

2022 Instructional Material Summer Review Institute

**Review Team Appraisal of Title
High School World 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	World 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	9781265343316	TE ISBN	9780079023063
SW ISBN		Grade Level/Content	9-10 World 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

93%

Cultural and Linguistic Relevance Recognition - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding cultural relevance and the inclusion of a culturally responsive lens. Those materials receiving a score of 90% or above on the CLR portion of the review are recognized as culturally and linguistically relevant.

CLR Recognized



Average Score

97%

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

The nature of the geographical text provides near constant interaction with important events around the globe, through a variety of cultures and contemporary issues in the cultures that have been examined. Also included in the text is an online version of the text that has been completely translated in order to be accessible to students from different cultures and countries. The text also provides viewpoints, discussions and considerations for learners to consider while also analyzing these events from the lens of their own personal experiences and beliefs.

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:

Diversity in culture and multiple perspectives are present throughout the text as students learn about a variety of cultural and historically significant events, the contributions of different groups, and the issues that were faced by a variety of different groups including minorities, religions, ethnicities and cultural groups. The TE also provides information for leading discussion, the use of guiding questions and the necessity of cultural sensitivity and diversity in the classroom.

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

Average Score

91%

OVERALL ALIGNMENT:

Materials align with the World History AND Geography standards overall.

Statements of appraisal and supporting evidence:

Overall, the materials align with the standards. Students are encouraged to think critically about seminal events in world history, such as the rise of Imperialism and the impact of globalization. Students are given opportunities to express themselves in both written and creative formats (ie art, blog, video) to demonstrate their mastery of each unit. Students are able to use maps to track the rise and fall of civilizations throughout history, as well as see how borders change following conflict. Students learn how geography affects a region's ability to maintain a civilization due to an abundance or lack of resources, and how conflicts might develop over the need to control those resources.

A. CIVICS

Materials align to the civics standards for World History.

Statements of appraisal and supporting evidence:

Students are encouraged to understand what it means to be an active participant within their local and global communities. They are given several instances where they are asked to understand the importance of democracy and the impact of there being a fair vote given to each person within a community. Students are given an outline of civic duties and why it is important for all members of a society to be active participants. The TE provides deep dive activities to model these points. Students are taught how to communicate with those who are in positions of power on the local, state and federal levels, and they are introduced to civic philosophies on a global scale (ie Confucianism) as opposed to being taught solely American and Eurocentric viewpoints.

B. ECONOMICS

Materials align to the economics standards for World History.

Statements of appraisal and supporting evidence:

Students are taught to see the world as a global community and that no single country exists in a vacuum. For example, students are given the opportunity to assess the impact of the Great Depression not only in the United States, but how the events in the US also influenced the rest of the world (ie - how the Great Depression had an impact on Mexico and Mexican Americans). Students are introduced to systems such as the International Monetary fund and the United Nations, and are shown how political policy influences economic outcomes.

C. GEOGRAPHY

Materials align to the geography standards for World History.

Statements of appraisal and supporting evidence:

Students are taught how to use maps for a variety of purposes. They are taught how to trace the trajectory of trade, religious diffusion, and population over time. They are also taught how to compare maps from various time periods to see how geopolitical borders change after a global event. Students are asked to use maps to understand the distribution of resources and sustainability over time. They are also taught how to understand the topography of maps and how the actual landscape of a particular region can influence the growth or demise of a culture.

D. HISTORY

Materials align to the history standards for World History.

Statements of appraisal and supporting evidence:

The materials in the text are in alignment with the standards for World History. The objectives and skills learned at the beginning of every lesson detail the content and standards that will be addressed for that lesson. They are clear and easy to understand for teachers and students.

E. ETHNIC, CULTURAL, AND IDENTITY STANDARDS

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

Statements of appraisal and supporting evidence:

The materials align to the ethnic, cultural, and identity standards for World History by presenting diverse perspectives and encouraging having views of understanding and respect. Exercises such as building background knowledge, rich discussion, and knowledge building provide an opportunity for students to view the material from a different perspective.

