

**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, U.S. History: Making a New Nation, Grade 5, 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	9780076976034	TE ISBN	9780076914241
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

86%

**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:*

Instructional materials affirm student background through the cross-cultural connections topics contained within the chapters. Students are prompted to make connections between a variety of elements like home languages and traditions with their community. Student materials contain a variety of culturally diverse images and stories and ask students to connect their own thoughts and ideas to the topic, but these are sidebars given as suggestions and not imbedded in the actual lesson.

**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:*

Students are prompted to consider the perspectives and opposing viewpoints surrounding individuals, groups and events. Instructional materials encourage students to make connections to various elements of culture and how they have impacted communities, both their own and others. Materials direct students to consider how the contributions of diverse individuals (like Sacajawea) can positively impact a situation by bringing special knowledge and experiences to situations.

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

Average Score

89%

**OVERALL ALIGNMENT:**

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

*Statements of appraisal and supporting evidence:*

While standards are not clearly listed in the print or digital materials, most standards (both SS and CCSS ELA) are fully addressed in the materials. The geography standards are not fully addressed in the materials as some components are missing.

**A. CIVICS**

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

*Statements of appraisal and supporting evidence:*

Materials guide students on how our original laws were made during the first Constitutional Convention. Text teaches students about our founding fathers such as George Washington, James Madison and William Patterson. Visuals in the form of original paintings are provided. Students learn about the Bill of Rights and how our nation was built by men and women who believed in following their civic duties. Students also learn how to connect the past to its importance in performing our civic duties today.

**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:*

Instructional materials address economic and personal finance topics like scarcity with real-world examples and questioning. Prompts are given for a range of topics including the importance of economic systems and interdependence. Materials pose important questions. Materials do not effectively address opportunity cost and methods for tracking spending and saving as thoroughly as is required by the standards.

**C. GEOGRAPHY**

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

*Statements of appraisal and supporting evidence:*

Students learn about physical maps and the different regions across the United States and make connections between historical and present day conditions (in relation to the topic/time period being studied). They are asked to think about where they live and what geographic features are in their area. Impact Online component provides students with almanacs for each region. Students can learn about facts from specific states using digital flashcards, however there are not opportunities for students to learn where each state is specifically located on the map (each state is shown separately). Teacher e-presentations allow teachers to display lessons that focus on various regions, but there is no mention of specific time zones.

**D. HISTORY**

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

*Statements of appraisal and supporting evidence:*

Materials provide texts and lessons that include several different points of view on important historical people and events throughout United States history. Materials provide a wide range of primary and secondary sources, including illustrations, maps, photographs, and writing excerpts, to show how the United States has evolved and changed over time.

**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 make connections between diversity and personal identity by prompting students to evaluate how their home environment (like language or traditions) is different than that of their peers, but often do not utilize strategies to go beyond a short discussion. Additionally, materials discuss the treatment of groups of people in the past. However, materials do not consistently make connections to how historical events affect students today.

**F. INQUIRY**

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

*Statements of appraisal and supporting evidence:*

Throughout the materials, students are asked to generate supporting questions. Compelling questions are given to students in the materials in the form of essential questions, but there are opportunities for students to write their own compelling questions if the teacher assigns Design Your Own Inquiry to students. Early in the materials, students are explicitly taught the difference between primary and secondary sources. Determining source credibility is not explicitly taught, but students are expected to discuss validity. Students use resources to make a claim (supported by evidence) throughout the materials. Students discuss claims with peers and critique others' thinking while using evidence.

**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:*

Although Lexiles are not provided, materials are grade level appropriate. Materials include a variety of genres, primary sources, and secondary sources. Students use text to work on main idea and details, and cause and effect as they work to gather evidence from resources to make claims. While students are examining a variety of sources and reflecting on their learning, they are not expected to keep a list of resources read. It is also important to note that CCSS Literacy standards are not clearly stated in the materials.

**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:*

Students write consistently throughout the materials as part of the Inquiry Tools in each chapter. Students gather evidence from a variety of resources and make claims supported by evidence from resources. Students are taught to use resources but not expected to make a list of resources (bibliography), nor are students expected to use quotations from sources. Students write informational essays, opinion essays, blogs, newscasts, news articles, letters, editorials, advertisements, narratives, summaries, and museum cards for artifacts. Basic rubrics are provided for scoring writing but are not clearly aligned to standards. It is also important to note that CCSS writing standards are not clearly stated in the materials.

**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

92%

**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 a wide range of engaging and informative informational and literary works. Various visual representations are provided to aid students in "seeing" the past. Materials provide visuals such as paintings of famous people throughout history, maps, slave ships, and different Native American cultures and dress. The online component (many are interactive) allows materials to reach a range of learning styles. There are audio clips for auditory learners, and students can manipulate the graphic organizers, take notes and create digital media presentations.

**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:*

Materials include structures to help students learn to support their thinking with evidence, to explain how certain evidence may or may not support a claim, and to give additional evidence to support claims. The instructional materials build to include lessons on how to agree and disagree with peers through Collaborative Conversations. Source validity is addressed; however, there is no discussion of criteria of scholarly articles.

**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:*

Materials provide a wide range of DOK comprehension questions within each lesson to help students challenge their thinking, while making sure students are comprehending the lessons being taught. Each chapter includes an online assessment that can be modified by teachers to best suit their needs. While each lesson does provide scaffolding options for English Learners, there are no suggestions for the struggling reader 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 address stories and perspectives from a variety of countries and demographic groups in the context of present day and historical time periods (ie. Women during the American Revolution, treatment of former slaves after the Civil War). Additionally, students are asked to consider their own traditions and cultures in relation to others within their community.

