

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 5 (SE and TE are part of the CB)	Publisher	inquirED, LLC
SE ISBN	2200000000050	TE ISBN	
SW ISBN		Grade Level/Content	5th 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

78%

**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

76%

**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 partially meets the focus area of cultural and linguistic perspectives. Affirming students' backgrounds is not a primary focus of the material. There is representation of a broad range of demographic groups that were present during the historical time periods reviewed. Although the material includes activities that have students make connections to their own lives to other cultural backgrounds, the connections are generally limited to Native Americans and not other cultural 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 partially meets the focus area of inclusion of a culturally and linguistically responsive lens. The material includes tools that relate the content to a diversity of cultures. It represents multiple perspectives on a specific topic, but only marginally engages students in critical reflections about their own lives and societies. Cultures of New Mexico are missing from the materials. Multiple ethnic descriptions, interpretations and perspectives of the historical events covered in the materials are present.

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

Average Score

75%

**OVERALL ALIGNMENT:**

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

*Statements of appraisal and supporting evidence:*

The materials partially align with the 5th grade social studies standards. The civics standards are addressed through exploration of branches of government, civic participation, and analysis of the documents which founded the US government. The economic standards are met through an analysis of trade and the market economy system. The material does not address personal financial literacy. The geography standards are met through an exploration of the regions of the US. However, the materials do not support students in identifying the 50 states and capitals. The history standards are addressed through the review of colonialism, the US Revolutionary War, and a unit on Native Americans and civic rights and responsibilities. The Civil War is missing from the materials. Inquiry and the common core standards for literacy are addressed in the materials through note-taking, analysis of text, research, and the creation of inquiry products driven by the formation of inquiry questions by individual students. Students are also instructed in the practice of age-appropriate discourse skills. Multiple perspectives of ethnic identities are present during the time periods of history discussed and are included within the units.

**A. CIVICS**

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

*Statements of appraisal and supporting evidence:*

Materials align to the civic standards for 5th grade. Standards are addressed through the content. Students explore the structure of the government, including the three branches of government and what it means to have a healthy democracy. Students engage in civic participation, exploring the roles and responsibilities of the government and individual citizens. The founding documents are discussed and students learn who was involved in the founding of the early government. The Bill of Rights is examined and students learn the rights of US citizens.

**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:*

Personal financial literacy is not included in these materials. The materials partially align with the 5th grade economics standards. Students have an opportunity to understand trade and the idea of imports and exports into the US market and the demand for products. However, imports and exports are addressed only from a historical perspective and not in relation to contemporary US economics. There is an exploration of regional resources and the economic specializations regions are known for. However, students do not have the opportunity to understand the idea of scarcity or the relationship between long-term goals and opportunity costs. There is no material that addresses the standard requiring students to keep track of money spent and saved.

**C. GEOGRAPHY**

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

*Statements of appraisal and supporting evidence:*

The materials partially align to the 5th grade geography standards. Students research landforms, natural resources, bodies of water, and other major physical features. Students demonstrate an understanding of human-environmental interactions and sustainability. The US is broken down into regions and students understand the characteristics of each geographic region. There are no materials that teach students about the 50 states, the time zones of the US, or the use of globes. Reference to regions of the Western Hemisphere or of the United States is also missing. The study of geographic vocabulary is limited.

**D. HISTORY**

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

*Statements of appraisal and supporting evidence:*

The materials align to the 5th grade history standards. Students explain multiple perspectives about major historical events from multicultural narratives and understand how inequities occurred in these events. The materials facilitate students in making connections between historical events and the challenges that are faced in the present day. Students analyze the causes and effects of the American Revolution and understand the key events and people involved. They use primary and secondary sources for analysis and sequence events in chronological order. However, reference to the Civil War is not evident in the materials.

**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 materials partially align to the 5th grade standards in this area. Students understand the treatment of people in diverse groups in the past and present and how it impacts them personally in the present day. Students are asked to demonstrate knowledge of family history, culture, and past contributions of people in their main identity groups. However, the materials lack a focus on modern-day identity groups.

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

The materials partially align to the 5th grade standards for inquiry. Students are taught the processes for generating inquiry questions. They learn how to gather and evaluate evidence as well as determine the credibility of primary and secondary sources. They draw information from multiple perspectives. Students choose a final product that communicates their conclusions from their inquiry and resources help guide them in how to critique one another's responses. Students also learn strategies for effective discourse, which include ways to discuss civic problems and come to a consensus on democratic issues. However, the materials lack a focus on the terms compelling and 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:*

The material aligns to the 5th grade standards for literacy in social studies, including informational and literary texts. Students find key ideas and details within the text. They analyze multiple accounts of the same historical event to find similarities and differences between different points of view. Students examine how authors use reasons to support their points of view and practice defining content-specific vocabulary.

