

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 Social Studies Grade 1 - Student Edition with Digital Courseware (6-year Student License)	Publisher	Savvas Learning Company LLC
SE ISBN	9780328979417	TE ISBN	9780328973026
SW ISBN		Grade Level/Content	1st 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

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

82%

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

Evidence includes some thorough discussion about similarities and differences, customs, traditions, and culture. For example, there is one opportunity for students to share how they greet each other in their own language. Though the images depict people of various cultures and some information about them so the students are able to see themselves reflected in the text, this material lacks a variety of multiple linguistic perspectives.

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:

Pictures represent various backgrounds and students are encouraged to share their own experiences in their cultures. While they are introduced to varying cultures, there is a lack of multiple perspectives of previous events in history.

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

Average Score

94%

OVERALL ALIGNMENT:

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

Statements of appraisal and supporting evidence:

Overall, Savvas Realize Learning *myWorld Interactive Social Studies Grade 1* aligns with the first grade social studies standards. The activities address beginning levels of geography, history, economics, citizenship/leadership/community, and an introduction to the concept of democracy. This resource provides many activities and instruction is differentiated for students of all levels to demonstrate understanding. Each chapter clearly focuses on one critical anchor social studies standard.

A. CIVICS

Materials align to the civics standards for this grade level.

Statements of appraisal and supporting evidence:

Civics standards are met in the material in a variety of ways. Students have the opportunity to discuss respect, rule following, and leadership roles. The Student Edition offers important documents and symbols via primary sources to help students understand the progression of our country and how it shaped who we are as a nation today. The "Active Classroom" suggestions in the Teacher Edition allow students to engage in meaningful activities to review and reinforce concepts learned.

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:

This material includes focused activities about financial literacy that are appropriate for this age range and grade level. For example, the text includes clear cost-benefit charts and a discussion about needs versus wants and saving versus spending. The "Active Classroom" activities offer many real-world examples related to classroom activities to engage students and deepen personal understanding of the concepts.

C. GEOGRAPHY

Materials align to the geography standards for this grade level.

Statements of appraisal and supporting evidence:

The material aligns with geography standards in a clear and concrete way for first graders. The students have the opportunity to engage with accurate maps and then make their own maps. Building off of what the students learned in kindergarten, students use map features including absolute location, legend, and symbols and then learn the compass rose.

D. HISTORY

Materials align to the history standards for this grade level.

Statements of appraisal and supporting evidence:

This material includes history standards and includes information in the Student Edition that is user friendly. Access to and manipulation of timelines, comparing events from then and now, and recognizing individuals who shaped our current society are all included. Clear examples include Ruby Bridges and Juliette Gordon Low.

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:

These resources include thorough discussion for students to relate what is taught back to the students' own backgrounds. The images depict people of various ethnicities and abilities with a particular highlight on women in history. The materials also include demonstration of traditions from other cultures around the world. Stories about immigration and folk tales reinforce how our nation came about and what it is today. The Culture Flag activity is a perfect example of the focus on identity amongst a classroom of diverse students.

F. INQUIRY

Materials align to the inquiry standards for this grade level.

Statements of appraisal and supporting evidence:

Students have multiple opportunities to ask, answer, and offer feedback to others in each chapter. These questions often involve varying depths of knowledge and students at varying levels are still able to complete the activity. The Quest inquiry activity is a highlight with a clear focus on each standard and then a culminating project that brings it all together.

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:

This resource clearly identifies reading objectives that are met during the lessons. The Student Edition includes grade appropriate informational text and the resource states that biographies are available online. These texts are user friendly and allow students to use them for text-dependent questions. Included is main idea, point of view, sequencing of events, and comparing and contrasting. The text features (e.g. boxed facts, photographs, and vocabulary definitions) are good practice for students to become familiar with textbook-type materials and primary versus secondary sources.

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:

Writing standards are addressed in various ways. The Student Edition has user-friendly spots for students to write in their own answers (e.g. students are able to fill in their own item on a budget) and multiple options to answer questions by writing via the online tools and other classroom ideas. The TikaTok activities offer an engaging, scaffolded way to demonstrate understanding of content. Each lesson offers differentiation for all learners to access some type of writing or drawing for understanding and review.

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

88%

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 include a wide variety of texts, including many informational texts, and visuals that are engaging and appropriate for first graders. Various multimedia content is available. However, these resources are hard to find and do not seem as user friendly as the print resource.

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 resource include several strategies to develop students' skills for Social Studies content including identifying important details, understanding the map and its features, and learning about past events and how they shaped our current society. The "Active Classroom" lessons include real-life examples that foster student understanding and situations that would offer natural reasons to care about a topic.

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 accessibility aspect of this program is a strength. Each lesson includes support in an English Language Learners section (entering, emerging, developing, expanding, bridging) and a Differentiated Instruction component (special needs, below level, advanced) that thoroughly offers suggestions for the teacher to gauge student understanding of the content. Below or approaching level activities involve read alouds, sentence strips, picture additions to the lesson, and deeper understanding offerings are available for advanced students.

FOCUS AREA 4 EQUITY

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

Statements of appraisal and supporting evidence:

The material provides multiple examples of people via the pictures and illustrations. There are many examples of diverse student backgrounds such as Samoan, Mexican, and Japanese cultures. However, the perspective of these people is not indicated. Also, there are not as many opportunities for viewing multiple perspectives as the only highlighted people throughout the book are Dr. Martin Luther King Jr., Ruby Bridges, Susan B. Anthony, Abraham Lincoln, and Juliette Gordon Low.

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 material includes a wide variety of ideas to engage students in learning. These activities include a "Big Question" and Jumpstart at the beginning of each lesson. The Quest project reignites learning by reviewing and bringing the students back to the anchor standard for that chapter. Finally, the "Active Classroom" activity seems to spark practice amongst students in a fun way.

