

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 Project - Student Site	Publisher	OER Project
SE ISBN	OER	TE ISBN	OER
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

95%

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

90%

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 represent a wide variety of cultural and linguistic perspectives throughout the main text and articles, but also in the primary sources, videos, graphic biographies, interviews, and perspectives through which students are prompted to evaluate historical concepts, trends and actions. The "Slave Trade through a Ghanaian Lens" activity explicitly utilizes the term "enslaved persons" as opposed to "slaves"; this attention to language and detail is consistent throughout materials. The extensive use of charts, graphs and maps encourages interdisciplinary connections with geography and math, and the consistent reference to scientific thinkers and innovations bolsters cross-disciplinary learning.

FOCUS AREA 7 INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS:

Instructional materials highlight diversity in culture and language through multiple perspectives.

Statements of appraisal and supporting evidence:

Instructional materials strongly highlight diversity in culture and language through multiple identities and perspectives as found in primary sources, graphic biographies, etc. Standards about identity that are New Mexico specific are not fully incorporated into the OER materials, but opportunities for students to reflect on their communities and specifically connect their lives and culture in a global setting are encouraged.

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

Average Score

98%

OVERALL ALIGNMENT:

Materials align with the World History AND Geography standards overall.

Statements of appraisal and supporting evidence:

Materials align with the World History and Geography standards overall as seen in the numerous charts and mapping projects, the complex text, and the research and writing projects. The graphic biographies add a lot of information for the students to make connections with World History events. OER's "Continuity and Change Over Time" (CCOT) approach to historical analysis, utilization of community, production and distribution, and network frames provide a scaffolded approach to rigorous content acquisition.

A. CIVICS

Materials align to the civics standards for World History.

Statements of appraisal and supporting evidence:

Materials align to the civics standards for World History by making connections through student active planning projects to improve social and environmental issues within their communities, nationally, and globally. The OER "Project X" makes strong connections with civic standards.

B. ECONOMICS

Materials align to the economics standards for World History.

Statements of appraisal and supporting evidence:

Materials align to the economic standards for World History by tracing economic impacts that affect social problems. Materials go in depth on global trade routes, industrialization, and transoceanic contacts. OER makes strong connections to the impacts from war to war and allows students to make strong decisions as to the repercussions of various wars.

C. GEOGRAPHY

Materials align to the geography standards for World History.

Statements of appraisal and supporting evidence:

Materials align to the geography standards for World History by reviewing events that change regionally, by place, and by environment, and how it affects people over time. The consistent use of compare/contrast charts and maps enhances student learning through active participation. Students analyze topics such as The Black Death and Industrialization to better understand the impacts and movements of populations.

D. HISTORY

Materials align to the history standards for World History.

Statements of appraisal and supporting evidence:

Materials align to the history standards for World History through consistent reference to historical events that had World History impacts. The Great Depression, the Decolonization of Africa, and the Women's Suffrage movement studies show the impact of historical events.

E. ETHNIC, CULTURAL, AND IDENTITY STANDARDS

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

Statements of appraisal and supporting evidence:

Materials strongly align to the ethnic, cultural, and identity standards for World History. Numerous references to ethnicities, cultures and identities are seen throughout all of the informational text and videos, such as Slave Trade through a Ghanaian lens, Indigenous tracing of identity, and graphic biographies.

F. INQUIRY

Materials align to the inquiry standards for World History.

Statements of appraisal and supporting evidence:

Materials align to the inquiry standards for geography by giving the students numerous opportunities to increase inquiry skills through text-dependent and text-specific questions. The consistent reference to maps and charts throughout the materials allows students to make connections to areas that they would not normally be able to understand while tracing historical events. OER has a focus on creating claims and counter-claims.

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

Materials align to the standards for geography by analyzing location, place, and community within each lesson and unit. The use of charts and maps aid the student in understanding the overall movement of human population and regional effects of major historical events. The different types of maps and their uses are expanded upon numerous times to allow for students to look at changes in a unique manner.

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

Materials do align to the inquiry standards for geography by giving the students numerous opportunities to increase inquiry skills through text-dependent and text-specific questions. The writing projects consistently review the inquiry standards by having the students look at the analysis of their writing and using self-editing. OER has a focus on creating claims and counter-claims.

