

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	myWorld Interactive American History - Student Edition with Digital Courseware (6-year Student License)	Publisher	Savvas Learning Company LLC
SE ISBN	9780328986095	TE ISBN	9780328960231
SW ISBN		Grade Level/Content	8th Grade Social Studies

Core Instructional Material Designation (Core Instructional Material is the comprehensive print or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.)

Recommended
(90% and above)

Recommended with
Reservations (80-89%)

Not Recommended and
Not Adopted
(below 80%)

Total Score - The final score for the materials is averaged between the team of reviewers.

Average Score

87%

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

88%

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

The materials reflect a diversity of cultures through primary sources and images. The Teacher's Edition includes a section on the culturally responsive classroom with strategies, steps, and resources to support materials to help build and promote a culturally sensitive classroom. However, the informational text does not include a variety of cultural and linguistic perspectives from the point of view of these diverse subjects. Indigenous peoples, for example, are presented through images and primary source speeches, but are not situated in an analysis of their contemporary impact or contributions, nor are their perspectives or belief systems analyzed. Additionally, the Student Edition lacks in providing opportunities for students to make real-life connections to diverse historical experiences.

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 material provides students an opportunity to express themselves by sharing their personal backgrounds and cultures, as well as hearing their voice and honoring multiple viewpoints. The information in the materials highlights diversity in different ways, such as passages, images, and quotes, but students are not asked to analyze these sources or historical events through the lens or perspective of the cultures being represented. The broad range of resources, including the primary and secondary sources, provide information and multiple perspectives about various countries, cultures, and ethnicities around the world.

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

Average Score

83%

OVERALL ALIGNMENT:

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

Statements of appraisal and supporting evidence:

Overall, the materials successfully meet or partially meet a majority of the reading and writing standards. The materials provide students the opportunity to hold class discussions, research information, and to answer orally and with written responses on grade level social studies topics, but do not address the content area standards sufficiently in order to be designated a high quality material. Specific areas that lack fulfillment are Civics, History, and Ethnic, Cultural and Identity Standards.

A. CIVICS

Materials align to the civics standards for this grade level.

Statements of appraisal and supporting evidence:

The material is successful at helping students to understand fundamentals of civic and political institutions such as the Bill of Rights. However, it misses out on opportunities to orient these topics in a future focused manner that encourages civic action and critical thinking as reflected in the standards. The text does not meet the standards that require students to understand the cause and effect of ideologies and their systemic impacts. It also does not fulfill standards asking for students to critique responses of citizens and to make connections between the past, the present, and the future.

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 material is successful at discussing the economic specializations and differences between the 13 Colonies. However, it lacks materials that require students to understand personal financial risk and the importance of investing at a young age. It also does not elicit creative expression or understanding of economic theories.

C. GEOGRAPHY

Materials align to the geography standards for this grade level.

Statements of appraisal and supporting evidence:

The material is successful at identifying how historic events and demographics are shaped by geography. There are interactive maps embedded in the teachers' and students' editions so that students interpret, compare/contrast, and explore maps. While in the interactive maps, students may go on a gallery walk to examine artifacts and primary sources, analyze data, and explore key historical sites and objects in 3D. However, the material lacks in asking students to synthesize, compare and contrast, and understand the significance of push and pull factors of migration. It does not fully meet standards that require students to critique the ideas and belief systems related to land and resource use among different groups. It is also limited in materials to support understanding effects of geographical exploration.

D. HISTORY

Materials align to the history standards for this grade level.

Statements of appraisal and supporting evidence:

The material is successful at asking students to identify and consider ideas, arguments, and demographics. The materials offer opportunities for students to engage in direct interaction with the content by connecting, investigating, synthesizing, and demonstrating their understanding. The Student Edition begins with several pages where students explore the guiding questions found in the College, Career, and Civic Live (C3) framework for social studies standards. Each topic begins with a listing of digital resources as well as the topic Essential Question. The students engage in the topic content and are provided a map, timeline and biographies to explore who, what, where, and when. The material lacks rigor in analyzing the impacts and results of historical events through multiple interpretations and perspectives to avoid historical linearity and inevitability.

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:

The myWorld enhances the culturally responsive classroom, as it includes many materials in both the Teacher's and Student's Editions to help build a culturally sensitive classroom, promoting a school culture of acceptance and respect. The material is successful at presenting information related to cultural adaptations of enslaved peoples, women, and immigrant groups. However, it does not fulfill many of the standards in this area due to a lack of describing the formation, assimilation, and impacts on diverse identity groups in America. It also lacks in meeting standards that require making contemporary connections and recognizing cultural, social and political contributions of diverse groups to today's world.

