

2022 Instructional Material Summer Review Institute

Review Team Appraisal of Title
High School US History and Geography

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	United States History, Student Bundle Plus Inquiry Journal, 6-year subscription (Includes: Student Edition, Inquiry Journal, and Student Digital License 6 Year Subscription)	Publisher	McGraw Hill LLC
SE ISBN	9781265161354	TE ISBN	9780079023100
SW ISBN		Grade Level/Content	11-12 US History and Geography

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

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



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 text provides perspectives of multiple cultural and linguistic groups as it moves through the various historical events. The roles, rights and responsibilities of women are presented, as well as the presence of the LGBTQ+ community from approximately the 1800s. The text attempts to present the impact of segregationist legislation not only on African Americans, but on other traditionally marginalized groups such as Hispanic Americans, women, and Asian Americans. Further, in several of the units, the etymology of words is discussed, showing how the English language has been changed due to the influence of other cultures.

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 text makes use of a variety of cultural, religious and international perspectives when covering topics, as well as important societal information and the impact on both specific cultures and the general population. Throughout the units covered there are examinations of events, opinions and historical contributions from minority or marginalized communities. The Harlem Renaissance provides additional primary sources that focus on African American art, history and perspectives regarding changes during the Great Migration. Contributions from marginalized communities include the League of Nations and the impact that Native American governance had on the formation of the United States that we know today.

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 US History AND Geography standards overall.

Statements of appraisal and supporting evidence:

The text allows for general instruction without having to do much, if any, extraneous research. For example, the book has a variety of additional resources (The World War II Museum, The International Jazz Museum, The United Auto Workers Union) and references both online and in-text to aid in student learning. In text references include closed and open ended questions, project based learning initiatives and reflections designed to sustain inquiry and guide the learning experience for students. For the most part, all standards are addressed in multiple locations throughout the book.

A. GEOGRAPHY

Materials align to the geography standards for US History.

Statements of appraisal and supporting evidence:

The text provides several maps, graphs and charts in a variety of formats (political, topographic, etc.) to assist students in making connections with how the world looked during various historical periods versus how it is today. The lessons provided in the TE also provide suggestion for different ways to use the maps and other materials. Additionally, students can engage with the material digitally as well as in a print format, and manipulate data to determine "what if" outcomes. The maps also offer locations of significant events (The Treaty of Medicine Lodge, the locations of events in the Roosevelt Corollary in the Caribbean) to help students visualize how and where an event took place.

B. HIGH SCHOOL UNITED STATES HISTORY

Materials align to the US History standards.

Statements of appraisal and supporting evidence:

The text is thorough and in-depth regarding seminal events in United States' history. Students are asked to look at various perspectives on historical events, illustrating a variety of cultural viewpoints and how experiences influenced and impacted various historical decisions and events (ie the use of Native Americans in WWII, the Chinese in building the cross-country railroad). Additionally, students are encouraged to collaborate in the learning process and bring their own understanding of history and their research into play when making determinations. Students are also encouraged to share their findings in a variety of formats, including print and multimedia.

C. ETHNIC, CULTURAL, AND IDENTITY STANDARDS

Materials align to the ethnic cultural, and identity standards for US History.

Statements of appraisal and supporting evidence:

The text provides multiple cultural, religious and ethnic perspectives, as well as their influence on early, developing and modern America. Marginalized voices are also represented, and the book strives to avoid promoting stereotypes as much as possible. Students use personal experiences to compare to the events of the past; write from the perspective of the group being affected to describe the impact of an event; and participate in other simulation and role playing activities to encourage higher order thought and cultural empathy.

A. HIGH SCHOOL GEOGRAPHY

Materials align to the Geography standards.

Statements of appraisal and supporting evidence:

The text asks students not only to view, but to interpret, various maps, charts and graphs to determine, analyze and draw conclusions from the presented information. Maps are presented not only of the United States, but of all parts of the globe, ensuring students have a complete perspective on how one region of the world could impact another. The use of multi-subject maps and charts, such as The Columbian Exchange, examines the economic and social transfer, helping students understand the lasting impacts and ramifications of a variety of disciplines on local and national/multinational societies.

INQUIRY

Materials align to the inquiry standards for for US History and Geography.