F. INQUIRY**Materials align to the inquiry standards for World History.***Statements of appraisal and supporting evidence:*

The material provides many lessons and activities that address inquiry standards. Many lessons design questions that spark and address inquiry. The lessons integrate content and skills into activities that allow students to think critically and spark curiosity in the topic. An example of this would be having students read a primary source about language and analyzing the impact it had on the development of a culture.

A. HIGH SCHOOL GEOGRAPHY**Materials align to the standards for Geography.***Statements of appraisal and supporting evidence:*

The reading is supplemented with a variety of charts, graphs, photographs and different forms of maps to supplement instruction and provide data for learners. Topics covered include the creation, use and purpose of maps, tools and information included on maps, and synthesizing data from maps.

B. INQUIRY**Materials align to the inquiry standards for Geography.***Statements of appraisal and supporting evidence:*

Text provides numerous definitive and overarching questions designed to stimulate thought, encourage empathy and maintain interest throughout the topics. Also provided are numerous activities that focus on creating new questions based off of data sets and information, analyzing data to gather information and insight, and utilizing personal experiences to connect with lessons and topics, understanding multiple points of view, and building empathy.

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:*

The text utilizes a variety of traditional and enhanced lessons that provide learners from a variety of backgrounds support and equity throughout the learning process. Lessons include breaking students into groups in order to brainstorm phrases and important vocabulary terms prior to writing a narrative and prior to partnered revision and correction. The TE also provides numerous strategies consistently throughout the topics in order to facilitate maximum involvement, retention and achievement. There are also online activities and resources that may be altered to fit into different lexile levels and support the use of adaptive technology.

CCSS STANDARDS FOR LITERACY IN SOCIAL STUDIES:**Materials align to the CCSS writing standards for this grade band.***Statements of appraisal and supporting evidence:*

Throughout the text, there are activities that focus on a variety of writing styles and tones (argumentative, informative and speculative) that examine various geographic, historic and societal issues. When used in conjunction with the TE, opportunities are provided to further engage with the material, as well as guide the revision process, and provide scaffolds, differentiation and supports for ELLs to fully experience the material.

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:

The materials present a variety of different images and multimedia to engage students in interacting with the materials. Students are asked to speculate how the artwork of a particular region relates its technological advancement, or how a work of literature is reflective of the time period in which it was written (*Heart of Darkness*), and how the advent of global technologies has changed the ways in which we communicate and collaborate. Students are also introduced to non-European works of literature, such as the *Bhagavad Gita*, introducing them to global literature.

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:

There are numerous strategies used to help develop skills that students need to have to understand the Social Studies content. The strategies include writing skills (journal writing), inquiry questions (development of questions over WWI), historical thinking skills (comparing communism to democracy), and making connections (between art and media during the early 20th century). The students have opportunities to work independently, in pairs and in both small and large groups. These methods develop critical skills that will enhance the learning process.

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:

Each unit in the TE begins with a chart outlining differentiation that teachers can use with students of various levels of academic success. This includes students who are above level as well as those who are struggling. The TE provides for Spanish-speaking students with vocabulary and writing supports. Multiple instructional strategies are also included in the TE, including how to incorporate a flipped classroom and how to work with students with orthopedic impairment.

FOCUS AREA 4 EQUITY

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

Statements of appraisal and supporting evidence:

Throughout the text there are opportunities to engage learners in the process of building empathy, analyzing different perspectives, and considering bias in the information that is presented. Topics cover points of view and integration of all segments of society, such as differing religious and cultural groups, different ethnic populations, those impacted by forced resettlement, and factors influencing the disabled and the LGBTQ+ community. Students are tasked with examining and interpreting their own experiences as well as their approach and feelings on a wide range of topics.

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 TE of the text is filled extensively with information on differentiation and modifications for diverse populations. Strategies include activities that integrate a variety of disciplines (reading, writing, psychology), utilizing traditional learning methods and the use of technology to support learners. Also provided are rubrics, pre and post lesson assessments, non homogeneous grouping strategies, facilitating classroom discussion and social emotional learning.

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

95%

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:

Both the student and teacher texts are formatted in such a way that users will be familiar with the expectations, formatting and layout once they have completed the first chapter. Units begin with learning objectives, which are reinforced throughout the unit. Learners are given a "Compelling Question" to answer as they move through the materials, and are given the opportunity to have their learning assessed both summatively and formatively. While standards are not explicitly stated on each learning activity, they are all addressed at some point throughout the reading.

