

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 1 (SE and TE are part of the CB)	Publisher	inquired, LLC
SE ISBN	2200000000011	TE ISBN	
SW ISBN		Grade Level/Content	1st 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

57%

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

66%

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

Materials include culturally and linguistically responsive pedagogy by affirming students' backgrounds in the materials and student discussions. Materials provide connections to real-life experiences but are limited in making connections to diverse cultural and linguistic backgrounds. Materials are also limited in providing a wide range of images, stories and information for demographic groups.

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 material includes lessons that focus on students making informed choices by listening to multiple points of view. The lessons themselves do not give multiple points of view on a specific concept, but rather guide students in learning to share their opinions and to listen to others' opinions respectfully. Some of the lessons also teach students to identify opportunities to work together as citizens for the good of the community. These lessons, however, do not clearly teach about students' cultures, past and present, in New Mexico. The lessons also use books to identify similarities and differences among families throughout the world.

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

Average Score

43%

OVERALL ALIGNMENT:

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

Statements of appraisal and supporting evidence:

This material provides teachers with opportunities to build an inquiry-based classroom through social studies content. Many of the resources and materials are related to social studies content standards. However, they do not fully address all components of the standards. There are limited opportunities for building content knowledge in the areas of economics, personal financial literacy, history, and standards for literacy in social studies.

A. CIVICS

Materials align to the civics standards for this grade level.

Statements of appraisal and supporting evidence:

The material provides modules and lessons that investigate a variety of civics concepts such as rules, laws, rights, responsibilities, fairness, and leadership. The material examines how these concepts are interrelated and draws connections between home, school, and the wider community.

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 needs and wants and how communities provide for them. It does not include lessons about the choices families must make or the cost associated with those choices. Spending and saving are not addressed. Students learn to identify goods and services in their community, but do not learn to identify examples of producers and consumers. The material lacks resources that address how earning money is related to the purchase of goods and services.

C. GEOGRAPHY

Materials align to the geography standards for this grade level.

Statements of appraisal and supporting evidence:

Materials address identifying common symbols used in maps to identify human-made structures and physical features of the land. The materials also support students in recognizing how human-made structures are a way people modify the physical environment to meet their needs and wants. The lessons make connections to creating geographic representations of familiar places but lack connections to how they help us navigate. Lessons are also lacking in making connections to positive and negative effects of human-environmental interactions.

D. HISTORY

Materials align to the history standards for this grade level.

Statements of appraisal and supporting evidence:

Through texts and culminating tasks/projects, students investigate roles, relationships, and examples of interdependence between people in a community to identify important contributions that people make within their own community. Students are tasked with making claims about what makes their location special and using it as the basis for understanding and building community. There is a lack of building historical thinking and connection to specific New Mexico historical events within lesson objectives. Lessons include limited opportunities for students to understand critical consciousness and cultural awareness.

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 exposes students to books and conversations about how people believe differently and live in unique ways. Students discuss differences such as prayer, dress, foods, talents, celebration, and family structure. The material focuses on traditions and why they are important. It also provides students with various opportunities to share their own traditions. However, the material does not explicitly teach students the word identity or how identity is part of what makes each person special and unique. The material guides students in investigating people and significant events in history such as the Americans with Disabilities Act, Title IX, and equal opportunities for women in sports. Students discuss the changes that occurred as a result of these actions. Students learn how people must come together to bring change.

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

Materials provide students with instruction on gathering information to evaluate primary sources. The lessons provide students with the opportunity to critique others' conclusions but lack in connection to compelling questions through the use of examples. Students also generate questions on topics, but do not make connections to compelling questions. Materials do not support the students in being able to recognize 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:*

Overall, lesson components (opening, active inquiry, closing) address portions of reading standards through teacher instructions. Literacy standards are noted, but resources provided for lessons vary and do not consistently depend on texts. (Other sources such as videos, slide presentations, and visuals are provided to address reading standards for informational text.) Assessment of literacy standards is limited because student tasks, activities, and assignments are not directly aligned to these standards.

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 their opinion. Informational texts connect to students' personal experiences. The lessons provide participation in shared research and writing projects. However, the writing portions lack support for students to provide closure within their writing. Students participate in receiving and giving suggestions to add details to strengthen their writing but are not supported in responding to questions about writing.