F. INQUIRY

Materials align to the inquiry standards for this grade level.

Statements of appraisal and supporting evidence:

The material gives students the opportunity to generate questions, use an active journal to take notes, and utilize credible sources. The Quest Inquiry Activity takes place over the course of an entire topic. Students are presented with compelling questions or problems, and throughout the chapter they conduct research, read text, analyze primary and secondary sources, and answer the questions to the problem. Their understanding of the problem is through a final project, essay, discussion, presentation, or informed action activity. The material does not identify facets of personal identity in determining how students present themselves to the world as a person belonging to an identity group. Additionally, materials do not encourage them to brainstorm how to address negative perceptions. It also lacks an opportunity to take age-appropriate action to address problems and move towards mending, healing, and transforming the future.

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:

The material includes a broad range of social studies content that strengthens and supports reading, writing, speaking and listening skills. The material is successful at helping students determine the meaning of vocabulary and distinguishing between content and academic vocabulary. It also is successful at guiding students in identifying point of view and purpose within primary sources and identifying facts and opinions. However, there is a lack of detailing the differences between primary and secondary sources and analyzing the relationship between them.

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:

The material provides opportunities to support the writing standards, including a systematic approach to the writing process. It includes scaffolding for English Language Learners, struggling writers, and advanced writers. Research papers are encouraged to support analyses with evidence. The material is successful at helping students plan, organize, and develop short and extended written responses. It also gives students the opportunity to use digital tools to support, produce, and publish their writing. Students are elicited to write in different genres associated with the topic at hand. Areas that do not meet the standards include lack of guidance on how to use domain-specific vocabulary to explain the topic at hand and support from peers and adults in the planning, revising, editing, and rewriting process.

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

89%

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 material provides a variety of texts, visuals, and multimedia content. Materials that are presented include explanatory text, historical maps, and multimedia for differentiated instruction. Charts, maps, and diverse images are interspersed. A variety of perspectives are presented in the texts, making the materials approachable. Students are asked to use and develop multimedia sources to demonstrate their understanding of English settlement in America.

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 material provides activities and tasks that help students understand the crucial skills of Social Studies, such as analyzing credible sources, understanding interpretations/complex topics, and participating in civil discourse. However, the materials do not provide specific strategies that would help students develop these skills. Students are asked to cite from scholarly sources but are not given strategies to complete these tasks.

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 materials provide strategies for English Language Learners, multiple learning styles, and students with exceptionalities to include below level, intermediate, and advanced levels. The materials support opportunities for culturally responsive connections to self and communities, incorporating social and emotional skills. The Teacher Edition includes strategies and skills to support the "Culturally Responsive Classroom." It provides teachers with extra content and background knowledge to share and suggests activities for differentiation. However, in many cases, teachers are guided to pair ELLs with other students but are not given more specific strategies for scaffolding. Multiple learning styles are addressed in the Student Edition through the variety of print and digital materials offered; the Student Edition does not reflect as much support for differentiation as does the Teacher Edition.

FOCUS AREA 4 EQUITY

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

Statements of appraisal and supporting evidence:

The materials provide a variety of historical stories representing women, immigrants, African Americans, and Indigenous Peoples through images and primary sources. Native and immigrant voices are given special consideration and quality research time on assigned tasks. The materials take risks with images presented in a way that encourages equitable representation. However, the representation of perspectives is not equitable, as Eurocentric perspectives dominate the informational text and analysis of historical events.

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 includes ideas and resources for research-based instructional strategies including differentiation, teaching the writing process and information about culturally responsive teaching. The table of contents, digital resources, listed special features, planning chart, culturally responsive and ELA supports, glossary and index all offer easy-to-access and supportive teacher resources. It suggests advanced social studies concepts such as the utilization of technology and multimedia sources, but it lacks in including other advanced concepts such as critique, problem solving and higher level critical thinking.

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

92%

FOCUS AREA 1 COHERENCE:

Instructional materials are coherent and consistent with the New Mexico Content Standards that all students should study in order to be college- and career-ready.

Statements of appraisal and supporting evidence:

The instructional materials provided are consistent and include skills all students should study in order to be college and career ready. For example, the material includes necessary skills such as reflection, revision, and participation in civil discourse. The material is grade level appropriate with grade level standards structured throughout the materials to adequately support and prepare students for college and career readiness.