Statements of appraisal and supporting evidence:

The text provides rigorous content and learning skills that help students develop key basic skills that add to the learning process. The text provides questions that are both compelling and supportive of the material that is being discussed. For example, the compelling questions are content related and are designed to lead students to want to inquire more about the topic. The text focuses on investigation, evidence, close reading, and argumentative writing, which all have a part in the development of inquiry skills. Throughout the text, there are numerous inquiry activities for the students to complete. An example of that would be, "Understanding Multiple Perspectives on Immigration and Nativism." This activity entails developing a question, analyzing primary and secondary sources and evaluating those sources to develop a conclusion.

CCSS STANDARDS FOR LITERACY IN SOCIAL STUDIES:

Materials align to the CCSS reading standards for informational text for this grade band.

Statements of appraisal and supporting evidence:

Students are taught how to break down and analyze both primary and secondary sources to understand how various perspectives were presented regarding significant events in US history. For example, students are asked to review a series of primary sources regarding the provision of public aid to African Americans after the Civil War. The resources at the very front of the book in the HT pages give insight on how to determine the validity and accuracy of sources and students are provided with graphic organizers to help them make sense of the information they gather. Students are also encouraged to determine how the perspectives presented in various documents influenced the creation and promotion of policy over time.

CCSS STANDARDS FOR LITERACY IN SOCIAL STUDIES:

Materials align to the CCSS writing standards for this grade band.

Statements of appraisal and supporting evidence:

Through a variety of formats and activities, such as student produced news articles/blogs, petitions, policy papers and scaffolds that support literacy and composition, students are tasked with creating a variety of artifacts that may be for personal reflection, school use or even public distribution. Text provides several different frameworks for analyzing and synthesizing information in order to provide support, access of materials, and differentiation across ability levels, cultures and backgrounds. Students are given opportunity to work both independently and collaboratively within each unit.

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:

Throughout the text, there are numerous historical photographs, timelines, maps and charts, videos and text styles that serve to inform and educate while at the same time enriching and building off of prior knowledge and experiences. Enrichment materials are culturally and grade appropriate. Included with each reading are definitions for applicable vocabulary terms and their use in relation to the topic. Online texts for differentiation are also presented consistently and in a manner that is straightforward to use.

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 text asks students to think about how the events of the past have influenced their own cultures and identities. Additionally, students are encouraged to see how events of the past lead to the creation of technology and policy that impact them in the present. For example, students are shown how the tensions of the Cold War advanced computer science on the global scale. They are asked to participate in project-based research to understand how segregation lead to policies such as gerrymandering and red-lining, impacting African American communities both socially and economically.

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:

The text provides material that is accessible and inclusive to all students. There is a variety of instructional materials that offers differentiated instruction as well as material that emphasizes different learning styles. For example, for English Language Learners there are lessons called English Learners Scaffold. These lessons are designed to breakdown the material to help the students.

FOCUS AREA 4 EQUITY

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

Statements of appraisal and supporting evidence:

The text provides a global outlook as opposed to a Eurocentric point of view. Sections include culturally responsive and sensitive instructional methods for discussion, written considerations and an opportunity to make inferences utilizing presented information. While studying the Reconstruction Era, students are tasked with writing from the point of view of an African American and considering how legalized segregation impacted society and how Supreme Court and other legal precedents impact present day.

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 text allows for multiple opportunities for students to engage in research to learn more about a specific topic or area. For example, students are asked to engage in research on the Enlightenment and determine how European thinking influenced the American colonies. The text provides differentiation for advanced students in "Beyond Level" activities that are listed at the beginning of each unit. Students are often encouraged to look more deeply into historical events and make connections to their influence on modern day policy.

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:

Throughout the text, materials are presented in a logical order with information to prepare for instruction, provide an overview of the topic and adding important points to take into consideration, and an opportunity to make predictions. Standards are met and are covered in a variety of formats, multiple times throughout the text, and provide opportunities to act with agency, independently and collaboratively. The TE provides instructors with various points to develop interaction with the text, including different "Skills" subheadings (such as Geography Skills, Historical Thinking Skills, and Writing Skills) to enhance student interaction and understanding.

FOCUS AREA 2 WELL-DESIGNED LESSONS:

Instructional materials take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

Teacher's Edition provides a variety of teaching methods, best practices and other academic supports to help students reach proficiency. Pacing guides are clear and organized with suggested time frames to complete each unit as well as being grade appropriate. There are numerous activities, projects and assessments to help gauge student success and retention. There are also opportunities to teach to mastery when students fail to reach proficiency and differentiation for use with ELLs and students with exceptionalities.