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

66%

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 uses literary works to teach students about what makes their own communities special. However, it does not use informational texts. The books used to teach this content do not point out inequalities within different cultural groups. It instead focuses on what makes the different places in the community special. These books are not significant to historical time periods or cultural groups. Some lessons use multimedia resources such as videos, online images, and websites. The material teaches students about unfair laws and what it means to stand up to them. They explore a case study about women and girls playing sports in the past. Historical sources such as images of the Women's March are used to help students make connections. However, the sources used only include historical illustrations and do not include materials about the present. Some lessons use various present-day maps to teach students that different maps serve different purposes, but historical maps are not included.

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:

Lessons provide multiple strategies to elicit discourse among students on social studies topics. The material provides multimedia connections that align with a variety of learning styles and support students with analytical skills. Historical and present-day images that are provided support critical thinking. The instructional materials are up to date and cover current relevant topics. The questions that are provided are text-specific questions and connect to activities that require complex thinking. Materials are limited in providing informational texts that are representative of historical time periods and cultural groups. Additionally, the materials do not provide strategies for effective use of scholarly sources in 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 materials contain "teaching notes" and "learner supports" that are embedded throughout lesson components, with suggestions for teachers to utilize during instruction or with student materials. However, the material lacks explicit notation of high yield strategies throughout lessons for diverse learner populations. There is limited differentiation for multiple learning styles, students with exceptionalities, English Language Learners (ELLs), and students with cultural differences. Guidance documents support teachers' understanding of the purpose and implementation of differentiation strategies, but the strategies are not explicit within lesson components.

FOCUS AREA 4 EQUITY

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

Statements of appraisal and supporting evidence:

The material guides students in exploring the people, places, and activities that make their community special. Throughout the lessons, students are exposed to perspectives beyond Eurocentric cultural scripts. The books used in the lessons explore cultural topics from an insider's point of view. However, historical stories are not provided. The material teaches students why traditions are important by exposing them to books about various cultures and regions. After learning about others' traditions, students make a connection to their own culture by drawing a picture of a meaningful tradition of their choosing.

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 provides teachers with professional learning videos to help guide their instruction. It also provides strategies for teaching certain skills, such as critique. The lessons provide teachers with resources that include tips to help anticipate challenges for students before the activity, as well as for reference and support during the activity.

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

72%

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 provides an ELA correlations report for each lesson by grade level. It also provides a social studies standards correlations report by lesson. However, it does not cover all New Mexico Social Studies Standards. The standards being taught in each lesson are practiced multiple times throughout the module to ensure students reach mastery. The material includes lessons that focus on students' involvement in current issues at a level of maturity that is appropriate to their age level. The lessons incorporate the use of videos. This material includes hook activities that are meant to spark interest in the main themes within a unit. Students' work on a project or activity is built upon throughout the unit.

FOCUS AREA 2 WELL-DESIGNED LESSONS:

Instructional materials take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

Overall, the instructional materials take into account effective lesson structure and pacing. The teacher resources provided include an overview of the scope and sequence of skills and concepts. There is a year-long scope and sequence within units/modules. The learning progressions are laid out in the module overview pages and include clear, measurable content objectives that provide students with ongoing review and practice for acquiring content knowledge. The layout and features are consistent in teacher and student materials. However, the language objectives that are tied to content objectives are not clearly labeled or explicitly taught. Vocabulary acquisition of content-specific words is consistent in every lesson, but limited explicit instruction is provided with general academic 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:

Instructional materials provide a list of lessons for the teacher that connects standards addressed and estimated instructional time for each portion of a lesson (opening, active inquiry, closing). Instructional strategies are provided to support teachers in delivering content through the use of annotations and suggestions in the side notes of lessons. Materials also include 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:

The inquiry product rubric guide provided in this material provides guidance for assessing students' products throughout the module. However, the rubric does not cover all of the adopted New Mexico Social Studies Standards. Lessons provide formative assessment through questioning and observations. The material also provides summative assessments in the form of requiring students to create a product to be assessed against a rubric. Some lessons state the language objectives being met but not the content objectives, and other lessons include content objectives but no language objectives. The material provides a list of inquiry products students or teachers can choose as alternative assessment options. Some lessons provide two different versions of the same assignment. One version provides sentence starters for beginning writers and the other does not, so that at-level and advanced students can write their own sentences. The materials, however, do not provide ELL strategies or support other than the option to change the resources to their Spanish version. Student tasks can be assigned online. However, not all resources can be modified since some are in PDF format.

