

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, Exploring Who We Are, Grade 2, 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	9780076976003	TE ISBN	9780076913541
SW ISBN		Grade Level/Content	Second 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

93%

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

93%

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

The McGraw Hill IMPACT 2nd grade Social Studies materials represent a variety of cultural and linguistic perspectives. The materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds in the materials themselves and in the student discussions. In addition, the materials provide a collection of images, stories, and information, representing a broad range of demographic groups, and do not make generalizations or reinforce stereotypes. Furthermore, the materials provide context, illustrations, and activities for students to make interdisciplinary connections and/or connections to real-life experiences and diverse cultural and linguistic backgrounds.

FOCUS AREA 7 INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS:

Instructional materials highlight diversity in culture and language through multiple perspectives.

Statements of appraisal and supporting evidence:

The McGraw Hill IMPACT 2nd grade Social Studies materials highlight diversity in culture and language through multiple perspectives. The materials include tools and resources to relate the content area appropriately to diversity in culture and language. In addition, the materials include tools and resources that demonstrate multiple perspectives in a specific concept. Furthermore, the materials engage students in critical reflection about their own lives and societies. However, the materials do not include cultures past and present in New Mexico.

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

Average Score

93%

OVERALL ALIGNMENT:

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

Statements of appraisal and supporting evidence:

The McGraw Hill Impact Social Studies material for second grade aligns with the grade level content area standards. The material addresses standards within the six domains of social studies: civics, economics, geography, history, ethnic, cultural and identity studies, and inquiry. The materials help to address the standards in a developmentally appropriate way and provide opportunities to encourage student engagement within the content.

A. CIVICS

Materials align to the civics standards for this grade level.

Statements of appraisal and supporting evidence:

The materials align to the civics standards for second grade. Students evaluate how American society has changed through rules and laws and understand the purpose and structure of our national government. They learn about the three branches of government and their responsibilities. Students learn about the contributions of diverse individuals and how those individuals helped develop our national identity. Students examine and compare the American democratic principles to neighboring countries. In addition, students demonstrate their understanding of roles and responsibilities by examining various leaders and heroes.

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:

Materials align to the economics and personal financial literacy standards for second grade. Students are exposed to the idea of long term saving and immediate spending. They use graphs, charts and text to learn how communities share their resources and are interdependent of each other. Students identify what resources are available in their community and what needs to be obtained from other communities. The topic of trade is discussed and students determine why regions depend on each other. Students use their background knowledge as well as discussion to help identify different jobs that people have in their communities. Students discuss the concept of needs versus wants and determine how to prioritize those when making financial decisions.

C. GEOGRAPHY

Materials align to the geography standards for this grade level.

Statements of appraisal and supporting evidence:

The McGraw Hill IMPACT Social Studies 2nd grade materials align to the geography standards for this grade level. The material provides opportunities for students to demonstrate an understanding of geographic representations and reasoning by using maps, identifying and locating the United States, Canada, and Mexico as the countries that make up North America. In addition, the material provides opportunities for students to demonstrate an understanding of movement, population, and systems by listing at least three different waves of migration to the western hemisphere in chronological order. Furthermore, the material provides opportunities for students to demonstrate an understanding of geographic representations and reasoning by identifying and locating the bordering states to New Mexico. However, the lesson does not include specific explanation to lead in the understanding that New Mexico is in the southwest.

D. HISTORY

Materials align to the history standards for this grade level.

Statements of appraisal and supporting evidence:

The McGraw Hill IMPACT 2nd grade social studies material materials align to the history standards for this grade level. The material provides opportunities for students to demonstrate an understanding of historical change, continuity, context, and reconciliation by describing events in North America that illustrate how people from diverse cultural groups aim to work through conflicts to solve a problem. In addition, the material provides opportunities for students to demonstrate an understanding of historical change, continuity, context, and reconciliation by comparing diverse world communities in terms of members, customs, and traditions to the local community. Furthermore, the material provides opportunities for students to demonstrate an understanding of historical change, continuity, context, and reconciliation by demonstrating chronological thinking, distinguishing among years and decades using a timeline of local and national events.

