberties and freedoms.

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 debates offering different tools and resources that demonstrate multiple viewpoints in a specific concept. Instructional materials include tools and resources that demonstrate multiple perspectives on a specific concept through activities like debate of issues, evaluation of Supreme Court cases, governmental structures and processes. The materials do not represent New Mexico cultures past and present.

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 Civics standards overall.

Statements of appraisal and supporting evidence:

Instructional materials provide opportunities for the students to develop and make claims/counterclaims about public and foreign policy. Interactive lessons guide students through Supreme Court case studies and simulations. Students develop an understanding of government functions through activities that evaluate strengths and weaknesses of the student. Lessons include class discussions, critical thinking activities and writing prompts. The materials do not contain direct connections to New Mexico and New Mexico SS standards. There was not evidence of the materials supporting student designed activities and student driven research.

A. CIVICS

Materials align to the Civics standards.

Statements of appraisal and supporting evidence:

The students read text and create a graphic organizer of the information. The graphic organizer includes purpose and processes of the federal government and regulatory agencies. There are teacher lead class discussions on strengths and weaknesses of the US government. Students are directed to create their graphic organizer in visual form. Students are asked why they think the NAACP did not target housing and employment during the campaign to end segregation, which meets the standard component of past examples of change makers. The students are able to discuss and critique discrimination in housing and employment in the US today. Students develop an understanding of how to evaluate biases through the analysis of a variety of primary and secondary sources. The content does not contain activities for student inquiry and connections to the unique features of New Mexico's state constitution, governmental structure and cultural diversity.

B. INQUIRY

Materials align to the inquiry standards for Civics.

Statements of appraisal and supporting evidence:

Students build on previous knowledge to refine claims and counterclaims of the Federalists and Anti-Federalists. The students write essays from the perspective of the Federalists pointing out the inconsistencies in the objections. Students have opportunities to revise their arguments and strengthen their claims. Students engage in research and evaluate relevant sources that take into account a wide range of views while using the origin, authority and corroborative value of the sources. Students have opportunities to read different viewpoints and then construct an argument, researching and developing an opinion on the restriction of presidential powers from the 1973 War Powers Act. Students are asked to develop rebuttals to other arguments. There is no evidence of student creation of compelling arguments or otherwise representing ideas within the discipline. Lessons ask critical thinking questions; the students are not involved in generating their own questions on the content.

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 have opportunities throughout the text to evaluate primary/secondary sources like the Declaration of Independence and then complete "Reading Focus" questions. The students determine the main idea utilizing the source documents. Materials ask students to identify and elaborate on the three ideals of American democracy addressed in texts such as "Democracy in America". Students read and comprehend social studies texts independently and proficiently with the complexity for the grade band. Students evaluate explanations for Plessy v Ferguson, Miranda v Arizona, ex post facto laws and victims' rights to determine which explanation best accords with textual evidence; students acknowledge where text leaves matters uncertain. Students are not given the opportunity to note discrepancies among sources.

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:

Students write routinely over extended time frames with research projects and research papers. Students work in shorter time frames with critical thinking questions for a range of discipline-specific tasks, purposes, and audiences. Students write an essay connecting the complex relationships between the courts and their influence over the changing interpretations of the First Amendment. Students work in pairs to create song lyrics that address a specific historical event or concept and connect it to "socialism". The materials do not contain opportunities for revision and response to feedback.

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

91%

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 decisions from Supreme Court cases forcing students to salute the flag, referencing historical time periods and cultural groups. Materials include a video presentation on becoming a candidate featuring Barack Obama as the candidate. Lessons identify multimedia connections that align with a variety of learning styles and enhance students' analytical skills. Students are presented with historical and present day maps, charts, and diagrams to enable spatial, abstract and critical thinking in problem solving contexts, including simulations of congressional representation. Materials include maps of present day government; materials do not use historical maps to make comparisons.

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 critical thinking strategies utilizing political cartoons that elicit discourse among students about the size of the federal bureaucracy. Materials contain multicultural images that engage students in historical inquiry for developing understanding of complex events and relationships to meet the standards. Instructional materials include debate regarding the size of federal bureaucracy that occurred in the courts that elicits discourse among students on social studies topics.