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:*

Materials align to the CCSS reading standards for informational text by complex text being offered at high lexile levels. The historical documents and informational text allow numerous opportunities for students to compare/contrast text throughout time periods and examine causation. There are multiple opportunities for identifying and using relevant evidence through a variety of activities, such as discussion and DBQs. The texts offered are grade appropriate throughout the materials.

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

Materials align to the CCSS writing standards by the OER "Project X" writing requirements. "Project X" requires students to choose a topic related to a global issue, plan, and conduct research that culminate in planning civic action. This can also be seen in the end assessment of each unit with the "Document Based Question" response writing comprised of 5-6 paragraphs. The writing rubrics and review of grammar skills and style remind students of formal writing requirements. The "Score Assistant" is an online assessment tool that aids the teacher in scoring major projects. The expectations of writing in a Social Studies context are highly emphasized.

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

100%

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. This can be seen in the numerous videos, some interactive website activities, comparative complex texts, charts, a variety of high quality maps, images, and the inclusion of literature. The graphic biographies offer a real life realization for students to connect with the events of the time periods.

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 as seen through the inquiry standards. The skills are consistently referenced in all of the units and lessons as well as the "Project X" and writing assessments. The consistent connection to the context of relationships presented allows all students to better understand social studies content. Skill instruction is part of every activity within the materials as assessed through "Document Based Question" (DBQ) and "Longer Essay Question" (LEQ) writing activities. There is a focus on interconnectedness and up to date activities and references to current events and scholarly sources.

FOCUS AREA 3 ACCESSIBILITY:

Instructional materials provide differentiation for multiple learning styles, students with exceptionalities, English Language Learners (ELLs), and cultural differences.

Statements of appraisal and supporting evidence:

Instructional materials provide differentiation for multiple learning styles, students with exceptionalities, English Language Learners and cultural differences. This can be seen in the differentiation areas of the instructional materials through lexile modification, audio accessibility, article tile, and in the consistent cultural reflections that students are asked to do in writing assignments within the lessons and units.

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. The texts offer multi-perspectives of every aspect of each lesson and unit, allowing students to get a total picture of events through different cultural lenses. Women's Suffrage included Asian and Indigenous perspectives throughout several regions of the world. The interviews, graphic biographies, and presenters allow students of multicultural identities to make real-life connections.

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 include resources for research-based instructional strategies and advanced social studies concepts. Students are allowed a lot of choice in their research projects to advance their interests in social studies concepts as they see them affecting their own environments, as evidenced by OER's "Who I Am" project and "Product Tracing" activity, and "Project X" summative research project. Materials balance student engagement with critical reading and analytical skills needed by historians.

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

90%

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. Students make connections between historical events, their impacts, and comparisons with current real life situations and consequences. Numerous texts expand upon the experiences of Indigenous people in New Mexico but are not all inclusive. Materials and concepts covered demand a level of maturity commensurate with college readiness, supported through release of scaffolding.

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, seen in the lesson objectives, overview, pacing guide, and scope and sequence materials. The lesson plans are consistent throughout all of the units. The frames of community and network help students make real life connections to current events. "Big History" questions bridge units for better student comprehension.

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:

Instructional materials provide teacher resources to support planning, learning, and understanding of the New Mexico Content Standards. This can be seen in the New Mexico World History Standards Alignment document. The New Mexico standards are not directly linked in the lessons. Lessons and activities provide teachers with a "Preparation, Purpose, and Process" narrative to guide student learning and comprehension.

FOCUS AREA 4 ASSESSMENT:

Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.

Statements of appraisal and supporting evidence:

Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards. The Scoring Assistant, Document Based Questions (DBQ), and Long Essay Questions (LEQ) are assessment tools as well as the quizzes at the end of each lesson. Numerous other resources are offered to the students and the teachers with real time formative assessment. Progress monitoring is a resource available to the students to make connections to the standards. There are alternative assessments offered for teacher use as needed.

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 most students extensive opportunities and support to explore key concepts through various activities within the lessons as well as review questions at the end of each lesson. The differentiation area offers some suggestions for students to receive accommodations or modifications built into the system, such as modified lexile, Spanish materials, and audio connections. There is no connections within the lessons to aid students as a teacher is progressing throughout a lesson. ELL supports are minimal outside of lexile modification and audio availability.

