

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 Communities, Grade 3, 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	9780076976010	TE ISBN	9780076913817
SW ISBN		Grade Level/Content	3rd 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

83%

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

85%

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

When the materials are used in conjunction with one another (Research Companion, Inquiry Journal, Impact online), the materials include a variety of cultural and linguistics perspectives. It is important to note that New Mexico specific standards are not addressed in the material.

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 include a variety of perspectives from different cultures. Images, stories and primary sources are presented within the materials that are diverse and reflect a variety of experiences. However, stories and experiences from New Mexico's past and/or present are not included.

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

Average Score

81%

OVERALL ALIGNMENT:

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

Statements of appraisal and supporting evidence:

Material Strengths: Inquiry: Students are provided with opportunities to create, develop, and ask questions. They are encouraged to discuss their questions with peers as they arise throughout each lesson. Literacy: Students are given extra practice in literacy standards throughout each chapter.

Weaknesses: Standards are not stated in the materials. New Mexico specific standards are not addressed. There are minimal opportunities to connect students' home cultures and diversity. These opportunities are given as suggestions within the program. Some of the texts provided in the material only touch the surface of historical events, rather than providing a deeper dive into concepts and ideas.

A. CIVICS

Materials align to the civics standards for this grade level.

Statements of appraisal and supporting evidence:

Materials incorporate elements including the importance of voting, activism within the community, and positive contributions of community members. However, materials only partially address democratic principles. For example, students create a class constitution but do not participate in the democratic process by voting or making decisions as a group.

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 provide several lessons that help students develop an understanding of basic economic principles such as supply and demand, why saving money is important, and how we obtain the things we need. However, materials do not connect to world money systems or give students opportunities to learn the difference between what we use in the United States vs. other places around the world. For example, students are asked to explain the impact of supply and demand in relation to prices with community resources, such as hair salons, dentists, and restaurants. Most of the activities ask students to connect back to their own lives.

C. GEOGRAPHY

Materials align to the geography standards for this grade level.

Statements of appraisal and supporting evidence:

While the instructional materials include a variety of lessons connected to geography, many of the lessons are missing essential parts of the New Mexico Social Studies Standards. For example, students are asked to connect settlement to landforms, but they are not asked to connect settlement choices to impact on the environment or adaptations needed to make an area suitable. Lessons that address geography are surface level.

D. HISTORY

Materials align to the history standards for this grade level.

Statements of appraisal and supporting evidence:

Instructional materials address historical changes and development and utilize timelines to help students make connections about the chronology of historical events. However, materials do not address connections to New Mexico and make connections between historical events. Students are not prompted to explain how local events can be connected to world 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:

Instructional materials contain specific examples of people having a positive impact on their community and cultivates student agency with discussions and suggestions for how they can help their community. However, there are very few opportunities for students to connect home cultures personal beliefs. These opportunities, though present, are typically connected only to classroom discussions.

F. INQUIRY

Materials align to the inquiry standards for this grade level.

Statements of appraisal and supporting evidence:

Instructional materials provide students with multiple opportunities to create questions for research projects, paragraph writing, and hands-on projects based on prior knowledge, as well as to create their own questions that arise on their "Inquiry Path". Each lesson begins with an EQ (essential question) to guide students throughout their study. Students are asked to share additional questions that arise, as they move forward in answering the EQ.

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:

Materials include opportunities for students to identify main ideas and details; compare and contrast; examine point of view and author's purpose; identify unknown vocabulary using context clues; and use text features such as maps, graphs, diagrams. They also encourage students to cite evidence. Materials provide repeated practice on these concepts throughout the program.

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 instructional material integrates the identified CCSS writing standards for 3rd grade. Students are prompted to plan, organize, cite evidence, include transitions, and write concluding statements throughout the material. Students are taught how to use graphic organizers to plan and organize. Rubrics are included for assessment, and students discuss their writing with partners.

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

87%

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:

Materials provide students with multiple types of illustrations to aid them in critical thinking and problem solving. These visuals include maps, diagrams, tables, and photographs. The online component provides video clips, assessment tools for comprehension, news reports and graphic organizers to help students when completing hands-on inquiry projects. Texts include informational text, primary sources, and plays.

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:

Throughout this text, students are given a variety of illustrations and images asking them to compare the differences of past and present. The online component provides clips about a wide range of topics. Content is presented in the following manner: conceptual understanding, analysis, and connection to self and/or the world today. However, students are not taught strategies for referring to scholarly sources or determining the credibility of those sources.

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 offer suggestions for supporting English Language Learners. There are Cross-Cultural sidebars that can be added to a lesson. "Explore More" offers three different choices for additional work with content; these choices connect to multiple learning styles but are not addressed as such. There are no suggestions for special needs or advanced learners.

FOCUS AREA 4 EQUITY

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

Statements of appraisal and supporting evidence:

Instructional materials provide multiple perspectives through primary sources as well as narrative and informational text selections. Students are asked to examine culture through the lens of art, music, religion, dance, and storytelling. Within the materials, the program includes first person quotes and stories, as well as short biographical selections from a variety of cultures and backgrounds.

