

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: United States History State Adoption Student License Digital 6-Year	Publisher	Houghton Mifflin Harcourt Publishing Company
SE ISBN	9780358747970	TE ISBN	9780358553113
SW ISBN		Grade Level/Content	8th 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

88%

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

84%

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 collection of images, stories and information about a broad range of cultural groups. The activities contained within the materials allow students to make interdisciplinary connections and real-life connections to diverse cultural groups. Opportunities for students to make personal connections to their own personal identity while learning about the cultures of others are not included.

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 materials provide resources that demonstrate multiple perspectives. They address multiple ethnic descriptions and perspectives of events. There are not tools or resources for translating materials into other languages. The materials do not engage students in critical reflection about their own lives and society. There is a mention of Pueblos of NM of the past and present, but there is no explanation of their significance.

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

Average Score

88%

OVERALL ALIGNMENT:

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

Statements of appraisal and supporting evidence:

The material is aligned with the grade level and content area social studies standards for 8th grade. Students explore areas of the content standards including civics, economics, geography, and history. Financial literacy standards are partially met. Cultural and ethnic identity is addressed throughout the material by offering multiple and differing perspectives. The materials address inequality and unequal power relationships throughout American history. Students are given opportunities to practice inquiry skills through creation of research questions. Reading, language, and writing skills are present and practiced in the modules of the material.

A. CIVICS

Materials align to the civics standards for this grade level.

Statements of appraisal and supporting evidence:

The material is aligned with the civics standards for 8th grade. Students examine challenges in government due to the Articles of Confederation as well as identify the function of the Bill of Rights. Students compare Indigenous government structures and describe the way Indigenous cultures organize themselves and their societies, including their resistance efforts to preserve sovereignty. The material discusses the nature of civil wars and the causes and effects of the US Civil War. The role of the territory of New Mexico is not explored.

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 standards that are outlined for 8th grade social studies are met, but personal financial literacy standards are only partially met. Students analyze the economic specializations of the 13 colonies and compare/contrast that of the north to the south. Students identify incentives and choices associated with industrialization and show an understanding of economic systems connected to colonization of the western hemisphere. The material does not discuss building assets at a young age to show the importance of investing early.

C. GEOGRAPHY

Materials align to the geography standards for this grade level.

Statements of appraisal and supporting evidence:

The material aligns with the geography standards for 8th grade. Students use the five themes of geography to describe Indigenous groups of North America. They synthesize geographic information significant to the 13 colonies and the cause/effect of exploration and expansion into the Americas in the 15th and 16th centuries. Immigration factors are addressed as are human-centered environmental concerns related to expansion.

D. HISTORY

Materials align to the history standards for this grade level.

Statements of appraisal and supporting evidence:

The material aligns with the 8th grade history standards. Students analyze assimilation and immigration experiences of the various cultures that make up the US. They evaluate the impact of colonization and slavery. Students compare/contrast causes and effects of the American Revolution and its similarities and differences to the revolutions of Latin America, France, and Mexico. They examine how the US acquired new territory as well as the role of demographic shifts caused by the Civil War and reconstruction. The slavery debate and the rise of white supremacy in oppression of specific groups is addressed. The material does not mention the role of Indigenous people in the American Civil War. The Haitian Revolution's connection to slave rebellions in the US is not discussed.

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 material partially meets the standards for ethnic, cultural and identity standards. Students analyze the equity, civil rights, and civil liberties of multiple groups of people in the US. The significance of the Emancipation Proclamation and Juneteenth are addressed. The students address the unequal power relations among identity groups as well as how societies address systemic inequality. How Indigenous people have preserved their history and current norms and the origins of various identity groups are partially addressed.

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

The material meets the standards for inquiry. Students use primary and secondary sources to analyze historical events and cite contextual evidence to support claims. They are instructed in how to create compelling and supporting questions. They engage in academic discourse, conduct research projects and use technology to present their findings. The material is missing connections to present-day that allow student to connect in a way that would lead to age-appropriate action.

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 material aligns with the common core standards for reading informational text and NM standards for literacy in social studies. It has students cite textual evidence, find main ideas and identify steps in a text's description. Students are taught vocabulary skills and how to identify an author's point of view. They analyze visual information and the use of propaganda and bias to influence audiences.

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 material aligns with the common core standards for writing and the NM standards for literacy in social studies for 8th grade. Students introduce and support claims with evidence from text. They write informative and explanatory text and include logical reasoning. They are taught to use domain specific vocabulary and to provide a concluding statement to their arguments. They draw evidence from multiple pieces of informational text and use technology effectively to find evidence and present their writing. The material does not give students formats for their citations nor is there a time suggestion given to written assignments, not meeting the expectation in the standards for students to write for extended periods of time or for shorter intervals.

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

95%

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 material includes pieces of historical text that represent differing cultural groups. It includes historical maps, graphic organizers and visual literacy that allows students to use their problem solving skills. There are present-day examples of maps and other forms of visual literacy included in the material. There are multimedia connections to the content for each module included in the online resources that include videos, images, and interactive maps, timelines, and activities that students can manipulate.

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:

The material includes multicultural imagery and scholarly sources for writing. The material links historical events to contemporary issues to elicit discourse amongst the students. The material includes text dependent and text specific questions that have both depth and complexity of analytical thinking. Students build to culminating tasks at the end of each lesson as well as each module, which include creative expression activities as well as writing production tasks.

