

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	IMPACT Social Studies, Our Place in the World, Grade 1, Complete Print & Digital Student Bundle, 6 year subscription (Includes: Student Inquiry Journal, Explorer Magazine, Research Companion, and 6 Year Online Student Center Subscription)	Publisher	McGraw Hill LLC
SE ISBN	9780076975990	TE ISBN	9780076915699
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)	<input checked="" type="checkbox"/>	Recommended with Reservations (80-89%)	<input type="checkbox"/>	Not Recommended and Not Adopted (below 80%)	<input type="checkbox"/>
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Total Score - The final score for the materials is averaged between the team of reviewers.	Average Score
	92%

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	<input type="checkbox"/>
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	Average Score
	89%

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:
Instructional materials represent a variety of cultural and linguistic perspectives.
Statements of appraisal and supporting evidence:

Instructional materials represent a variety of cultural and linguistic perspectives. Instructional materials inform culturally and linguistically responsive pedagogy by affirming students background in the materials themselves and in student discussions. Parents and family members are encouraged to come in and share their culture and students are asked to discuss their culture with their classmates. The materials provide a collection of images that represent a broad demographic group including Mexican Americans and African Americans. In addition, the instructional materials provide opportunities for students to make interdisciplinary connections to math, science and ELA.

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:

Instructional materials highlight diversity in culture and language through presenting students with multiple perspectives. Instructional materials include resources that relate the content area to diversity and culture and language, including cultural connections, social emotional learning and language connections (Spanish Cognates). Materials include resources that demonstrate multiple perspectives. These include social emotional learning discussions that address understanding different cultures and traditions. Students engage in critical reflection of their own lives, societies and cultures of the past and present. Instructional materials encourage students to look at multiple ethnic descriptions, interpretations and perspectives. Students are exposed to different cultures, traditions and beliefs to help them engage with others' experiences.

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

Average Score

94%

OVERALL ALIGNMENT:

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

Statements of appraisal and supporting evidence:

The McGraw Hill Impact material aligns with the majority of the grade 1 social studies standards. The material provides clear learning opportunities for students as well as flexibility for teachers in a way that supports student engagement and growth. Students are exposed to all social studies standards outlined in the New Mexico Social Studies standards and have opportunities to engage in depth with the new inquiry standards. In addition, there are cross-curricular connections made within the chapters to help students engage with science, math and ELA standards in tandem with the social studies content.

A. CIVICS

Materials align to the civics standards for this grade level.

Statements of appraisal and supporting evidence:

The materials align to the majority of the civics standards for grade 1. Students are exposed to different roles and responsibilities of being a citizen including showing respect and voting. The materials prompt students to take active roles in their classroom in terms of democratic procedures to help them translate those processes when they are of age to vote. In addition, the idea of taking others ideas, wants, and needs into perspective is discussed.

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 materials align to the majority of the economics and personal financial literacy standards for grade 1. Students show their understanding of needs versus wants and making choices when purchasing goods. They are exposed to real life situations, including shopping in a grocery store. Students demonstrate their understanding of spending and saving money by examining family decisions about budgets. Students identify the differences between producers and consumers and provide examples of each. They discuss and create drawings that show what they would spend their chore money on.

C. GEOGRAPHY

Materials align to the geography standards for this grade level.

Statements of appraisal and supporting evidence:

The materials align to the geography standards for 1st grade in multiple ways. The students refer to a variety of maps in the student edition and use the key to understand the symbols on the map. The students identify land features mentioned in the text as they appear on the map. With prompting and support, the students make connections between photos of locations and maps drawn of those locations.

D. HISTORY

Materials align to the history standards for this grade level.

Statements of appraisal and supporting evidence:

The materials align to the history standards for 1st grade by having students use time-order words and phrases in their responses as they talk about how things have changed over time. Students use graphic organizers to find statements of facts and develop opinions about content examined in the student edition. Teachers are encouraged to invite community or family members to share customs and cultural traditions with the class and to help students find answers to questions about the customs and cultural traditions. In addition, students analyze and discuss historical documents including The Constitution and The Declaration of Independence and its relevance and impact in our country's history.

