

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	Inquiry Journeys: Grade K (SE and TE are part of the CB)	Publisher	inquired, LLC
SE ISBN	2200000000001	TE ISBN	
SW ISBN		Grade Level/Content	Kindergarten 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

55%

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

61%

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

Materials support students by affirming students' backgrounds through lessons and discussions. However, images, stories, and information are limited in their representation of diverse groups. Instructional materials are also limited in connections to real-life and diverse cultural and linguistic backgrounds.

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 program includes a document that provides teachers with a list of culturally responsive practice books, organizations, communities, and other resources. The material incorporates cultural knowledge and students' interests into the lessons but lacks language resources. Lessons use very few books from authors who represent the culture they are depicting. The program guides students to think about who they are, how their family and culture are a part of who they are, and why they should also learn about who other people are. Although students could discuss New Mexican culture when prompted to share about their home culture, the material does not provide instruction on cultures past and present in New Mexico.

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

Average Score

42%

OVERALL ALIGNMENT:

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

Statements of appraisal and supporting evidence:

The material addresses the general social studies content standards in the domains of civics, economics, geography, and history. However, the ethnic, cultural, and identity studies and inquiry domains are missing and not specific to the New Mexico Social Studies Standards. Only online materials were provided for instructional review.

A. CIVICS

Materials align to the civics standards for this grade level.

Statements of appraisal and supporting evidence:

Lessons focus on understanding of processes, rules, and laws through various resources such as text, videos, visuals, academic discussions, and opportunities for engaging collaboration. Lessons also address understanding rules and roles within a school community. However, the material does not address local/national symbols.

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 material covers saving for the future and not wasting but it does not teach students what scarcity is and how it affects services. Although the program teaches students about saving, it is limited in discussion regarding foods and goods in relation to money. The material does not cover basic needs or wants nor goods and services.

C. GEOGRAPHY

Materials align to the geography standards for this grade level.

Statements of appraisal and supporting evidence:

Geography lessons support the learners in making representations of familiar locations like the school building and identifying the familiar places within the location through the use of building a map. The material also supports students in recognizing symbols that are located within the school. However, the material does not support students in recognizing symbols that are located in the broader community. Materials lack lessons for students to understand how people move from place to place within communities.

D. HISTORY

Materials align to the history standards for this grade level.

Statements of appraisal and supporting evidence:

Lessons focus on building understanding diversity of people and leaders in a school and classroom community, but do not provide historical or cultural perspectives outside of local communities (state, national, world, etc.).

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 requires students to complete activities and tasks that support their understanding of personal identity and similarities/differences amongst peers at school and their home community. However, the lessons lack opportunities for students to identify some of their group identities. Through this unit, students get the opportunity to explore their culture, but not their past and history or contributions people in their main identity groups have made.

F. INQUIRY

Materials align to the inquiry standards for this grade level.

Statements of appraisal and supporting evidence:

Throughout modules and lessons, students are asked to engage with essential questions and inquiry questions/skills through academic discussions, collaboration, and activities. Lessons engage students with age appropriate topics that could be tied to local, regional, or global communities. However, they do not consistently provide teachers and students with explicit instruction on informed actions throughout units/modules. Material does not use the terminology of "compelling/supporting questions", nor do the lessons support comparison or creation of compelling questions.

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:

Material provides a balance of literary nonfiction and informational texts that support students with asking and answering questions and citing evidence from text and illustrations. Some lessons in which content knowledge is built are based on students' engagement with the text through whole group instruction and discussions. There are limited opportunities for comparing and contrasting topics; these are focused only within one piece of text. Vocabulary instruction is centered around content specific vocabulary but does not provide general academic vocabulary acquisition.

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:

Lessons support students in writing informational, opinion, and narrative pieces. Students also engage in peer reviews to strengthen writing. However, the material is lacking in providing a variety of digital tools to produce and publish student work.

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

67%

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 students are exposed to literary non-fiction text. The material challenges students to listen for words that give them clues about the past, present, and future. The materials incorporate the use of maps as the teacher projects the school's location on the "Google Maps" website. Students are introduced to a 2D and 3D map to help them create a 3D map of their classroom. The instructional materials include multimedia connections such as videos to enhance students' analytical thinking. The material prompts students to discuss and debrief the video and make connections to their lives.

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 instructional materials contain several strategies for incorporating discourse around social studies topics. These strategies are supported with examples. Additionally, materials provide students with multicultural images that support their inquiry and help develop their understanding of relationships. However, the material lacks in making connections to support historical inquiry. Questioning in the materials is text-dependent and supports students in developing analytical thinking. The materials support students in making connections to history in order to change the future. Scholarly sources are provided and used in lessons but lack in making connections to student writing.

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 material provides teachers with annotations around teaching content and strategies. There are also learner supports provided throughout lesson components for supporting students below grade level. However, the material lacks support annotations for gifted students and English Language Learners. Strategies and activities are present to support all students with access to grade-level texts and tasks. Informal assessments are evident through teacher observation tools and "challenge" tasks.

FOCUS AREA 4 EQUITY

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

Statements of appraisal and supporting evidence:

Students practice recognizing differences and how to be inclusive, but they are not provided with opportunities to read or listen to historical stories. One of the modules exposes students to portraits of people of various ethnicities, but it does not provide historical stories. Students create and share personal timelines and then take part in a discussion where they compare their timelines to learn about their similarities and differences.