**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 materials partially align with the 5th grade standards for writing in social studies. Most of the student writing is contained in note taking organizers. Students recall and gather relevant information to conduct short research projects using multiple sources, including oral knowledge. They summarize and paraphrase information in notes and use the information gathered to create innovative products of their choosing at the end of each unit. They use digital tools for researching and creating their final products. Students are not shown how to list sources in their written essays. No mention is made of distance learning or collaborating.

**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

85%

**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 partially meets the criteria for content and design. Materials include informational text and literary works significant to the time period and cultural groups as well as artworks and historical maps. The material identifies interactive websites, videos, and webquests that enhance the learning of varying learning styles. It has a limited number of charts, graphs, and modern-day maps.

**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 meets the criteria for social studies skills. It includes multicultural images and perspectives. It provides strategies to elicit discourse among students and contains text-dependent and text-specific questions. The materials include connections to contemporary, local, regional and global issues that give students the chance to take action on the problems. Students are provided choices in how to present their inquiry evidence and use primary and secondary sources to research their chosen topics.

**FOCUS AREA 3 ACCESSIBILITY:**

**Instructional materials provide differentiation for multiple learning styles, students with exceptionalities, English Language Learners (ELLs), and cultural differences.**

*Statements of appraisal and supporting evidence:*

The material partially meets the criteria for accessibility. It provides limited strategies for meeting the needs of students below level within the lessons as well in the a learner support guide in the "toolbox for differentiation" section. Extension activities are provided for gifted students and multiple learning styles are addressed through students' ability to choose the way they show what they learned for their final inquiry project. The material can be translated into Spanish for English Language Learner (ELL) students that speak and read that language, but there is not specific differentiation for ELL students. The content terminology is used in the wording of questions, activities, and assessments. Differentiation specifically for students with special needs is missing from the materials.

**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 criteria for equity. The material includes accurate historical stories that contain perspectives beyond Eurocentric cultural scripts. It engages students in learning about the historical perspectives of African Americans, Native Americans, British colonists, and females. However, opportunities for students to maintain their own cultural integrity while learning about the cultures of others are very limited.

**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 meets the criteria for teacher instructional resources and strategies. The material includes embedded videos that show the teacher how to educate the students in advanced social studies concepts and skills. There are toolboxes with additional lists of strategies available to teachers as well as a "Professional Development" section with book recommendations, websites, and webinars, and "communicating beyond the classroom" templates to help teachers with presenting the material.

**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

81%

**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 makes meaningful connections for students that link the standards to the lesson and unit. The units follow a consistent structure, with students experiencing content standards throughout. The presented course ends with a final inquiry product that serves as a performance task. However, the material is missing criteria for mastery.

**FOCUS AREA 2 WELL-DESIGNED LESSONS:**

**Instructional materials take into account effective lesson structure and pacing.**

*Statements of appraisal and supporting evidence:*

Although the material meets the focus area for well-designed lessons, it lacks a scope and sequence for the program as a whole. Materials include ongoing review and practice throughout the units. There is a consistent layout of lessons within the units. Lessons include student-friendly objectives as well as a list of the standards aligned to the lesson. Videos embedded in the lessons and student handouts include strategies that help students and teachers make meaning of the text.

**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 material partially meets the focus area for resources for planning. It provides a list of lessons that cross-reference the standards and gives an estimated instructional time amount for each lesson and unit, which can be modified based on the needs of the individual classroom. However, the standards are not clearly aligned with the objectives in each lesson. The material includes interactive digital components such as videos, interactive websites, and webquests, as well as webinars for teachers.

**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 partially meets the focus area for assessment. A list of formative and summative assessment options is included with each unit and a checklist is provided for teachers with the objectives of the unit for noting what students have mastered throughout the unit. Rubrics for assessment are not provided and require the creative input of the teacher and students. The material does not offer suggestions for further instruction after scoring students' assessments. Assessing ELLs and special needs students is not included in the material. Additionally, the materials do not include any online 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 partially meets the focus area for extensive support. The material can be customized to meet the needs of different populations, but the work is left to the teacher. Although materials are available in Spanish, there are no English Language Learner strategies provided. The strategies for differentiation in the teacher notes are not detailed. Lessons can be extended for advanced learners. There are templates for letters to send home about the material. The material provides opportunities for all students to think creatively when completing their individual inquiry projects at the end of each unit.