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 align to the ethnic cultural and identity standards for 1st grade. The material provides photos and curated selections in the student edition and asks students to cite evidence from the text regarding where pieces of history have their roots. Students answer guiding questions with varying DOK to discuss how America has been changed by many cultures. Students cite evidence from the text regarding what makes people disagree and what they do when they disagree. Guiding questions are present to promote discussion between students and to develop understanding and respect for cultures other than their own.

F. INQUIRY

Materials align to the inquiry standards for this grade level.

Statements of appraisal and supporting evidence:

The McGraw Hill IMPACT Social Studies Grade 1 materials align to the ethnic, cultural and identity standards for the grade level. The material provides opportunities for students to demonstrate an understanding of constructing compelling and supporting questions by recognizing a compelling question. Furthermore, the material provides opportunities for students to demonstrate an understanding of gathering and evaluating sources by interacting with a variety of primary and secondary sources through the use of the online component.

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 McGraw Hill IMPACT Social Studies Grade 1 materials align to the identified CCSS reading standards for informational text for this grade level. For example, the material provides opportunities for students to ask and answer questions about key details in a text. In addition, the material provides opportunities for students to identify the main topic and retell key details of a text. Furthermore, the material provides opportunities for students to know and use various text features to locate key facts or information in a text.

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 McGraw Hill IMPACT Social Studies Grade 1 materials align to the identified CCSS writing standards for this grade level. For example, the material provides opportunity for students to write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. In addition, the material provides opportunities for students, with guidance and support from adults, to respond to questions and suggestions from peers and add details to strengthen writing as needed. Students write, share their writings with peers, and are given suggestions to improve the writing. Furthermore, the material provides opportunities in every unit of study for students to participate in shared research and writing projects, called "Inquiry Projects".

Social Studies Content Review - Materials are reviewed against relevant criteria pertaining to the support for teachers and students in the specific content area reviewed.

Average Score

95%

FOCUS AREA 1 CONTENT AND DESIGN:

Instructional materials provide a wide variety of texts, visuals, and multimedia content that develop students' knowledge and skills.

Statements of appraisal and supporting evidence:

The McGraw Hill IMPACT Social Studies Grade 1 material provides a wide variety of texts, visuals and multimedia content that develop students' knowledge and skills. For example, the materials include and/or reference informational texts and literary works that are significant to historical periods and cultural groups. In addition, the materials include historical and present day maps, charts, diagrams, artworks, and illustrations to enable spatial, abstract, and critical thinking in various problem solving contexts. Furthermore, the materials identify multimedia connections that align with a variety of learning styles and enhance students' analytical skills.

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 McGraw Hill IMPACT Social Studies Grade 1 materials include strategies to develop students' skills that are crucial to understanding Social Studies content. For example, the materials include multicultural images that engage students in historical inquiry as well as develop understanding of complex events and relationships. In addition, the materials offer strategies to elicit discourse among students on Social Studies topics such as how to listen, how to ask appropriate questions, and how to build on another's ideas. Furthermore, the materials are up to date and present current evidence and new interpretations, which can be found in the "Additional Resources-IMPACT News" for every chapter.

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:

Instructional materials provide differentiation for multiple learning styles and for students with exceptionalities, English Language Learners, and students with cultural differences. The materials met expectations for most of the criteria for this focus area. Students discuss and create drawings in response to prompts which is a developmentally appropriate task and provides opportunities for different learning modalities. Instructional materials assess students at a variety of knowledge levels. This material utilizes Depth of Knowledge and questions are labeled with the specific DOK level. Differentiation suggestions and tips are available in most lessons, and ELL support and accommodations are provided for every lesson.

FOCUS AREA 4 EQUITY

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

Statements of appraisal and supporting evidence:

Instructional materials provide equitable representation of a wide range of perspectives. Materials include historical stories and perspectives beyond the Eurocentric scripts, including discussion of Native American influences and various cultural influences including music from around the world. In addition, the materials encourage students to learn about others' history, culture, and identity while still valuing their own cultural integrity. This is evidenced in the continual discussion of diversity and culture in both student led and teacher facilitated settings.