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 instructional materials give all students opportunities and support to explore key concepts. Instructional materials for teachers and students can be customized or adapted to meet the needs of different student populations. However, materials cannot be edited within the material's online platform and additional technological software or platforms are needed in order for students to access the materials. For example, teachers need to use programs such as Google suite, Microsoft Office, or other platforms to edit materials and assign them to students online. There are options to translate templates and documents for Spanish-speaking students and communities. However, instructional materials provide limited notation of strategies and activities for students working below proficiency and advanced learners.

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

Materials include culturally and linguistically responsive pedagogy by affirming students' backgrounds in the materials and student discussions. Materials provide connections to real-life experiences but are limited in making connections to diverse cultural and linguistic backgrounds. Materials are also limited in providing a wide range of images, stories and information for demographic groups.

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 material includes lessons that focus on students making informed choices by listening to multiple points of view. The lessons themselves do not give multiple points of view on a specific concept, but rather guide students in learning to share their opinions and to listen to others' opinions respectfully. Some of the lessons also teach students to identify opportunities to work together as citizens for the good of the community. These lessons, however, do not clearly teach about students' cultures, past and present, in New Mexico. The lessons also use books to identify similarities and differences among families throughout the world.

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:

20 years of teaching experience in PreK-6 in various teaching models (General Education, Special Education Inclusion, Bilingual and Reading Intervention). Level 3A K-8 General Education, Special Education and TESOL/Bilingual endorsements. Member of NMPED Social Studies Instructional Scope and Sequence Committee and currently a site-based K-5 Instructional coach.

Professional summary of material:

Overall, the units and modules in this material addressed some of the first-grade social studies standards through clear and measurable lesson objectives and assessment tools. The lesson components and strategies provided are grounded in research and provide a baseline to meet the diverse needs of learners in a classroom. The resources used within lessons are curated from various other websites and platforms that are linked within lessons. The platform was easy to navigate. However, some resources are not easily found or embedded into lesson pages for easy access for teachers. Most teacher and student materials can be edited to meet the needs of different student populations and allow for teachers to choose the most appropriate pathway for student learning. Due to the nature of a fully digital material, the potential for feedback and changing circumstances can be updated/edited ongoing to meet the educational needs of local agencies.

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, REC, 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 can be downloaded or shared with students in various formats. Once downloaded, these resources can be edited to better fit the population being taught. Some of the teaching materials, such as slide presentations, can be shared with students online using various platforms or printed in hard copy, but cannot be edited since they are in PDF format. 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. The books used throughout the lessons come from another online material, Epic!. Some books used for lessons are simply noted, but no link to that book is provided, which leaves the teacher to seek out that book on their own. Language objectives are not specific nor assessed consistently. Most assessments provided are informal and formative. The only form of summative assessments are projects or products students work on throughout the units. Teachers assess these products through the use of rubrics. Although the material is electronic, it is not available for student interaction and materials must be uploaded to a different platform for students to access.

Reviewer #: 3

Background and experience:

My experience comes from teaching the past 10 years in a general education classroom. My classroom experience is between first grade and second grade classrooms. I am a certified K-8 level 2 teacher with an endorsement in TESOL. I participated in the review process for Language Arts during the summer of 2021.

Professional summary of material:

This material is a strictly online material and is formatted for teacher use with no hands-on materials for teachers or students. The material provides the teachers with a foundation of social studies lessons that support students in making connections to their families, traditions, and community. Discussion points are plentiful and teachers are supported with multiple strategies to encourage topic-specific discourse. However, the material is limited in providing support for all levels of learners including ELLs and special populations. Students do not have access to a student edition online, or otherwise, and all student interaction with resources is done through an alternative online platform. The material is lacking in explicit connection to several content standards. Historical content is limited in making direct connections to multiple populations, cultures, and time periods. Overall, this material is missing key components.