

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 2 (SE and TE are part of the CB)	Publisher	inquirED, LLC
SE ISBN	2200000000021	TE ISBN	
SW ISBN		Grade Level/Content	2nd 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

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

73%

**FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:**

**Instructional materials represent a variety of cultural and linguistic perspectives.**

Statements of appraisal and supporting evidence:

The materials are informed by culturally and linguistically responsive pedagogy as evidenced by the affirmation of students' backgrounds in the materials and through student discussion. However, the materials are limited in providing context, illustrations, and activities for students to make interdisciplinary connections and in providing 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 material includes units and modules that engage students in critical reflection about diverse people and communities. Through lesson objectives and sources, students analyze historical events from various perspectives. Lessons allow for the flexibility to incorporate students' cultures and the past/present history of cultures in New Mexico.

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

Average Score

37%

**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.

**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 civic concepts such as structures of local government, contributions of diverse individuals, and roles/responsibilities of civic life within a community. However, these civic concepts are taught through lessons that focus on themes such as inventors/innovation, needs/wants, and goods/services, leading to the standards being only partially addressed. The material lacks explicit instruction on social studies standards topics such as government structures/principles, rules and laws, development of American national identity, and comparing American democratic principles to neighboring countries.

**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 provides opportunities for students to explore the cost of real items using Amazon.com. Students learn about wants and needs by partaking in different activities that allow them to compare prices for the same item and prioritize which items they would purchase and why. The materials guide students in brainstorming local needs they would like to address. However, the material does not explicitly teach about the available resources in their community, how resources differ in communities, and what resources are obtained from neighboring communities. The material provides activities to help students differentiate between goods and services as well as producers and consumers. However, the materials do not teach students to identify different types of jobs performed in their community. The material teaches the concept of budgeting by providing students with real-life activities such as planning meals within a set budget. Through various activities, students learn to spend wisely and prioritize when making financial decisions. The material teaches students about saving, spending, and giving. Although these concepts could lead to discussions on financial goals, the lessons do not specifically teach students to classify them as short-term and long-term.

**C. GEOGRAPHY**

**Materials align to the geography standards for this grade level.**

*Statements of appraisal and supporting evidence:*

The materials provide support for students to understand human-environmental interactions and the impacts they have on the land. However, lessons do not provide an understanding of geographic areas and identifying North America and the countries that make it up, regions within the United States and their unique features, and comparison of regions within the United States. Additionally, there are no links to an understanding of movement, population, and waves of migration to the western hemisphere.

**D. HISTORY**

**Materials align to the history standards for this grade level.**

*Statements of appraisal and supporting evidence:*

Several of the grade-level history standards are addressed in a unit entitled "Our Changing Landscape", which focuses on access to natural resources based on geographical location and how communities modify their environments/landscapes. However, the history concepts such as historical thinking and identifying and comparing North American cultural groups and communities to world communities are not explicitly taught through the module. Lessons contain 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 guides students in identifying important community features as well as the needs and wants in their community, which leads to discussions of key economic concepts. However, the lessons do not focus on providing opportunities for students to view themselves in a positive way while demonstrating respect and empathy for others. Additionally, the materials do not address the topic of identity or ways people are similar and different.

#### **F. INQUIRY**

**Materials align to the inquiry standards for this grade level.**

*Statements of appraisal and supporting evidence:*

The instructional materials provide inquiry and essential questions for each unit and module. Each unit begins with a launch module that introduces and engages students with the inquiry process and culminating task for the unit. The last module of the unit is "Take Informed Action" in which students demonstrate an understanding of the inquiry/essential questions through a self-selected task. The lessons provide students with the opportunity to critique others' conclusions and utilize primary/secondary sources. Students also generate questions on various topics, but the materials do not support the students in being able to recognize compelling/supporting 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 including the opening, active inquiry, and closing address portions of reading standards through teacher instructions. ELA anchor and grade-level standards are noted under a standards tab, but resources included in lessons vary and do not consistently depend on texts, but rather on other sources such as videos, slide presentations, and visuals that are provided to address reading standards for informational text. Articles are provided in some lessons to print and engage students in reading strategies. While text-dependent questions are embedded within lesson instructions for teachers to utilize, these questions are not included in every lesson. Most of the student materials can be digitally accessed through links to various platforms and fall within the grade level Lexile and text complexity range.

#### **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 the production and distribution of writing but do not specifically require students to write opinion pieces. The integration of writing standards in lessons focuses on brainstorming, shared research, and culminating projects. There is a lack of writing strategies within a cohesive piece of writing genre, such as transition words, developing points, and providing closure within their writing. The students participate in receiving and giving suggestions to add details to strengthen their writing, utilize digital tools for research, and respond to specific writing prompts within the closing portion of lessons.

**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

70%

**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 materials provide historical and present-day images to support students with critical thinking skills and use multimedia connections to align with a variety of learning styles. However, the materials provide limited informational and literary works that are significant to historical time periods and cultural groups.