FOCUS AREA 2 WELL-DESIGNED LESSONS:

Instructional materials take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

Both Teacher and Student Editions feature consistent visual designs that support student engagement. Teacher Edition material provides a lesson structure pacing guide for sections and assignments within the topics. The materials for students include core content lessons, skill lessons, and primary/secondary source features. There is an active journal for completing the "Quest" inquiry/activity strand and supports for close reading and vocabulary practice. However, the Teacher's Edition does not include a scope or pacing guide for skills and objectives that students will achieve throughout the lessons and the Student Edition does not include objectives or standards.

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 instructional materials provided in the Teacher Edition include resources to support planning, learning, and understanding of the standards. The Teacher Edition contains resources to help differentiate and integrate opportunities for digital learning. The materials are flexible and customizable for teachers to support their planning, and offer many opportunities to deepen the students' learning and understanding of social studies standards and literacy skills. Additionally, there are resources to support students in analyzing primary sources.

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:

There are a variety of formative assessment options that ask students to practice skills at different depths of knowledge. The assessments are available in the textbooks or by digital option. These include digital activities such as graphic organizers, lesson checks with varied level questioning, and summative assessments including quizzes, quest activities, and writing prompts found in topic review and assessment sections at the end of each topic. There are self evaluation rubrics and peer review rubrics available. However, cited material of assessments do not appear to include alignment with objectives or standards.

FOCUS AREA 5 EXTENSIVE SUPPORT:

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

Statements of appraisal and supporting evidence:

This material is successful in providing suggestions for teachers to differentiate and help students explore key concepts in Social Studies. However, it lacks appropriate linguistic support for ELLs and extensive opportunities for all students that encourage and support creative thinking.

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

The materials reflect a diversity of cultures through primary sources and images. The Teacher's Edition includes a section on the culturally responsive classroom with strategies, steps, and resources to support materials to help build and promote a culturally sensitive classroom. However, the informational text does not include a variety of cultural and linguistic perspectives from the point of view of these diverse subjects. Indigenous peoples, for example, are presented through images and primary source speeches, but are not situated in an analysis of their contemporary impact or contributions, nor are their perspectives or belief systems analyzed. Additionally, the Student Edition lacks in providing opportunities for students to make real-life connections to diverse historical experiences.

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 material provides students an opportunity to express themselves by sharing their personal backgrounds and cultures, as well as hearing their voice and honoring multiple viewpoints. The information in the materials highlights diversity in different ways, such as passages, images, and quotes, but students are not asked to analyze these sources or historical events through the lens or perspective of the cultures being represented. The broad range of resources, including the primary and secondary sources, provide information and multiple perspectives about various countries, cultures, and ethnicities around the world.

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 #: 7

Background and experience:

I have a BA in Global Studies from the college of William and Mary, an MA in Latin American Studies from the University of New Mexico, secondary license with endorsements in Social Studies, Visual Arts, Modern Languages Spanish, Bilingual Education, and TESOL. I have worked for 6 years as a middle school teacher and have taught Bilingual Social Studies, Art, and SS Inclusion. I teach underrepresented students with a variety of academic abilities and diverse cultural and linguistic backgrounds. I have experience with writing and revising state standards as well as with developing curriculum scope and sequence.

Professional summary of material:

I found this material to be successful in providing engaging primary sources, images, digital materials and a vast scope of US history. However, the student material does not meet many of the standards due to lacking in areas where students can connect history to the present and to their own lives. It is outdated in its terminology of "Indians", and though it presents information on culturally responsive teaching in the Teacher's Edition, the Student Edition does not reflect that through its text, assessments, nor in its multimedia elements. There are a variety of diverse primary sources that represent multicultural people but the actual informational text of the book does not reflect nor provide an analysis of their perspectives or importance due to its emphasis and focus on euro-centric perception of events. An example of this is that it mentions the Haudenosaunee Confederacy (misnamed as Iroquois) but makes no reference to its influence on the US government and instead cites Romans and House of Burgesses as precedents for US democracy. The Teacher's Edition provides tips for differentiation but lacks in providing specific strategies. The Student Edition does not align topics (chapters) with objectives or standards, and does not support scaffolding, differentiation, or give enough opportunities for authentic student collaboration. The materials miss the opportunity to make relevant future-oriented connections to historical events in order to help students understand systemic issues such as oppression and racism. There are a few other areas of success, including the "Quest" assignments, note taking "Active Journals" and the inclusion of interactive maps, but overall I believe New Mexico students would not be well served with this material as they require material that provides opportunities for critical thinking through updated, socially aware, culturally diverse, and relevant materials and unfortunately this publication does not meet those needs.