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 material provides teachers with multiple resources to support planning and enhance the learning process. These materials are aligned to the New Mexico Content Standards. Lessons are designed to connect the content with the standards, and each unit starts off with a list of topics that will be covered. The units each have their own "Compelling Question" that applies the learning from that unit to a real-world application where the students are required to comprehend and apply information from primary documents to making predictions. The units also provide scaffolding supports for both under and over performing 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 materials provide various types of assessment resources. These assessments include writing assessments, oral presentations, visual presentations, scoring rubrics, and traditional assessments. The assessments can be modified to fit all instruction, from ELL students, to any students with a learning modification, to a student that is gifted. The assessments can also be provided in a variety of ways, from being presented directly from the book, to being printed off, to being available online. All data can be analyzed and used by the teacher and students to enhance learning.

FOCUS AREA 5 EXTENSIVE SUPPORT:

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

Statements of appraisal and supporting evidence:

The TE gives the teacher multiple levels of differentiation for various student groups. The beginning of each chapter contains a number of lettered pages that provide scaffolding for students who are performing "Beyond Level," "Approaching Level" or are "English Learners." The supports provided give reading, writing and speaking supports, aligning with goals that would be listed in a student's educational plans. Additionally, "Beyond Level" learners are given the opportunity to engage in "Historical Thinking Extensions", which provide them the chance to predict how historical and current situations could still possibly impact the future (ie - finding a Supreme Court case and determining how it sets precedence for the future).

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

The text provides perspectives of multiple cultural and linguistic groups as it moves through the various historical events. The roles, rights and responsibilities of women are presented, as well as the presence of the LGBTQ+ community from approximately the 1800s. The text attempts to present the impact of segregationist legislation not only on African Americans, but on other traditionally marginalized groups such as Hispanic Americans, women, and Asian Americans. Further, in several of the units, the etymology of words is discussed, showing how the English language has been changed due to the influence of other cultures.

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 text makes use of a variety of cultural, religious and international perspectives when covering topics, as well as important societal information and the impact on both specific cultures and the general population. Throughout the units covered there are examinations of events, opinions and historical contributions from minority or marginalized communities. The Harlem Renaissance provides additional primary sources that focus on African American art, history and perspectives regarding changes during the Great Migration. Contributions from marginalized communities include the League of Nations and the impact that Native American governance had on the formation of the United States that we know today.

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 #: 37

Background and experience:

Reviewer 37 is an ELA department chair and adjunct professor with 20 years of experience. They are the AP coordinator in their high school as well as the advisor for the National Honor Society. Reviewer 37 holds bachelor's degrees in History/Political Science and Journalism, a master's degree in English literature, as well as various certifications. They hold a Level III license in the state of New Mexico as well as a 9-12 Social Studies license in New Jersey.

Professional summary of material:

The materials presented in this textbook are well organized, consistently formatted and provide a number of opportunities for educational growth for both developing as well as advanced students. Students are given the opportunity to work collaboratively, which allows for enhanced student growth and achievement. Demographic groups who are not normally showcased are given a voice in this text, and students are given multiple chances to see themselves and where they come from in the course of this text. The visuals are engaging and thought-provoking, and the online component assists with students who are in a distance learning situation.

Reviewer #: 38

Background and experience:

Reviewer 38 is a secondary Social Studies teacher with 16 years teaching experience from two different districts in New Mexico. In those years, they have taught NM History, U.S. History, World History, Government and Economics. Reviewer 38 also has a bachelor's degree in History as well as a master's degree in Curriculum and Instruction. They have reached a level III license in the state of New Mexico as a 9-12 Social Studies teacher.

Professional summary of material:

There are various learning methods and lessons that are provided by the book. The availability of the different learning methods allows the teacher to accommodate all students while still being able to teach the necessary material. The lessons can be designed to work independently as well as in small groups, and in some cases both. There are also opportunities to use online resources. Having the material available to use while away from school is a huge asset for the student. All of these factors allow an opportunity for a great learning experience for the student.

Reviewer #: 39

Background and experience:

Reviewer 39 is a Level II Teacher and Educational Administrator in New Mexico and has 10 years of experience in addition to being Student Senate Advisor and teaching Political Science and American Government at the collegiate level. Reviewer holds a master's degree in Public Policy and Administration.

Professional summary of material:

Throughout the majority of the text, the use of a variety of learning tools is very evident; the presentation of materials and a wide variety of associated enrichment activities are provided for use. The text is well thought out, informative and easy to use, and it is very informative from a historical standpoint. Throughout the text, learners are presented with multi-modal activities and opportunities for individual and collaborative work. The TE provides numerous tips and scaffolds for integrating and accommodating students from a variety of backgrounds while building empathy for others.