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

91%

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 Savvas Learning *myWorld Interactive Social Studies* for first grade includes coherent instructions that are consistent with the standards. Each lesson includes learning objectives related to social studies or reading or both. However, the standards are not listed for easy reference and the lack of scope and sequence makes it difficult to see the instructional plan and overall connection between and within the standards.

FOCUS AREA 2 WELL-DESIGNED LESSONS:

Instructional materials take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

The structure of each lesson and chapter is easy to follow with predictable activities at the beginning, middle, and end. Each chapter includes a 'Chapter-at-a-Glance', which consists of pacing for that particular chapter. The Big Question and Jumpstart start each chapter, while the Quest project and assessment at the end provides a culminating review and closing activities to reinforce knowledge learned throughout the chapter. The materials lack of an overall scope and sequence for teachers.

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:

Teacher resources include a thorough Teacher Edition that has plentiful questions to support learning. An online resource includes tools such as rubrics for writing pieces and projects. However, these online tools are difficult to navigate and find.

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 Assessment overview is found in the teacher's guide. There are a variety of assessment types throughout the material (entry-level, formative, summative) and rubrics to go along with the chapter's culminating writing pieces. The chapter assessments also have depth of knowledge charts associated with them as well. There are clear assessment checks to see if students understand the concepts.

FOCUS AREA 5 EXTENSIVE SUPPORT:

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

Statements of appraisal and supporting evidence:

Extensive Support is available throughout this program. Students can be assessed various ways by adapting the activity using the Support for English Language Learners guide in each lesson. For example, students can role play good citizens or use a sentence frame like: "I am a good citizen in my community when I _____." The Differentiated Instruction section is available for each lesson and provides ways to meet the needs of students with special needs, those who are below level, and advanced learners with sentence frames such as: "Morals teach people lessons about _____."

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

Evidence includes some thorough discussion about similarities and differences, customs, traditions, and culture. For example, there is one opportunity for students to share how they greet each other in their own language. Though the images depict people of various cultures and some information about them so the students are able to see themselves reflected in the text, this material lacks a variety of multiple linguistic perspectives.

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:

Pictures represent various backgrounds and students are encouraged to share their own experiences in their cultures. While they are introduced to varying cultures, there is a lack of multiple perspectives of previous events in history.

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 #: 19

Background and experience:

I have 22 years of teaching experience in New Mexico. I have taught 1st, 2nd, 3rd, and 4th grade, I am endorsed in reading and I am a Level III licensed instructional leader. I have been an instructional coach and am now an assistant principal at the elementary level.

Professional summary of material:

Overall, this material is well written with many activities to engage students in learning about civics, economics, cost versus benefit, leadership, community and many other social studies topics. This material is appropriate for the grade level; however, the online component is very difficult to maneuver. The online portion has useful things for the teacher and students, but is sometimes difficult to find or maneuver to. However, I do think that this material is suitable for students of any background.

Reviewer #: 20

Background and experience:

I am a level III, National Board Certified teacher with a certification in Elementary Education. I have been teaching for the past 15 years, incorporating social studies into my classroom curriculum from pre-K to 2nd grade. This is my second year as a reviewer.

Professional summary of material:

The Savvas Realize myWorld Interactive Social Studies Grade 1 is a well designed program that is easy to follow and predictable throughout. Each lesson begins with a JumpStart activity, has multiple opportunities and modalities for students to engage with the materials, and culminates with a Quest Finding where students put all the knowledge they learned together. The content contains grade appropriate informational texts and uses lots of graphics including photographs, maps, symbols and illustrations. There are many images where children can see themselves reflected in the work, and many opportunities for students to connect with their own identity. Multiple forms of assessments are provided throughout, and ideas for accommodations for Special Education students, those below and above grade level and English Language Learners are provided. The program does not list the standards with each lesson for easy reference and the lack of scope and sequence makes it difficult for instructional planning. In addition, the online resources are not easily identifiable and are time consuming to locate. The material is engaging for students and easy for teachers to follow and adapt for their students, making it overall a good choice for a 1st grade classroom.

Reviewer #: 21

Background and experience:

I am a Level III Teacher with 16 years of experience. I hold a doctoral degree in Curriculum, Instruction, and Assessment, a master's degree in Special Education, and a bachelor's degree in Elementary Education. This is my second consecutive year reviewing curriculum for the state.

Professional summary of material:

The Savvas Realize myWorld Interactive Social Studies Grade 1 material provides a thorough overview of the social studies standards. This material is appropriate for both the maturity and reading level of first graders. This content is rich with informational texts and text features that includes clear maps, charts, boxed facts, and vocabulary definitions. The civics and economics components highlight the critical pieces necessary for the future, which include rule following/working together to solve problems and understanding needs vs. wants and producers vs. consumers. The pictures and examples depict people from various races and cultures. However, the content lacks additional cultural and linguistic perspectives. The "Chapter at a Glance" feature at the start of each chapter provides a pacing of each lesson. However, the material does not have a scope and sequence relative to the entire year at a glance and the social studies standards covered. The Teacher Edition includes a variety of activities to go along with the Student Edition and Workbook, and the paper materials are user friendly and student focused. A strength of this program is the options to practice writing in various ways. Another strength is the assessment options and availability throughout each chapter to use them to gauge student understanding. Though we did not have access to the paper copies of the leveled readers, they look like they could provide even more rich content via primary and secondary sources. The online resources have some potential (scaffolded TikaTok writing activities and practice/extension tasks) but are difficult to locate and use. Also, the New Mexico resource includes some accurate and necessary information in the online platform for both the teacher and the students. There are many useful suggestions for the teacher to differentiate and adapt for students of all levels and abilities in each lesson.