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:

Professional learning videos support research and implementation of instructional strategies. Additional instructional and discussion strategies are hyperlinked throughout 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

67%

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 correlation form provided by the program lists lessons where ELA standards are addressed. There is a balance of speaking, listening, reading, and writing. However, not all of the New Mexico Social Studies Standards are addressed. The materials and preparation guide provided within each lesson provide multiple opportunities to work with the same concepts. For example, lessons introduce the concept of time and guide students to generate questions about this concept. Students are given multiple opportunities to listen, speak, read, and write about this topic. This unit focuses on building a class timeline of events. Students connect what they learn and do in each lesson in the unit to create a final product.

FOCUS AREA 2 WELL-DESIGNED LESSONS:

Instructional materials take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

Learning outcomes are presented within each module and lesson. There is a purposeful sequencing of content. There are clear, measurable, standards-aligned content objectives; however, language objectives and standards are not consistently addressed throughout. The lesson structure is consistent throughout all modules and includes the same lesson components (opening, active inquiry, closing). Additionally, the same strategies are used repeatedly for collaboration and content knowledge acquisition. Vocabulary instruction is present, but the teacher's guide lacks notation of tiered vocabulary in regard to general academic vocabulary versus domain content-specific vocabulary.

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 list is provided that incorporates estimated instructional time for each lesson and the standards each lesson addresses. Teacher notes are incorporated into lessons to provide instructional strategies that help guide students' academic development and support teachers in presenting content. Materials also provide opportunities for digital learning.

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:

Throughout modules and lessons there are limited informal/formative assessment opportunities for students. There are formative tools for teachers to collect student progress of lesson objectives, but these tools are not student facing. Additionally, there are no summative assessments or language assessments.

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 provides options for the teacher to open resources using various platforms such as Google Slides, Google Classroom, or Microsoft Word. While the materials alone do not provide customizations or adaptations to meet all students' needs, they do provide the option for the teacher to edit as needed. The program provides a document that lists added support and challenge strategies. All of the documents and student materials have the option to be used in English or Spanish. However, there is not specific support for other special populations. The "Inquiry Strategies" and "Protocols Guide" lists all the activities embedded within the lessons that promote creative thinking and problem-solving skills.

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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 #: 1

Background and experience:

I have 20 years of teaching experience in Pre K-6th grade through various teaching models (general education, special education inclusion, bilingual and intervention pull out/push in). I have a Level 3-A K-8 General Education license with Special Education and TESOL/Bilingual endorsements. I am a member of NMPED Social Studies Instructional Scope and Sequence Committee and am currently a site-based instructional coach for K-5 elementary.

Professional summary of material:

The platform is easy to navigate, but the additional resources are not easily found or embedded into lesson pages. Overall, this material reminds me of an open educational resource due to the fact that it has many additional resources and source material from other sites such as EPIC! It is a good foundation for teaching social studies content in Kindergarten. The lesson components and strategies are grounded in research and provide a baseline to meet the diverse needs of learners in a classroom. However, the online materials provided for review are solely focused on teacher materials. The social studies standards addressed are loosely connected to the New Mexico Social Studies Standards for kindergarten and in some cases not addressed completely.

Reviewer #: 2

Background and experience:

I have been in education for 12 years. I am a level III teacher. I hold a B.A. in Elementary Education and an M.A. in Curriculum and Instruction. I hold endorsements in TESOL and Bilingual education. I have served as an instructional coach at the district, Regional Educational Cooperative, and NMPED level. I served on the material review committee for Spanish Language Arts in the summer of 2021. I currently serve on the district equity council and the school leadership council.

Professional summary of material:

The material is all online which allows for updates and helps keep content current. It also provides resources that could be downloaded or shared with students in various formats. Once downloaded, these resources could be edited to better fit the population being taught. The material addresses the general social studies content standards in the domains of civics, economics, geography, and history. However, the ethnic, cultural, and identity studies and inquiry domains are missing and not specific to the New Mexico Social Studies Standards. There is no student edition and the teachers' edition is not explicit, leaving teachers to make their own interpretations. The books used throughout the lessons come from another online program, Epic! Language objectives are not specified or assessed. The only assessments provided are informal and formative. There are no summative assessments. Although the program is electronic, it is not available for student interaction.

Reviewer #: 3

Background and experience:

My background and experience come from teaching in a general education classroom for the past 10 years. I have classroom experience in both 1st and 2nd grade classrooms. I hold a level 2 certification for K-8 with a TESOL endorsement.

Professional summary of material:

This material is a strictly online program and is a resource for teachers. The program provides teachers with a foundation of social studies lessons that support students in making connections to their families, cultures and real world experiences. Discussion points are plentiful and teachers are supported with multiple strategies to encourage topic-specific discourse. However, the material is limited in providing supports for all levels of learners including English Language Learners and special populations. Although the materials are downloaded virtually, digital learning is in short supply throughout the content and only comes in the form of the use of online videos, slideshows and music that are provided through the teacher resource. Students do not have access to a student edition of the materials. Assessments are plentiful as far as formative goes, but material lacks in summative assessments. Overall, this material is missing key components.