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 assess a variety of student knowledge levels that include Bloom's Taxonomy and Depth of Knowledge questions through writing, discussion and project based activities. Instructional materials assess students at a variety of knowledge levels through identification, analysis, and development of governmental systems. Instructional materials asks students to review the role of the Supreme Court as a referee in the relationship between the federal government and the states, asking students to review court cases dealing with issues of power, to meet the standard components.

FOCUS AREA 4 EQUITY

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

Statements of appraisal and supporting evidence:

Instructional materials provide students with an interactive encyclopedia on the Holocaust developed by the US Holocaust Memorial and Museum. Instructional materials include accurate historical stories and perspectives beyond Eurocentric cultural scripts, including topics on affirmative action, immigration, foreign policy, suffrage rights, and US policy in relation to Native American populations and lands.

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 provide a rubric that assesses student performance in a candidate running for office simulation. The materials include resources and explanations through simulation. The simulations contain formative and summative assessments with opportunities for the students to debrief through reflection and class discussions. Teaching materials include chapter planning guides, pre-teaching resources, articles and explanations of instructional strategies for 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 provide guided reading focus questions, scaffolded sections, chapter review assessments and activities that support students in demonstrating mastery of each standard. Instructional materials are coherent and consistent in allowing the students to reflect on their own cultural values and backgrounds. Materials include chapter review guides that provide pacing and content evidence.

FOCUS AREA 2 WELL-DESIGNED LESSONS:

Instructional materials take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

Students are asked to write essays, newspaper editorials, speeches and short answer responses to conduct interviews. Students create presentations for audiences that address verbal and linguistic interpersonal skills. Instructional materials provide the student opportunities to participate and demonstrate learning with simulations of main idea concepts. The materials do not clarify the standard being covered. Materials utilize essential questions and chapter at a glance materials that provide clear, measurable, standards-aligned content.

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:

Teacher edition provides materials with useful annotations in the margins and suggestions on how to present the content such as the "Student Casebook" exercises. Instructional materials include differentiated instructional strategies that are integrated into activities, chapter previews and annotations to help guide student academic development. Chapter planning guides do not provide a cross reference of the standard addressed or provide instructional times for different scheduling (block).

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 scoring guides that align with the standards, but do not provide guidance for furthering instruction, differentiation, remediation or advanced/special needs learners in regard to assessment. Instructional materials include digital graphic organizer activities to help students take notes through the chapters. These opportunities help teachers assess student understanding and knowledge of the the standards.

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 provide differentiated strategies and activities to fit the needs of all learners and different student populations. Visuals, songs, simulations and timelines can be customized and adapted. These include opportunities for all students that encourage and support creative thinking and problem solving skills like presenting learning through brainstorming activities that address conflict between state and federal governments and the creation of conflict resolution plans.

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

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Statements of appraisal and supporting evidence:

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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:

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 provide teachers with the tools necessary to provide students multiple opportunities to demonstrate standards proficiency. Planning guides that include the primary sources and digital activities provide the teacher direction in their planning. Simulations and casebook activities allow student engagement. Other digital activities such as the digital graphic organizers give teachers another tool to assess student progress. The materials do not have any direct connections to New Mexico's unique government structures and diverse cultural backgrounds. Every chapter has a variety of differentiated instruction strategies that consistently give recommendations to the teacher on how to address different learning styles. Most of the material is teacher driven. Students are not asked to develop critical thinking questions or student driven projects.

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:

The textbook meets the requirements for use in high school Government courses in New Mexico. There are a variety of content activities relevant to different student populations and other skill activities. There are a variety of reference materials, glossary and assessment activities. Interactive activities in particular related to US Supreme Court issues are well organized.

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:

The instructional materials provide students and teachers with materials that cover the scope and sequence of the state standards. Students are provided with a variety of writing activities to demonstrate understanding of content and to develop skills. The materials do not address New Mexico governmental structures, processes and culture. Activities provide students with research and inquiry opportunities, but do not provide students with the opportunity to design their own projects. Materials integrate digital and multimedia resources to enhance student learning for all learners and to support differentiated instruction and learning.