

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, Learning and Working Together, Grade K, 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	9780076975983	TE ISBN	9780076914999
SW ISBN		Grade Level/Content	Kindergarten 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 checked="" type="checkbox"/>
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	Average Score
	94%

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

The instructional materials represent a variety of cultural and linguistic perspectives in that the materials inform culturally and linguistically responsive pedagogy in each chapter through the "Cross Cultural Connection" section of the Teacher Edition. Also, the materials include a collection of images representing a broad range of demographic groups in the Inquiry Journal. The materials provide context, illustrations and activities for students to make interdisciplinary connections and connections to real-life experiences through the "Making Connections" section in every chapter of the Teacher Edition.

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 instructional materials highlight diversity in culture and language through multiple perspectives. For example, the materials include tools and resources that demonstrate multiple perspectives in a specific concept such as exploring different types of homes around the world. The materials also address multiple ethnic descriptions, interpretations, or perspective of events and experiences in the "Community Connections" section of every chapter. Furthermore, the materials engage students in critical reflection about their own lives. However, there is little to no inclusion of New Mexico specific cultures throughout the material.

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

Average Score

90%

OVERALL ALIGNMENT:

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

Statements of appraisal and supporting evidence:

The Impact Social Studies materials presented for review by McGraw Hill align overall with the social studies standards for the state of New Mexico for kindergarten. The standards of history, geography, economics, and civics are well addressed in an engaging manner.

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 kindergarten of understanding processes, rules and laws by communicating the purpose of rules and explaining how rules help us work together. Students dive into the importance of rules and how having rules helps us to work together as a community. Students also learn specifically about national symbols with the opportunity available to discuss local and regional symbols during guided discussion. Students often are asked to work as partners or in small groups for discussion and to complete projects to demonstrate comprehension of civics topics. The materials guide students in identifying authority figures within the school setting such as the principal, as well as community leaders such as the mayor or a police officer.

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 economics and personal financial literacy standards for kindergarten by having students compare and contrast needs (food, clothing and shelter) and wants. The materials engage students in defining goods and services by completing reading assignments, completing infographics, and writing their opinion based upon the evidence presented. Students learn about financial choices and consequences available with the money a person has. Students also learn about scarcity of materials as a concept of study.

C. GEOGRAPHY

Materials align to the geography standards for this grade level.

Statements of appraisal and supporting evidence:

The instructional materials align to the geography standards for Kindergarten in that they include lessons in learning about maps and labeling; recognizing and identifying signs and symbols around their communities; identifying differences and similarities between maps and globes; and exploring how people move from place to place in their communities. These lessons include teacher led discussions, exploration of texts, online activities and student generated drawings and writing of their understanding and knowledge learned.

D. HISTORY

Materials align to the history standards for this grade level.

Statements of appraisal and supporting evidence:

The instructional materials align to the history standards for Kindergarten in that they include lessons that provide opportunities for students to demonstrate an understanding of historical change, continuity, context and reconciliation by comparing traditions found in communities over time through the use of primary sources such as authentic photos and discussions that are relatable to this grade level. In addition, the students are given lessons that help them to demonstrate an understanding of power dynamics, leadership and agency by demonstrating an awareness of community leaders. These lessons include teacher led discussions, exploration of texts, online activities and student generated drawings and writing of their understanding and knowledge learned.

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 align to the ethnic, cultural and identity standards for Kindergarten in that the lessons allow students to demonstrate an understanding of diversity and identity by facilitating the sequence of important events in the student's life by drawing important stages that they can recall. The lessons also allow students to describe ways that they are similar and different from others. There are lessons that allow students to explore their personal history, culture, and past. Finally, the lessons allows students to learn about current contributions of people in their main identity group, with the exception of Native Americans in New Mexico.

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

Instructional materials align to most of the inquiry standards for this grade level. Materials encourage students to engage in the essential question by building background knowledge and making it clear that the question is the focus of the unit of study. Discussion questions check student understanding of the essential question by prompting them to answer the essential question using examples from the previous lessons and supporting questions as guides. Materials provide information on individual action students can take to help enact change in their communities.