FOCUS AREA 2 WELL-DESIGNED LESSONS:

Instructional materials take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

Each unit is presented with a pacing guide and opportunities for differentiation. Vocabulary is presented in bold throughout lessons, with definitions provided as footnotes on the page in which the term appears. Additionally, students are shown how the roots of words can be applied to new vocabulary, expanding their ability to assess new words in context. The learning objectives are clearly expressed, and the various project-based assessments allow students to express their mastery. While the writing tasks are relevant, there is no rubric provided to assist with scoring.

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 text provides additional digital supports for teachers regarding their assessment of the materials. The TE provides teachers with several annotations with suggestions for further research and development. Additionally, several of the projects require students to engage in outside research to prove an argument or to engage effectively in classroom debate. Resources include articles and other text, art, music, medical research and a mapped out scope and sequence.

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 material provides numerous ways to assess the progress of the students. There are strategies to assess daily lessons such as writing exercises, oral presentations, and visual presentations. There are resources available to create topic assessments. Assessments, quizzes, and tests can be provided to the students as hard copies or assigned online through the textbook. Assessments can be customized to address accommodations for specific focused content.

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 materials available for all students offer many opportunities for learning. The material encourages students to be self reflective and learn from a different perspective. The text and the resources are available online for use both at school and at home. There is support for academic achievement through the use of strategies such as scaffolding and differentiated instruction as well as social and emotional support. The material also promotes awareness. Students are encouraged to take action and be civically minded.

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

The nature of the geographical text provides near constant interaction with important events around the globe, through a variety of cultures and contemporary issues in the cultures that have been examined. Also included in the text is an online version of the text that has been completely translated in order to be accessible to students from different cultures and countries. The text also provides viewpoints, discussions and considerations for learners to consider while also analyzing these events from the lens of their own personal experiences and beliefs.

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:

Diversity in culture and multiple perspectives are present throughout the text as students learn about a variety of cultural and historically significant events, the contributions of different groups, and the issues that were faced by a variety of different groups including minorities, religions, ethnicities and cultural groups. The TE also provides information for leading discussion, the use of guiding questions and the necessity of cultural sensitivity and diversity in the classroom.

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:

Overall, the material is engaging and of high interest to high school students. Learners are encouraged to see how they are not alone in the world, and how the actions of one country can have a direct impact on the rest of the world. The digital resources are easy to navigate and assist students in gaining a deeper understanding of the content. The content is mostly balanced, avoiding instances of stereotyping and presenting perspectives from non-American and -European points of view. Students are allowed to collaborate on several different topics and debate their findings with their peers. Visual aids are easy to comprehend and the annotations in the TE allow for additional background information to be imparted to learners.

Reviewer #: 38

Background and experience:

Reviewer 38 has 16 years of teaching experience in two different school districts. Reviewer 38 has taught all social studies subjects, which include NM History, US History, World History, Government, and Economics. Reviewer 38 has a bachelor's degree in History and has a master's degree in Curriculum and Instruction. Review 38 is a level III teacher and has a 9-12 Social Studies license.

Professional summary of material:

The material is highly engaging and connects topics from lesson to lesson. The material transitions from topic to topic seamlessly and presents different perspectives of culture, gender, and time. The activities in the TE vary from having the students work independently, to partner collaboration, to small and large groups. The TE activities assess students with different strategies, such as developing presentations to doing research over a topic to give a presentation to the class. The use of resources such as maps, artwork, primary and secondary sources, charts, and other visual aids are plentiful and support student learning. The multiple ways students can access the material is also a valuable tool. Being able to use the hard copy textbook and resources as well as having the book and lessons online promotes student success.

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:

The text is very logically arranged; provides numerous activities for students in order to inform, enrich and assess; and includes numerous cultures, ethnicities and religious groups. The use of a variety of maps, charts and other visual aids enhance the accessibility and user friendly nature of the text. There is an abundance of information that many would consider to be common knowledge, but is essential in order to provide a well balanced approach. The different activities provide for the creation of a variety of artifacts through individual and collaborative settings.