**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 materials provide opportunities for discussion about historical inquiry by touching upon real-life historical events and people and incorporating books with multicultural images. The material includes opportunities for students to partake in whole-class discussions and small group conversations about some of the investigation questions using resources such as anchor charts and the 'Conver-stations Prompts'. Lessons in this program include various texts to allow students opportunities to answer text-dependent questions. Some of the lessons in this material cover topics such as volunteers to help activate student agency. The material uses up-to-date resources, including books, articles, and videos to teach social studies topics such as landscape changes and population growth. Since the material is all online, it is updated with resources that are relevant and current. Although the program provides various informational sources for each topic, students are not taught strategies such as summarizing, paraphrasing, or citing to effectively use scholarly sources in their 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:*

There are "teaching notes" and "learner supports" embedded throughout lesson components with suggestions for teachers to utilize during instruction or with student materials. There are a variety of Depth of Knowledge (DOK) prompts and multiple speaking and listening opportunities to support all learners with content skills and concepts. Guidance documents support the understanding, purpose and implementation of differentiation strategies, but the location of these strategies are not explicit within lesson components. The material lacks explicit notation of high yield strategies for diverse learner populations throughout all lessons.

**FOCUS AREA 4 EQUITY**

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

*Statements of appraisal and supporting evidence:*

The materials provide perspectives beyond the Eurocentric cultural scripts and provide equitable inclusion of accurate historical stories. However, the materials are missing opportunities for students to learn about others' history, culture, and identities while maintaining their own.

**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 on the implementation of strategies, research-based practices, and teaching social studies through an inquiry process. The lessons provide teachers with resources that include tips to help anticipate challenges for diverse student learners before the activity, as well as for reference and support during the activity. There are correlations between cross-curricular content and high interest, age-appropriate topics, and activities that mirror real-life situations.

**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

74%

**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 instructional materials provide opportunities for students to engage at an appropriate maturity level. The materials make meaningful connections for students by linking standards within each lesson and unit. There are opportunities throughout the materials for students to demonstrate mastery of the standards they are taught.

**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 at the unit, module, and lesson levels. 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 and can be edited to allow for instructional needs. 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:*

The instructional materials provide a list of lessons for the teacher that connects the standards addressed and provides the estimated instructional time for each portion of a lesson. Lessons include standards from national curriculum organizations such as the C3 Framework for social studies and CASEL Framework for social-emotional learning. Instructional strategies are provided to support teachers in delivering the content through the use of annotations and suggestions in the side notes of lessons. Teacher materials integrate opportunities to engage students in digital learning through various links to outside platforms and websites.

**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 in assessing students' products throughout the module. However, the rubric does not cover all of the adopted NM Social Studies Standards. The modifications handout provided by this program uses two different assessment options to best meet the needs of each student. The lessons also provide students with various tasks that could be used as formative or summative assessments. Those tasks can be assigned to students online. Outside resources such as websites are also incorporated into the tasks. Vocabulary cards and online images and references are provided to help students complete assignments and gain an understanding of the standards being taught. Even though the assessments are aligned to the content and language objectives, the materials do not clearly define those standards within the assessment. Each lesson provides various forms of informal assessments. As students complete tasks, the teacher can use an observation rubric to assess their learning. Some lessons also provide access to suggestions for learner support such as sentence starters for English Language Learners and challenges for gifted students.

**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 to explore key concepts through the inquiry process. Instructional materials for teachers and students can be customized or adapted to meet the needs of different student populations. This allows various pathways for the appropriate use of online materials. However, materials cannot be edited within the online platform and additional technological software or platforms are needed in order for students to access the materials. There are options to translate templates and documents for Spanish-speaking students and communities. Instructional materials provide limited notation of specific strategies and activities for students working below proficiency and for 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:*

The materials are informed by culturally and linguistically responsive pedagogy as evidenced by the affirmation of students' backgrounds in the materials and through student discussion. However, the materials are limited in providing context, illustrations, and activities for students to make interdisciplinary connections and in providing 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 material includes units and modules that engage students in critical reflection about diverse people and communities. Through lesson objectives and sources, students analyze historical events from various perspectives. Lessons allow for the flexibility to incorporate students' cultures and the past/present history of cultures in New Mexico.

Reviewer #:	1
<i>Background and experience:</i>	
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.	
<i>Professional summary of material:</i>	
Overall, the units and modules in this material address only portions of the second-grade social studies standards through clear and measurable lesson objectives and assessment tools. The lesson components and strategies provide a baseline to meet the diverse needs of learners in a classroom. The various resources used within lessons are curated from various other websites and platforms that are linked within lessons. The online teacher platform is basic and easy to navigate. Most teacher and student materials for instruction are basic and can be edited to meet the needs of different student populations, which allows 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 within material. The writing of the material varies from previous grade levels and various lessons include broad topics.	
Reviewer #:	2
<i>Background and experience:</i>	
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.	
<i>Professional summary of material:</i>	
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. 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 teacher edition is not explicit. The books used throughout the lessons come from another online program, Epic!, and sometimes a link to those books is not provided, which leaves the teacher to find that resource on their own. Language objectives are not specific or assessed. Additionally, most assessments provided are informal and formative. The only summative assessments are exit tickets or the final product of a project. Although the program is electronic, it is not available for student interaction.	
Reviewer #:	3
<i>Background and experience:</i>	
My experience comes from teaching the past 10 years in a general education classroom. My classroom experience is between the 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.	
<i>Professional summary of material:</i>	
This material is a strictly online program and resource for teachers. The program provides teachers with a foundation of social studies lessons that supports students in making connections to their families and communities. 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 English Language Learners and special populations. Students do not have access to a student edition online, or otherwise; all student interaction with resources must be done through an alternative online platform. Historical content is limited in making direct connections to multiple populations, cultures, and time periods. Overall, the material is missing key components.	