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 instructional materials include resources for research based instructional strategies and advanced Social Studies concepts by having several pacing options available to teachers depending on the amount of time they have to devote to the instruction of Social Studies. Instructional strategies are embedded throughout the material to help students explore the domains of history, geography, economics, inquiry, and civics. Compelling and supporting questions exist to support and promote discussion between students on the topics. Students are encouraged to engage with the content, investigate concepts by gathering and evaluating sources, and reporting and taking action with independent and group projects.

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

90%

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 McGraw Hill Inquiry Impact Social Studies materials are coherent and consistent with the New Mexico Content Standards that all students should study in order to be college- and career-ready. The materials address the full content contained in the standards for 1st grade. The materials support students to show mastery of each standard and the materials require students to engage at a level of maturity appropriate to 1st grade. The lesson materials follow a consistent pattern of presentation and written documentation of concepts. The material links to the standards and builds on prior knowledge examined in earlier chapters. Although the New Mexico specific standards are not specifically addressed, there are open ended questions that allow for the discussion of New Mexico specific content to be covered.

FOCUS AREA 2 WELL-DESIGNED LESSONS:

Instructional materials take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

The instructional materials take into account effective lesson structure and pacing with learning progression to provide an overview and scope and sequence of skills and concepts. The design of the assignments show a purposeful sequencing of teaching and learning expectations. The materials provide a chapter overview for each chapter as well as a lesson overview for each lesson within each chapter. The teacher is able to plan for instruction that meets the time block available and also reinforce content through resources available. Within each lesson are language objectives tied directly to the content objectives and resources to support the students' acquisition of 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 McGraw Hill IMPACT Social Studies Grade 1 material includes instructional materials that provide teacher resources to support planning, learning and understanding of the New Mexico Content Standards. For example, the materials support teachers with instructional strategies to help guide students' academic development. These can be found in the "Check for Success" and "Differentiate" sections of the TE. In addition, the teacher's editon contains useful annotations and suggestions ("Introduce the lesson", "Build meaning and support language" and "Language Forms and Conventions" for every lesson of the unit) on how to present the content in the student edition and in the supporting material. Furthermore, the materials integrate opportunities for digital learning, including interactive digital components such as the digital "Explore Words" cards and games.

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 McGraw Hill IMPACT Social Studies Grade 1 materials offer teachers a variety of assessment resources and tools to collect ongoing data about students' progress related to the standards. For example, the materials provide multiple formative and summative assessments, clearly defining which standards are being assessed through content and language objectives in every unit chapter, including pre-tests, on-going assessment checks and inquiry projects. In addition, the materials provide opportunities to assess student understanding and knowledge of the standards using technology in the my.mheducation.com component. Furthermore, the materials provide appropriate assessment alternatives for English Learners and Culturally and Linguistically Diverse students. There is some evidence of appropriate assessment alternatives for advanced students. However, there is no evidence of appropriate assessment alternatives for special needs 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:

Instructional materials give students extensive opportunities and support to explore key concepts. Student materials can be customized and adapted to meet the needs of different student populations. Differentiation and support are available for English Language Learners and teachers have the option to adjust or choose specific paths through the "More to Explore" option that best meet the needs of their students. Instructional materials provide differentiated strategies and activities to meet the needs of students both below and above proficiency; differentiate boxes are provided in the teacher edition to help teachers provide reteach strategies. In addition, the "More to Explore" section provides opportunities for students below and above proficiency to engage at their level. The materials provide support for English Language Learners and Culturally Diverse students in every lesson. These scaffolds and supports help students to engage with the current material at their level to help support their learning progression. In addition, materials include opportunities for all students to think critically and learn problem solving skills.

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

Instructional materials represent a variety of cultural and linguistic perspectives. Instructional materials inform culturally and linguistically responsive pedagogy by affirming students background in the materials themselves and in student discussions. Parents and family members are encouraged to come in and share their culture and students are asked to discuss their culture with their classmates. The materials provide a collection of images that represent a broad demographic group including Mexican Americans and African Americans. In addition, the instructional materials provide opportunities for students to make interdisciplinary connections to math, science and ELA.