**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 partially meets the focus area of cultural and linguistic perspectives. Affirming students' backgrounds is not a primary focus of the material. There is representation of a broad range of demographic groups that were present during the historical time periods reviewed. Although the material includes activities that have students make connections to their own lives to other cultural backgrounds, the connections are generally limited to Native Americans and not other cultural 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 partially meets the focus area of inclusion of a culturally and linguistically responsive lens. The material includes tools that relate the content to a diversity of cultures. It represents multiple perspectives on a specific topic, but only marginally engages students in critical reflections about their own lives and societies. Cultures of New Mexico are missing from the materials. Multiple ethnic descriptions, interpretations and perspectives of the historical events covered in the materials are present.

**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 has 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 InquirED Inquiry Journeys material is aligned to meet the goals and objectives of the 5th grade NM Content 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 unit, module, and lesson pacing guides to support daily lesson planning. There are four units in the material, which are Rights and Responsibilities, Native American, Colonial Era, and American Revolution. Consistency is found throughout each unit, module, and lesson with the same format for each. Each unit plan is customizable so teachers can choose to keep the extension lessons or delete them based on the needs of their class at the time. The material encourages critical and creative thinking with its foundational idea of inquiry and allows students to make connections from the historical past with the present and the future. Students understand how the past has created present day challenges that still need to be addressed and students ask questions and come up with action projects to address essential inquiry questions in each module. The material is user friendly with a simple digital format where teachers can print out any needed handouts or materials for lessons. Content is presented and practiced using multi-sensory techniques that will meet the needs of all learning styles. Students use handouts, discussion, note-taking organizers, videos, webquests, interactive online activities and games, and other hands on projects. Students learn strategies that they use throughout the material to advance their learning and give access to complex procedures. Both formative and summative assessments are imbedded in many ways throughout the material and link the standards into lessons and module objectives. Teachers receive an observation checklist for each module so that informal observation has a meaningful structure. There is culturally diverse representation in the material through the materials and activities provided. There are still some examples of a Eurocentric script found. As this is not a New Mexico specific material, the NM Content Standards are not directly linked to the material and there are not many examples of NM specific history included.

Reviewer #: 53

*Background and experience:*

Reviewer is a level II, veteran teacher of 24 years with experience in general education in grades 2-6 with an endorsement in Science.

*Professional summary of material:*

The materials cover four units: Rights and Responsibilities, Native American, Colonial Era and American Revolution. Each of these units has multicultural images, videos, texts and illustration of not only historical time but also current issues. The materials are inquiry based and provide extensive and differentiated support for student learning and teacher planning. They have multiple inquiries to choose from that "fit" students' needs and/or interests. They provide support and opportunities for all learners. They contain diverse and well-crafted reading selections that are aligned with 5th 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 overview, list of standards taught in that lesson, assessments and setup. Every unit, module and lesson has materials and prep list for accessibility. There are multiple forms of assessment including both formative and summative assessments and checklists for teacher observations of each student. The materials are coherent and culturally diverse without bias and stereotyping. There are multimedia connections including videos, webinars, and online interactive materials. They have several toolkits to support and guide teachers, students and parents, including specifically a toolkit called "Communicating Beyond the Classroom".

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 InquireEd Inquiry Journeys material addresses the grade level standards for social studies and incorporates many elements that allow for customization to meet the needs of all learners in any given classroom. The layout of the lessons is user-friendly and includes many tools that make lesson preparation convenient for teachers, such as preparation lists; check off sheets for student observations; embedded videos explaining how to teach students specific strategies; and letter templates for informing guardians about what students are learning in social studies. Student's choose how to show what they have learned in each unit by completing a final inquiry project. Inquiry ideas with 2D, 3D and multi-product choices are included as well as rubrics for scoring the projects. Each lesson is presented in a similar manner, allowing for routine and familiarity for students and includes activities that are manipulative as well as graphic organizers to aid in understanding complex relationships and various discussion strategies for teaching students to engage in discourse in an appropriate manner. These features contribute to active student engagement with the material. Embedded links to the handouts needed for each lesson, as well as completed examples, make conducting each lesson simple for teachers. Lists of differentiation ideas, as well as the ability to translate all text into Spanish, helps make the material accessible to many students. All materials can also be loaded into Google Classroom directly from the online teacher portal. The material has many opportunities for students to make personal connections to the content as well as relate historical content to present day events. There are also ample opportunities for students to see historical events from multiple perspectives and take into consideration the viewpoints of non-Eurocentric voices. Teachers will need to supplement the material to meet the map skills standards and may want to include more strategies for teaching content-area vocabulary than is present in the materials provided.