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:*

Instructional materials align to most of the identified CCSS reading standards for informational text. Materials include opportunities for students to identify the main idea of a text and to identify key details that support that main idea. Materials provide discussion prompts to help students identify the connection between events, individuals and ideas from a text and include the concept of chronology. Students are guided through the process of asking and answering questions about unknown words that are present in the text and are introduced to the concepts of print including the cover, the title page and the copyright page; however, there is no discussion of the back cover of the book. With teacher support and prompting, students work on identifying illustrations that are supported in the text. Read aloud activities have students actively engaging with the reading and are supported with text dependent questions that provide a purpose for reading as well as a check for understanding. The materials offer no description of the roles and responsibilities of authors and illustrators.

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:*

Materials align to most of the identified CCSS writing standards for this grade level. Students utilize pictures and dictation to create opinion, informative/explanatory, and narrative pieces that include reasons, details and clear thoughts. Materials prompt students to look at their writing and add additional details to describe their work. However, the materials do not include taking into account peer suggestions or questions. Materials provide opportunities for students to engage with digital tools and to work in collaboration with each other, but the team found no opportunities for students to publish written work digitally or to collaborate digitally. Students work collaboratively to research important people in American history and then use that information to roleplay their information in an interview. Students are provided writing opportunities that are clear and developmentally appropriate for kindergarten. Materials provide continual opportunities for teacher support and scaffolded learning.

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:

Instructional materials provide a wide variety of texts, visuals, and multimedia content that develop students' knowledge and skills. For example, the material provides resources that are significant to historical time periods, such as the Constitution. In addition, the material includes illustrations to enable critical thinking in various problem solving contexts, such as the story The Lion and the Mouse as it relates to being a good citizen. Furthermore, the material aligns with a variety of learning styles and enhance students' analytical skills, such as online exploring of buses in the past and present.

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:

Instructional materials provide strategies to develop students' skills that are crucial to understanding Social Studies content. The material aligns with a variety of learning styles and enhance students' analytical skills. Also, the materials include multicultural images that engage students in historical inquiry such as how homes and listening to music have changed through the years. Furthermore, the material provides instructional opportunities that are up to date and present current evidence and new interpretations, such as inviting a police officer as a guest speaker into the classroom.

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, students with exceptionalities, English Language Learners and culturally different students. Materials provide ample opportunities and strategies to help support English Language Learners, but differentiation to support special education students, gifted students or MLSS layer 2 students is not as clear or defined. Instructional materials provide clear designation of DOK questions at a variety of levels.

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, including discussion of the Civil Rights Movement leaders such as Martin Luther King Jr., which is developmentally appropriate for this age group. Instructional materials encourage students to learn about other cultures and identities within the region while still maintaining respect for their own cultural integrity.

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 Teacher Edition helps teachers understand that there are three paths to follow through the materials to help students comprehend and analyze concepts. The three paths differ according to the amount of time the teacher has to dedicate to the topic. One path focuses on a full inquiry into the topic with essential questions, investigations and exploration of texts, and reporting out citing evidence from the text. A second path through the materials focuses on the reading resources available, such as the Student Edition and the Explorer magazine. The third path realizes the time constraints that may exist and provides short time options and suggests completing some projects as a whole class and utilizing the Explorer magazine with specific articles.

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

94%

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:

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. Instructional materials create a scaffolded system of support to help students show mastery of all parts of the stated standard. Students are encouraged to engage with the material and work collaboratively with peers in discussions. In addition, independent work is developmentally appropriate for kindergarteners (drawing pictures and labeling). Instructional materials are coherent and make meaningful connections between the standards and the unit of study. The online assessment portion consolidates the most essential information from the standard and checks for understanding in a clear and consistent way that is developmentally appropriate for kindergarteners (picture matching and label making).

FOCUS AREA 2 WELL-DESIGNED LESSONS:

Instructional materials take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

Instructional materials take into account effective lesson structure and pacing. The Teacher Edition provides a clear and explicitly stated overview and sequence of skills and concepts. The progression of skills throughout the unit of study are clearly stated and scaffolded in a way to support student development of knowledge and necessary skills. Every lesson in every unit has clearly stated objectives that are aligned to the individual parts of the standard and are broken down to create specific content objectives of each standard that can be measured by the end of the lesson. Each lesson contains language objectives that are directly tied to the content objectives. Instructional materials provide resources to support student acquisition of academic and content-specific vocabulary in engaging and developmentally appropriate ways (songs). Instructional materials are presented in a consistent layout that students can understand and are scaffolded in a way to support student engagement and the gradual release of responsibility to students. Instructional materials provide additional features to help students make deeper meaning of their texts, including the use of a glossary of important terms, and provide consistent review of previously acquired knowledge through the use of essential question connections to ensure students are retaining the new information and incorporating that knowledge into the building schema of the essential question of the unit.