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 McGraw Hill IMPACT Social Studies 2nd grade materials align to the ethnic, cultural and identity standards for this grade level. The material provides opportunities for students to demonstrate an understanding of diversity and identity by expressing a positive view of themselves while demonstrating respect and empathy for others. In addition, the material provides opportunities for students to demonstrate an understanding of diversity and identity by describing ways people are similar and different from people who share identities and people who do not. Furthermore, the material provides opportunities for students to establish an understanding of community equity building by demonstrating respect for the feelings of people who are similar and different from them.

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

The materials align to the inquiry standards for second grade as they provide direct instruction in primary and secondary sources and students are encouraged to engage with sources to develop their own essential questions and seek answers by citing evidence found in the materials. The materials provide instruction in the democratic process and students are invited to model the process in their classrooms through voting and mock bill activities. Students often are working with partners to discuss and write about their learning and understanding.

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 materials align to the identified CCSS reading standards for informational text for second grade. Students write about their understanding of social studies concepts with rigor using technical writing conventions to link historical ideas. Vocabulary is directly taught throughout the chapters and students are expected to discuss their findings using the new vocabulary in discussions with partners, in their writing, and in class presentations. The materials encourage students to routinely cite evidence and answer questions thoroughly and thoughtfully with an appropriate degree of complexity for 2nd grade.

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 align to the identified CCSS writing standards in second grade with their frequent distribution of graphic organizers to assist students in collecting the main idea of topics and supporting key evidence. Students are often asked to refer back to their graphic organizers to write opinion and informative pieces using linking words and stating supporting reasons. Digital tools exist within the online resources to gather, evaluate and use information. There is opportunity for students to share in research and writing projects as they recall information from experiences or gather information from provided sources to answer a question.

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

96%

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 2nd grade Social Studies materials include a variety of texts, visuals and multimedia content that develop students' knowledge and skills. The materials include and/or reference informational texts and literary works that are significant to historical time periods and cultural groups. In addition, the materials include historical and present day maps, charts, graphs, 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 2nd grade Social Studies materials provide strategies to develop students' skills that are crucial to understanding Social studies content. The materials include multicultural images that engage students in historical inquiry as well as develop understanding of complex events or relationships. In addition, the materials provide strategies to elicit discourse among students on Social Studies topics. Furthermore, materials contain text-dependent text-specific questions with activities that build to a culminating task that integrates depth and complexity of analytical thinking.

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 help engage students with exceptionalities, English Language Learners and students with cultural differences. Materials provide opportunities for all students to comprehend the grade level texts. Differentiation, ELL Scaffolds and stop and checks help meet the needs of all students. Instructional materials assess students at a variety of knowledge levels. This material is aligned with Depth of Knowledge and questions are labeled in the teacher edition at their level.

FOCUS AREA 4 EQUITY

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

Statements of appraisal and supporting evidence:

The instructional materials provide equitable representation of a wide range of perspectives as they provide equitable inclusion of accurate historical stories and perspectives beyond Eurocentric cultural scripts. The materials engage students in learning about others' history, culture, identity and region while allowing students to maintain his/her/their own cultural integrity. Citing evidence from the text as they write about different families, parts of community, and learning what makes their community special.

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 and contain resources and explanations to support students understanding. The materials have many opportunities for teachers to directly instruct about strategies to comprehend varied levels of social studies concepts within each chapter.

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

91%

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 Impact Social Studies Grade 2 materials are coherent and consistent with the New Mexico Content Standards that all students should study to be college- and career-ready. By addressing the full content contained within the materials, the majority of the standards are met. The materials support students showing mastery of each standard through a variety of writing, listening and speaking opportunities at a level of engagement appropriate to second grade. The materials are coherent, making meaningful connections for students and linking lesson and language objectives within a lesson and unit.