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:

Supports are provided for all students, including those who read above, below and at grade level. Special education, advanced, gifted and ELL students are addressed with modification and accommodation ideas to accompany each lesson. Questions that accompany each module are labeled with both Blooms' and Depth of Knowledge categories.

FOCUS AREA 4 EQUITY

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

Statements of appraisal and supporting evidence:

The material partially meets the focus area of equity. There are activities and text that engage students in learning about others' history, culture, identity and region. The material has examples of non-Eurocentric cultural scripts such as the Gullah culture. Other sections of the text do not provide a description of non-Eurocentric perspectives. There are not opportunities for students to make personal connections to their own identity while learning about the cultures of others.

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 material includes a teacher's guide, which has instructional strategies that meet the needs of all students through the inclusion of tiered activities as well as accommodations and modifications for various learning needs. Answer keys as well as scoring guides with rubrics that assess writing and social studies skills are also included.

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

86%

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 material supports students in showing mastery of the standards through questioning, written assignments, and projects. Students are able to make connections between the standards, which build upon themselves in each lesson of the module. Since this is not New Mexico specific material, the New Mexico state standards are not cited but the lesson objectives stated align to the NM state standards.

FOCUS AREA 2 WELL-DESIGNED LESSONS:

Instructional materials take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

There is a pacing guide and scope and sequence provided. Objectives are stated for each lesson as well as each module. The material supports students' acquisition of vocabulary. The visual design of the lessons is consistent and includes features that aid students and teachers in making meaning of the text. Students are provided on-going practice and review to help with retention of knowledge. Students are asked to practice language skills, but the objectives of those activities are not explicitly listed. Since this is not New Mexico specific material, the New Mexico state standards are not specifically cited but the lesson objectives stated align to the NM state standards.

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 pacing guide supports planning by giving teachers a break down of lessons by day but does not provide an estimate of how long each lesson will take. Materials include measurable objectives that are tied to content objectives though language objectives are not explicitly stated. There are integrated opportunities for digital learning, including interactive digital components, that engage students in meeting the content standards.

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 material provides formative and summative assessment options as well as scoring guides. Instructional materials include online testing options. Guidance for furthering instruction, including remediation and acceleration based on assessment data, is not included. Assessments aligned to language objectives are not provided. Alternative practice activities are provided for ELL and special needs students but alternative assessments are not given.

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 material can be adapted to meet the needs of different student populations. It provides differentiated strategies to meet the needs of below level and advanced learners. Accommodations and modifications for ELL students are given. Resources to engage families are included online with the "Family Room" area of the HMH website. All learners are encouraged to use problem-solving and creative thinking skills throughout the modules of the material.

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 collection of images, stories and information about a broad range of cultural groups. The activities contained within the materials allow students to make interdisciplinary connections and real-life connections to diverse cultural groups. Opportunities for students to make personal connections to their own personal identity while learning about the cultures of others are not included.

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 materials provide resources that demonstrate multiple perspectives. They address multiple ethnic descriptions and perspectives of events. There are not tools or resources for translating materials into other languages. The materials do not engage students in critical reflection about their own lives and society. There is a mention of Pueblos of NM of the past and present, but there is no explanation of their significance.

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 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:

The HMH US History material is aligned to meet the overall goals and objectives of the 8th grade NM Social Studies standards. Students have opportunities to practice, review, and master all content standards as well as all reading, language, and writing standards. Teachers are provided with a scope and sequence and pacing guide to support daily lesson planning, but not an estimated time needed for each lesson. The material is extensive, with multiple opportunities for differentiation for learners with different learning types, English Language Learners, students with special needs, and advanced/gifted students. There are opportunities for tiered activities to best meet the needs of all learners. Both formative and summative assessments are embedded in many ways throughout the material and link the standards into lesson and module objectives. There are also alternative assessments to ensure that all learners have access to appropriate assessments. There is culturally diverse representation in the material through the materials and activities provided; however, there are still some examples of a Eurocentric script found. As this is not New Mexico specific material, the NM standards are not directly linked to the material and there are not many examples of NM history included.

Reviewer #: 53

Background and experience:

Reviewer is a level II veteran teacher of 24 years with experience in grade 2-6 general education and an endorsement in science.

Professional summary of material:

The materials provide extensive and differentiated support for student learning and teacher planning. They provide support and opportunities for all learners. They contain diverse and well-crafted reading selections that are aligned with 8th grade standards. The reading materials facilitate student engagement as they serve as an anchor for all the reading, writing, speaking and listening tasks. Language Arts content is also embedded within the material. Every lesson has an essential question along with a big idea and main idea. There are multiple forms of assessments, including both formative and summative assessments. The materials are coherent and culturally diverse without bias and stereotyping. There are multimedia connections, including videos and online interactive materials. The material also has a toolkit called "Family Room" to help parents and students that need more support.

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 American History 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 eighth grade standards. It contains numerous 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. The online component includes many resources, such as video clips from the History Channel, interactive maps and timelines, and 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. A wide range of primary sources are included that help students practice document-based investigations. A thorough attempt is made at presenting material from a non-Eurocentric perspective, though some areas lack an even amount of explanation for differing points of view. 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.