Reviewer #: 9

Background and experience:

I have a BA in Education from the University of New Mexico, with secondary endorsements of Social Studies, Health, and TESOL. I am midway through my journey of becoming a National Board Certified Teacher. I have worked 7 years at the Middle School level, teaching American History, NM History, Health, and AVID. I have had the opportunity to teach students from all around our city ranging from different cultures, languages, socioeconomic status, and academic abilities.

Professional summary of material:

Although there are many activities and resources in these materials that support historical thinking and writing skills, there is a lack of rigorous information and activities that provide students with the tools to think critically, celebrate diversity, and encourage creative expression. The material does not meet the standards due to its lack of connecting history to the present and to students' identities. The text repeatedly refers to Indigenous Peoples as "Indians", which is outdated and often offensive. The material does include a variety of primary and secondary sources that represent a variety of cultures, but it does not provide students the opportunities to deeply analyze their perspectives, as much of the material contains Eurocentric points of view. There are many missed opportunities to add why different people may have different perspectives of the same historical event and why multiple interpretations should be considered to avoid historical linearity and inevitability. As an example, when speaking about the Nativists and their views on immigrants, there is not a perspective from the immigrants' experiences of discrimination in America. There is very little focus on addressing bias and identifying facets of personal identity to present themselves to the world as a person belonging to an identity group and brainstorming how to address negative perceptions. The material does not meet our standards of being future-oriented and does not make connections on how learning history can help students understand the systemic issues of today, like racism and oppression. Although there are great activities in the materials that support historical thinking and writing skills, there is a lack of rigorous information and activities that provide students with the tools to think critically, celebrate diversity, and encourage creative expression.

Reviewer #: 16

Background and experience:

I have been teaching for 21 years in New Mexico and have taught Kindergarten and 5th - 8th grades. My experience includes teaching 6th grade science, 6th - 7th history, 6th - 8th grade ELA, a 5th grade reading interventionist and an all content teacher for 5th, 6th and 8th grades. I hold a Bachelor's degree in Elementary Education and a Master's degree in Curriculum and Instruction with an emphasis in literacy. My teacher license is a Level III Elementary Education with an endorsement in reading. Currently I am a 6th grade teacher.

Professional summary of material:

Grade 8 American History myWorld materials support grade level standards and objectives, preparing students for college and career readiness. The materials are well designed and structured to effectively prepare lesson structure and pacing by offering customized scope and sequence for each topic. The book and digital materials offer a wide range of assessments, ranging from formative, summative, quizzes, and project based. The materials support and encourage cultural and linguistic perspectives by providing multicultural text, images, and activities. The materials support differentiation for English Language Learners, multiple learning styles, and students with exceptionalities. The materials offer rigorous lessons throughout that are aligned with social studies standards and incorporate opportunities for students to demonstrate proficiency skills in reading, writing, listening, and speaking.

Reviewer #: 17

Background and experience:

I am an Elementary teacher with seven years of classroom teaching experience in third grade. I have a Bachelor's Degree in Communication Studies and a Master's Degree in Education. I have a Level III teaching license with a TESOL endorsement.

Professional summary of material:

The Grade 8 American History instructional materials are well organized, visually appealing, and address the Grade 8 Social Studies Standards. There are many opportunities for student content discussions and many activities for student practice. The materials contain a variety of maps and visual aids to support the text. There are a variety of options for students to utilize technology in the lessons. The layout of the material is clear and easy to follow. There are many references to unknown vocabulary in the text as well as strategies to differentiate the instruction.

Reviewer #: 18

Background and experience:

Level III teacher with eleven years of experience teaching special education grades K-8, with a current focus in the middle school years. ELA endorsement. BA from the University of California, Berkeley. Master's degree from the Institute of American Indian Arts in Creative Nonfiction.

Professional summary of material:

Instructional materials put Creating an Active Classroom and supporting a Culturally Responsive Classroom as foundations to learning, both in layout and within each lesson. Materials are well-rounded with diverse images, giving special attention to Native American and immigrant stories. Quests within each Topic directly teach students how to ask questions, investigate, examine sources, and entertain a discussion. The Teacher Edition is well-organized and color-coded, making the table of contents, index, and differentiated instruction all easy-to-access. Depth of knowledge is labeled throughout.