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:

Teacher materials contain and provide resources and explanations. Most strategies are limited to recall, class discussion, and partner talk.

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

84%

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:

Materials do address most 3rd grade standards at a very basic level of intensity; however, NM specific standards are missing.

FOCUS AREA 2 WELL-DESIGNED LESSONS:

Instructional materials take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

Content is presented in the following manner: conceptual understanding, analysis, connection to self and/or the world today. Lessons build to making connections. It is important to note that the Research Companion, the Inquiry Journal, and the Impact (online) components are designed to be used in conjunction with each other.

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:

Each lesson provides teachers with formative assessment questions to check for understanding. The student journal gives students the opportunity to show what they have learned from each lesson. Both the TE and online component guide teachers on how to teach each lesson, questions to ask, and tasks students can complete. The online component contains video clips, current news articles, and optional visual options to help students better learn the presented content.

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 provide opportunities for formative assessment and summative assessment, including pre-assessments, ongoing lesson assessments (formative), and chapter and lesson assessments (summative). Some assessments are offered online as well. However, standards are not clearly defined within assessments and rubrics are only presented for some assessments (inquiry project, writing and formative check for success). Not all assessments are provided with rubrics.

FOCUS AREA 5 EXTENSIVE SUPPORT:

Instructional materials give all students extensive opportunities and support to explore key concepts.

Statements of appraisal and supporting evidence:

Assessments are customizable if you are using the provided questions and passages from the program's "bank". There does not seem to be any additional "differentiation" supports included. Embedded in each lesson are scaffolds and quick checks to reach the various types of learners in your class.

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

When the materials are used in conjunction with one another (Research Companion, Inquiry Journal, Impact online), the materials include a variety of cultural and linguistics perspectives. It is important to note that New Mexico specific standards are not addressed in the material.

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 include a variety of perspectives from different cultures. Images, stories and primary sources are presented within the materials that are diverse and reflect a variety of experiences. However, stories and experiences from New Mexico's past and/or present are not included.

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 #: 13

Background and experience:

I am currently a level 2 educator for Rio Rancho Public School, where I have been working for the last eight years. I have a bachelor's degree in history from Middle Tennessee State University and I have done post graduate work in historic preservation and literacy. I am currently completing my Master's degree in literacy. In 2019, I was a finalist for the New Mexico Teacher of the Year. I was part of the Social Studies Writing Committee and was directly involved with the creation of the elementary social studies standards for the State of New Mexico. Following the creation of the standards I was on the Standards Revision Team to edit the standards and I worked on the creation of the Scope and Sequence for the New Mexico social studies standards. I have served as the elementary social studies content expert and helped to create the rubric for the Social Studies Content Review. I am currently functioning as a Review Team Leader for the New Mexico Summer Institute.

Professional summary of material:

McGraw Hill Impact Today Social Studies for 3rd grade: Instructional materials provide repeated practice in literacy skills and address a variety of cultural perspectives. Third grade standards are largely addressed, but New Mexico specific standards are absent from the materials. While inquiry standards are addressed, opportunities for critical thinking and utilizing and critiquing scholarly sources are minimal. Overall, the material addresses the standards.

Reviewer #: 14

Background and experience:

I am a Level 3 teacher and have been teaching in the Belen/Los Lunas districts for nearly 21 years. I have a Bachelor's and Master's Degree in Elementary Education from the University of New Mexico. I am endorsed in Social Studies and ELA. This is my 5th time working on the NM Summer Institute adoption series. I have worked with PED and TNTP to create the Instructional Scope for ELA and just finished using the new social studies standards to create a Scope and Sequence for the teachers of New Mexico.

Professional summary of material:

McGraw Hill Impact provides social studies lessons that address most 3rd grade standards at a very basic level of intensity. Unfortunately, NM specific standards are missing. The materials give a variety of opportunities for students to understand important people and places from around the world in both past and present. Overall, this program provides a surface level introduction to relevant social studies concepts for 3rd grade.

Reviewer #: 15

Background and experience:

This is my 23rd year in education and my 7th year in the state of New Mexico working in Rio Rancho Public Schools where I taught fifth grade for five years and am currently beginning my 2nd year as an Instructional Coach. I am National Board Certified as a Middle Childhood Generalist and have been renewed once. I hold two Master's degrees, my most recent one earned from New Mexico State University as an Elementary Math and Science Specialist. In June of 2022, I became a LETRS Facilitator. Prior to working as a member of the NMPED Summer Institute for Social Studies, I worked with NMPED on the instructional review teams for math and ELA. In addition, I worked with NMPED on the 4th grade writing assessment for the NMSSA.

Professional summary of material:

McGraw Hill Impact Today Social Studies for 3rd grade addresses most of the New Mexico social studies standards for third grade at a basic level. The materials work to build conceptual understanding in order to lead to some form of analysis, and ends with inquiry where students connect back to themselves, the world, or their community. In order to reach deep understanding, all three components (the Inquiry Journal, the Research Companion, and the interactive online digital platform) must be used in conjunction with each other; deviation from this will likely not lead to mastery.