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. The learning progressions provide an overview of the scope and sequence of skills and concepts. The design of the assignments show a purposeful sequencing of teaching and learning expectations. Each lesson provides clear, measureable, aligned content and language objectives. The materials provide focused resources to support students' acquisition of academic vocabulary and content-specific vocabulary. The visual design of the instructional materials in print and online maintain a consistent layout to support student engagement. The features of the materials aid students and teachers in making meaning of the text and provide students with ongoing review and practice for the purpose of retaining previously acquired knowledge.

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 teacher resources to support planning, learning and understanding of the New Mexico Content Standards. Instructional materials provide teachers with instructional strategies to help guide student development. The cited material includes a check for success, which is a formative assessment, and Differentiate to help teachers provide support for struggling students. The teacher edition has annotations and suggestions on how to present the content. The content remains flexible and provides multiple opportunities for teachers to adapt the material to fit their classrooms. Instructional materials contain opportunities for students to engage digitally, both for the entire material as well as additional supplemental activities and interactive components.

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:

Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards. Materials contain a variety of assessments, including Pre-Tests, Ongoing Assessments and a Chapter Test to help measure student progress. Instructional materials provide scoring guides with rubrics that help teachers score assessments and provide suggestions for further help and remediation, including suggestions for ELL, CLD, SPED and advanced students. Assessments are available in print and digital copies and students can engage with the material and assessments online using their technology.

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 all students opportunities and support to explore key concepts. Instructional materials can be customized and adapted to meet the needs of each individual classroom and the different student populations. Teachers have suggestions for ELL students as well as differentiation suggestions for all students. Materials include sections in the teacher edition that list out differentiation strategies and suggestions to help teachers meet the needs of all students in the classroom. Support is provided to help teachers meet the needs of ELL and CLD students in the classroom (EL: Scaffolding and Support sections). Differentiation opportunities and suggestions are present to help meet the needs of other subpopulations. Instructional materials include opportunities for students to think critically about real life problems as well as working together in groups and individually to solve problems in their own communities.

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

The McGraw Hill IMPACT 2nd grade Social Studies materials represent a variety of cultural and linguistic perspectives. The materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds in the materials themselves and in the student discussions. In addition, the materials provide a collection of images, stories, and information, representing a broad range of demographic groups, and do not make generalizations or reinforce stereotypes. Furthermore, the materials provide context, illustrations, and activities for students to make interdisciplinary connections and/or connections to real-life experiences and diverse cultural and linguistic backgrounds.

FOCUS AREA 7 INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS:

Instructional materials highlight diversity in culture and language through multiple perspectives.

Statements of appraisal and supporting evidence:

The McGraw Hill IMPACT 2nd grade Social Studies materials highlight diversity in culture and language through multiple perspectives. The materials include tools and resources to relate the content area appropriately to diversity in culture and language. In addition, the materials include tools and resources that demonstrate multiple perspectives in a specific concept. Furthermore, the materials engage students in critical reflection about their own lives and societies. However, the materials do not include cultures past and present in New Mexico.

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 meets expectations for the majority of criteria reviewed. The material is aligned to the new New Mexico social studies standards for second grade 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, which helps teachers incorporate this instruction in their classrooms. 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 second 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:

The McGraw Hill IMPACT 2nd Grade Social Studies material meets expectations for the majority of the criteria under review. The materials include and/or reference informational texts and literary works that are significant to historical time periods and cultural groups. The materials include multicultural images that engage students in historical inquiry as well as develop understanding of complex events or relationships. In addition, the materials assess students at a variety of knowledge levels. Furthermore, the teacher materials contain resources and explanations of instructional strategies and advanced Social Studies concepts. I would recommend this material for second grade classes throughout our state.

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 an 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 materials.

Professional summary of material:

The materials presented by McGraw Hill Impact meet expectations for ease of use for teachers to implement and for student access to content. The scope and sequence of content provides a clear progression through the standards. Opportunities to develop background knowledge and to review previous content helps students develop understanding of history, geography, economics and civics. Students also develop a strong academic vocabulary and learn to work with partners to discuss, write about, and present relevant social studies topics with an appropriate degree of sophistication needed in 2nd grade.