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:

Instructional materials highlight diversity in culture and language through presenting students with multiple perspectives. Instructional materials include resources that relate the content area to diversity and culture and language, including cultural connections, social emotional learning and language connections (Spanish Cognates). Materials include resources that demonstrate multiple perspectives. These include social emotional learning discussions that address understanding different cultures and traditions. Students engage in critical reflection of their own lives, societies and cultures of the past and present. Instructional materials encourage students to look at multiple ethnic descriptions, interpretations and perspectives. Students are exposed to different cultures, traditions and beliefs to help them engage with others' experiences.

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 #: 10

Background and experience:

I am a level three teacher in Gallup, New Mexico. I have been teaching for seven years and I am a certified TESOL teacher, National Geographic teacher and a National Board certified teacher in the certificate area Middle Child-Generalist. My experience has been primarily in upper elementary, third through fifth grade, but I have experience with lower elementary grades as well. I have worked in partnership with NMPED on various teams including: the educator effectiveness task force, New Mexico Instructional Scope 1.0 and 2.0, New Mexico Instructional Scope for Social Studies, and I was part of the Summer Review Institute last year where we reviewed ELA materials.

Professional summary of material:

McGraw Hill's Impact Social Studies material met expectations for the majority of criteria reviewed. The material is aligned to the new New Mexico social studies standards and provides a clear and coherent sequence for students and educators to follow. Pacing guides are flexible, which allow for teachers to utilize the material in a way that best meets the needs of the students in their classrooms. The materials are developmentally appropriate and are broken down into smaller pieces that are easily digestible. In addition, materials are aligned to the CCSS standards for informational texts and provide cross-curricular connections in science and math. The scope and sequence and lessons are clear and consistent and provide a framework that is easy for educators to follow and adapt. The area that I think has the greatest impact for both teachers and students is the inclusion of inquiry projects at the end of each chapter. The inquiry projects give students a chance to dive deep into the new inquiry standards as well as work together or independently to solve real world issues that they may be facing. It is project based and is student centered. Overall, the Impact material is a solid example of high-quality instructional materials, and I would recommend this resource to first grade teachers across the state.

Reviewer #: 11

Background and experience:

I am a Level 3 teacher in Ruidoso, New Mexico and I have been teaching for 22 years. My teaching experience has been in Kindergarten, DD Pre-K and Third Grade. I have a BA in Early Childhood Education and an MA in Bilingual Education. I have taught students with special needs in inclusive settings, English Language Learners in 50/50 Dual Language model settings and students from low socioeconomic backgrounds. I have worked in my district in the adoption of science, math and language arts materials and have worked with the state the past two summers in the review of Spanish language arts and Social Studies materials.

Professional summary of material:

McGraw Hill's Impact Social Studies Grade 1 material met expectations for the majority of criteria reviewed. The scope and sequence of the content is presented in a manner in which teachers can easily progress through the standards. The lessons are grade appropriate and engaging for the students with topics that are relevant to their daily lives. The lessons on vocabulary and informational text features are well developed and conducive to what first graders need to learn. The assessment components provide a variety of ways in which teachers can gauge the understanding learned by their students. However, the material did lack in providing teachers with differentiation of materials for students with special needs. Overall, I would recommend this material for any New Mexico district considering adoption.

Reviewer #: 12

Background and experience:

I am a 1st grade teacher in Farmington, NM and have been teaching for 22 years. I have a Level 3 license and a TESOL endorsement. I have a BA in Education and a MA in Curriculum and Development. All of my teaching experience has been with kindergarten and 1st grade students. I have taught students with a variety of needs and socioeconomic backgrounds. I have worked with districts in the adoption of reading, math, and science adoption of materials.

Professional summary of material:

The materials presented by McGraw Hill Impact met expectations in the ease of use for teachers to implement and for student access to content. I feel that the scope and sequence of content provides a clear progression through the standards. Opportunities to develop background knowledge and to review previous content will help students develop understanding of history, geography, economics and civics. Students will also develop a strong academic vocabulary and learn to work with partners to discuss relevant social studies topics with an appropriate degree of sophistication needed in 1st grade.