**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:*

Instructional materials provide teachers with a variety of strategies (ie. partner talk, returning to the text and underlining important points) and provide teachers with short background information boxes to provide additional explanations and resources to build knowledge.

**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

77%

**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 materials address the full content of most standards; however, there are components missing from the geography standards such as locating states and capitals on a map. Materials also provide students with multiple ways to make connections through the SEL strategies: Think, Write, and Talk About It, and Inquiry Projects. However, standards are not specifically listed anywhere in the materials (print or online).

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

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

*Statements of appraisal and supporting evidence:*

The Teacher Edition provides a Content Map outlining each chapter, EQ, and comprehension questions, as well as the chapter Inquiry Project. Although each lesson addresses most standards, nowhere in the materials (print and digital) are the standards clearly stated. Materials provide scaffolding ideas for each lesson, which aids students with making meaning of text or specific vocabulary words. English Language scaffolds provide vocabulary meaning and breakdown.

**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 materials (print and digital) do not include a list of standards. "Blended Learning" sections are found throughout the material; however, they include basic suggestions for ways students can interact with digital resources. Teacher materials provide basic instructions for strategies used during teaching and learning.

**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:*

Chapter Assessments, both print and online, are found in each chapter and include pre-assessments, formative assessments, chapter assessments, and inquiry projects (with a rubric). However, standards are not indicated on assessments or teacher materials. The Design Your Own Inquiry tasks are alternative assessments and can be modified for various learners; however, there is no direction on how to make modifications. Standards are not included on any form of assessment. There is no clear indication of how to help students work toward mastery if they fail to do so on an assessment.

**FOCUS AREA 5 EXTENSIVE SUPPORT:**

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

*Statements of appraisal and supporting evidence:*

Online assessments provide the opportunity for teachers to change/add questions from a question bank, passage, or other assessments; however, there are no clear directions on how to use this feature. There are tools that can be added to online assessments and online projects such a text-to-talk, highlighters, line readers, etc., to accomodate learners' needs. Within each chapter, strategies are provided for the English Learners as well as options for the SEL, but there are no other accommodations suggested for struggling readers or gifted students.

**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 affirm student background through the cross-cultural connections topics contained within the chapters. Students are prompted to make connections between a variety of elements like home languages and traditions with their community. Student materials contain a variety of culturally diverse images and stories and ask students to connect their own thoughts and ideas to the topic, but these are sidebars given as suggestions and not imbedded in the actual lesson.

**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:*

Students are prompted to consider the perspectives and opposing viewpoints surrounding individuals, groups and events. Instructional materials encourage students to make connections to various elements of culture and how they have impacted communities, both their own and others. Materials direct students to consider how the contributions of diverse individuals (like Sacajawea) can positively impact a situation by bringing special knowledge and experiences to situations.

**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 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. I am considered highly qualified in Social Studies by the New Mexico Department of Education. Over the last two years, I have been part of the Social Studies Writing Committee and was directly involved with the creation of the elementary level social studies standards for the State of New Mexico. I was also involved in the revision and editing process and worked on the creation of the Scope and Sequence for the standards. I have served as an elementary social studies content expert and was on the team that created the rubric for the Social Studies Content Review Rubric. I am currently functioning as a Review Team Leader for the New Mexico Summer Institute.

*Professional summary of material:*

McGraw Hill Grade 5 Impact Social Studies materials include opportunities for students to explore history through the use of primary and secondary sources including maps, images, charts and digital media. Students examine historical perspectives and consider how historical context influences how we see the world around us. Chapters are structured to build knowledge and students have an opportunity to demonstrate knowledge using a variety of assessments, including inquiry projects. While these instructional materials address most fifth grade standards, standards are not listed or visually aligned within the materials. In order for the McGraw Hill Grade 5 Impact Social Studies material to be effective, all three components (Research Companion, Inquiry Journal, and Impact Online) must be used.

Reviewer #: 14

*Background and experience:*

I am a Level 3 teacher and have been teaching in 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:*

When all materials for Impact Social Studies Grade 5 by McGraw-Hill (Research Companion, Inquiry Journal, and Impact Online) are used in conjunction, the students of NM will gain a strong understanding of United States history and how it evolved and changed over time. The materials provide unbiased perspectives from a wide range of important people and events. Materials provide a variety of visual illustrations, maps, diagrams, and include engaging projects to enhance student knowledge of the development of our nation's government and statehoods. However, this series does not explicitly state the standards being addressed in each chapter.

Reviewer #: 15

*Background and experience:*

This is my 23th 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 2019, I was a finalist for the NM Teacher of the Year. 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 Social Studies for Grade 5 provides strategies and materials to help students work toward mastery of most grade 5 NM SS standards (geography is missing components), but does not list the standards anywhere in the materials. Lessons and chapters start with building knowledge and progress to some form of application of knowledge gained. Finally, students are expected to make claims supported by evidence on a given task. Capacity is built toward defending claims and providing counterarguments. It is important to note that in order to address the standards toward mastery, all three components of the McGraw Hill Impact Social Studies Grade 5 must be used. This includes the Research Companion, the Inquiry Journal, and Impact Online.