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 represent a wide variety of cultural and linguistic perspectives throughout the main text and articles, but also in the primary sources, videos, graphic biographies, interviews, and perspectives through which students are prompted to evaluate historical concepts, trends and actions. The "Slave Trade through a Ghanaian Lens" activity explicitly utilizes the term "enslaved persons" as opposed to "slaves"; this attention to language and detail is consistent throughout materials. The extensive use of charts, graphs and maps encourages interdisciplinary connections with geography and math, and the consistent reference to scientific thinkers and innovations bolsters cross-disciplinary learning.

FOCUS AREA 7 INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS:

Instructional materials highlight diversity in culture and language through multiple perspectives.

Statements of appraisal and supporting evidence:

Instructional materials strongly highlight diversity in culture and language through multiple identities and perspectives as found in primary sources, graphic biographies, etc. Standards about identity that are New Mexico specific are not fully incorporated into the OER materials, but opportunities for students to reflect on their communities and specifically connect their lives and culture in a global setting are encouraged.

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 #: 43

Background and experience:

PhD Curriculum, Instruction & Assessment; ME Curriculum, Instruction, & Assessment; BA English Secondary Teaching. I teach AP Language & Composition, English Enrichment, English I-IV; College Success Class as dual credit class; Special Education Specialist; Level III Teacher - 15 years. Participated in the writing of the NMPED Social Studies Standards and Instructional Scope.

Professional summary of material:

The OER Project is highly recommended for New Mexico teachers and districts. It is a very comprehensive program that gives teachers a new perspective of teaching World History. It is interactive, has historical time frame tracing, and is rich in complex text. It offers a variety of assessments and progress monitoring to address all students' needs. This text has many multicultural perspectives to aid students in making real life decisions and reflections on their own cultures and how they can connect with their communities to be active civic members contributing to improving their local, national, regional, and global communities. ELL, gifted, advanced, and special needs accommodations and modifications are addressed within this material. Although only available online, all materials are offered in PDF form.

Reviewer #: 44

Background and experience:

I hold an MA in Language, Literacy and Sociocultural Studies and a BA in English Secondary Teaching with minors in history and Spanish. I am a Level III teacher with endorsements in Social Studies, English and TESOL and have taught NM History, World History, US History, Government, Economics and Law at the high school level for the past 14 years. I have also participated in the NM Instructional Scope for Social Studies.

Professional summary of material:

I recommend these materials for use in the state of New Mexico. The OER World History Project materials are online only and are easy to navigate. Planning and pacing guides are logical and the text includes a multitude of diverse resources as well as a very broad representation of cultures and ethnicities from around the world, and multiple viewpoints on historical issues. Reading materials are complex and diverse, but strategies are included for teachers that help support all learners. Language objectives are addressed throughout a variety of activities and student learning is addressed at all levels of Bloom's Taxonomy. "Project X" research projects at the end of each unit allow students to address local, regional and global issues through research and planning of civic action. Open-ended discussion questions and several different activities and projects, such as "Who I am...", provide space for student voice and cultural values. Content specific to New Mexico state is not present, but activities and open-ended questions allow students to investigate global issues in relation to New Mexico.

Reviewer #: 45

Background and experience:

MA degree in History, BA degree in history. Level II Teacher with seven years of experience, five of which have been in an Early College High School setting. Endorsed 7 - 12 Social Studies with experience teaching every social studies subject for those grade levels. Gifted and talented endorsement. Experience teaching university history courses as adjunct.

Professional summary of material:

I strongly recommend the adoption of the OER World History Project materials for use in New Mexico Schools. OER materials are remarkable for their cultural and linguistically responsive content and historical perspectives included. OER materials integrate high quality images, maps, videos, and primary source visuals (cartoons, paintings) that naturally hook readers and will appeal to learners of multiple modalities. The lexile level of articles and texts can be modified for accessibility or challenge, and all videos come with transcripts and closed captioning. The "Big History" materials are available with greater Spanish resources and translated materials. OER, due to its online-only delivery of content, is exceedingly up to date and regularly revised. The materials seek to engage high school readers through appealing narrative and description of historical events (see *Graphic Biographies*), while maintaining the rigor and attention-to-detail needed for historical inquiry. Continuity and change, historical lenses and perspectives, and causation dominate OER's approach to historical inquiry and content acquisition.