Reviewer #: 4

*Background and experience:*

I am a level 3 teacher and am dual certified to teach elementary education and special education. I am TESOL endorsed as well. I have taught for 13 years, with the majority of those years being in the 5th grade.

*Professional summary of material:*

The InquirEd material for 5th grade addresses part of the 5th grade social studies standards. It has strengths in the history, civics and inquiry standards, but it lacks resources for in the instruction of geography, economics, and ethnic, cultural and identity standards. The Socratic material engages students in a variety of inquiry and collaboration instructional strategies, including socratic seminars, inquiry projects and group discussions in response to a variety of videos and texts. Students are challenged to recognize perspectives of historical events beyond the traditional Eurocentric views throughout the material. Although the text offers differentiation strategies, they are minimal and do not offer detailed suggestions for further teaching or remediation. Supports for English Language Learners and students with special needs are especially lacking throughout.

Reviewer #: 5

*Background and experience:*

I am a Level 2 Dual Language Teacher, Bilingual, and TESOL endorsed with a degree in Economics and a master's degree in Curriculum and Instruction. I am currently pursuing National Board Certification. I have taught 3rd, 4th, and 5th grades. I am experienced in reviewing instructional materials for New Mexico and my district.

*Professional summary of material:*

The InquirED 5th grade material presents engaging lessons including the use of technology, discussion, and critical thinking. It provides strategies to implement in almost every lesson and students are challenged to connect with the content in order to apply their understanding of important historical events to current events. The material does a good job of meeting the instructional shifts that are a focus of the social studies standards and it is fully available in an online format, making it ideal for a virtual or hybrid teaching setting. InquirED shows weaknesses in the areas of support for differentiation, support for English Language Learners (ELLs), and support for teachers with ELLs and special needs students. It also lacks resources that show the diversity of cultures and languages in the US. The materials can be translated into Spanish, but strategies and techniques for ELLs are not included. The assessments offered by the material are inquiry-based, but the scoring guides are vague and are not always directly connected to specific state standards. Additionally, the material doesn't include a scope and sequence, and many materials like the rubrics rely on teacher development. Teacher support is not very clear and strategies for teachers are "in general" and not fully applied to the materials or the use of their materials.

Reviewer #: 6

*Background and experience:*

I am a Level 3 teacher with a Dual License in K-8 Elementary Education and a Pre K-12 Specialty Area License for ELL. I have endorsements in TESOL and Social Studies. I have an MEd. and have been a teacher for 28 years, 12 of them in New Mexico. I have completed a New Mexico History course at the graduate level and have taught social studies to students in grades 1, 4, and 5. This is my second year as a reviewer.

*Professional summary of material:*

The InquirEd 5th grade material is an internet-focused, inquiry-based resource that addresses several of the new social studies standards for New Mexico, including an emphasis on early Colonial US History, student-centered inquiry, and preparation for college, career, and civic involvement. The materials contain up-to-date videos and websites, as well as lessons on skills including collaboration, formulating questions, creating rubrics, and inquiry products, and participating in Socratic Circles. However, the material does not contain a well-defined program for differentiation according to special student populations. For example, while some resources are available as Spanish translations, there are no vocabulary lists with cognates, nor are there overt supports for teachers working with English Learners. Also, while students may participate in extension activities, scaffolding for students requiring academic support is limited to printable handouts with open or closed questions. Assessments are primarily two types: observation sheets in which the teacher listens to student discussions or views student work, and inquiry products, which are culminating activities that students create and complete during and after a unit of study, using teacher and student-created rubrics. Much of the burden of creating differentiated lessons, printing any needed paper copies of materials, and creating materials to assess mastery of skills and concepts is left to the teacher. The material lacks a clear scope and sequence; instead, it provides a calendaring template for the teacher to complete. While individual lessons have time estimates, there is no year-long view of the material evident on the website. Finally, the material lacks elements of personal finance that are part of the New Mexico Standards, and also does not address New Mexico-specific cultural elements.