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 provide teacher resources to support planning, learning, and understanding of the New Mexico content standards by ensuring students receive direct instruction in organizing, understanding and reading a map in an organized way: top to bottom, left to right, using the key to help identify places on the map. Teachers are supported with preselected questions at a variety of DOK to understand the concepts from varying perspectives. The materials utilize a variety of learning modes with print materials, online options with text and images, and interactive components. The Teacher's Edition includes annotations and suggestions on how to present the content with Collaborative Conversation starters, scaffolding for English Language Learners, spotlighting language for ELLs, Checking for Success, and ways to differentiate the content to support students.

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 instructional materials offer a variety of assessment resources and tools to collect ongoing data about student understanding with pre-tests, quick check, and ongoing lesson assessment with Stop and Check, Check for Success and Report Your Findings. There is a Chapter Assessment, Connections in Actions, and an Inquiry Project. Online there is an electronic version of the assessments and the ability to create your own assessments and track student progress. A wide variety of assessments are presented, but lessons do not clearly define the standard being measured by the 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:*

Instructional materials give all students extensive opportunities and support to explore key concepts as teachers are instructed to mix and match the More to Explore activities to meet the needs of the classroom. The activities offer different levels of understanding and engagement. However, most often the instructional materials deal primarily with English Language Learners and do not address accommodations or modifications for special populations.

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

The instructional materials represent a variety of cultural and linguistic perspectives in that the materials inform culturally and linguistically responsive pedagogy in each chapter through the "Cross Cultural Connection" section of the Teacher Edition. Also, the materials include a collection of images representing a broad range of demographic groups in the Inquiry Journal. The materials provide context, illustrations and activities for students to make interdisciplinary connections and connections to real-life experiences through the "Making Connections" section in every chapter of the Teacher Edition.

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 instructional materials highlight diversity in culture and language through multiple perspectives. For example, the materials include tools and resources that demonstrate multiple perspectives in a specific concept such as exploring different types of homes around the world. The materials also address multiple ethnic descriptions, interpretations, or perspective of events and experiences in the "Community Connections" section of every chapter. Furthermore, the materials engage students in critical reflection about their own lives. However, there is little to no inclusion of New Mexico specific cultures throughout the material.

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 and I would recommend this material as high-quality instructional materials. 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. 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, which will help teachers incorporate this instruction in their classrooms through cross-curricular connections. The scope and sequence and lessons are clear and consistent and provide a framework that is easy for educators to follow and adapt. The one area that I think this material could be improved is in citing the specific standards that are in alignment with the lesson. Lesson plans cover the entire scope of content, but they are not labeled with the specific standards. Overall, the Impact material is a solid example of high-quality instructional materials, and I would recommend this resource to kindergarten 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 socio-economic 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 Kindergarten Impact Social Studies material met expectations for the criteria reviewed. The material has engaging, age appropriate lessons that will help to establish a kindergartner's foundational understanding of social studies topics. The material has concise lessons that can be used in a flexible manner to meet the needs of the time constraints that teachers are faced with. It also has an extensive online component that is useful and engaging to young learners. The areas in which this material could be improved is the inclusion of more Native American related history and influences, as this is of utmost importance in New Mexico, as well as citing specific standards within the lessons, as this would greatly help teachers in accessing the material. Overall, I would recommend this material for kindergarten students in our state.

Reviewer #: 12

Background and experience:

I am a 1st grade teacher in Farmington, NM. I have taught grades K or 1 for the past 22 years. I am a level 3 teacher with a TESOL endorsement. I also hold a NM Administrator's license. Within my school I am an Instructional Teacher Leader. Last summer I also worked with the Summer Review Institute to review ELA materials.

Professional summary of material:

McGraw Hill's Impact Social Studies is a comprehensive, high interest instructional program. It provides resources and support for teachers to address the diverse needs of their classroom while engaging students in robust discussion and activities based on New Mexico social studies standards. The program offers variety within the instructional models to meet the time constraints that may exist so that any classroom would benefit from using this product. There are print and online resources available for students to engage with that promote vocabulary development, comprehension of concepts, and interaction with peers focused on the topics found in the standards. The scope and sequence provided is clear and each lesson contains a stated learning objective, but does not use the NM standard numbering system to identify them. Overall, I would recommend this learning material to teachers of kindergarten.