

**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 2 - Student Edition with Digital Courseware (6-year Student License)	Publisher	Savvas Learning Company LLC
SE ISBN	9780328979424	TE ISBN	9780328973033
SW ISBN		Grade Level/Content	2nd 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

83%

**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

80%

**FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:**

**Instructional materials represent a variety of cultural and linguistic perspectives.**

*Statements of appraisal and supporting evidence:*

The material includes some photographs and depictions of various cultures but they lack depth. These cultures are presented in isolation and not in conjunction with others for an opportunity to use meaningful discussion to compare and contrast them. Also, there is a lack of multiple cultural and linguistic perspectives of events or history.

**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 is depicted in photographs and caricatures of people from the past. Students are encouraged to reflect on their own culture and identity after learning about another culture. However, the material lacks a highlight of diversity in the perspectives of the past and multiple perspectives of the same event.

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

Average Score

80%

**OVERALL ALIGNMENT:**

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

*Statements of appraisal and supporting evidence:*

Overall, the Savvas Learning *myWorld Interactive Social Studies Grade 2* material includes most of the social studies standards for Grade 2. There are various opportunities to use text features such as charts, maps, and diagrams to engage with the content appropriate for this grade level.

**A. CIVICS**

**Materials align to the civics standards for this grade level.**

*Statements of appraisal and supporting evidence:*

This grade level material includes clear, focused lessons about democracy, the parts of the government, and the Supreme Court. The lessons about working together to solve problems lead students to understand their roles as part of a classroom and greater community.

**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:*

Many lessons include clear activities to teach cost versus benefit, needs versus wants, producer versus consumer, and communities and their resources. The New Mexico resource also discusses how lack of resources, such as water, created the big cities of the state.

**C. GEOGRAPHY**

**Materials align to the geography standards for this grade level.**

*Statements of appraisal and supporting evidence:*

The geography standards are introduced with maps and then some informational text about the topic. The interactivities offer some map practice. However, there is a lack of background information about the regions of the United States for students to accurately grasp these concepts.

**D. HISTORY**

**Materials align to the history standards for this grade level.**

*Statements of appraisal and supporting evidence:*

This material includes several opportunities to discuss past compared to present day and also delves into students learning about their family, ancestors, and traditions. The topic of immigrant families is also broached at a rudimentary level. Students have opportunities to create family trees and timelines to reinforce the idea of migration. However, some of these topics are only covered with one worksheet and based on people from Canada.

**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 Student Edition has introductory lessons about multiple ethnic groups and how people live in certain areas of the world. However, there is a lack of multiple perspectives of events or parts of history that can create meaningful student discourse. Identity standards are covered, as students have several opportunities to reflect back on their own identity and culture after a lesson about other people and cultures.

**F. INQUIRY**

**Materials align to the inquiry standards for this grade level.**

*Statements of appraisal and supporting evidence:*

The material includes several opportunities for students to ask and answer questions and interact with the text and the online platform in a variety of ways. There are opportunities for students to reflect on what they learn and to work together to solve problems. However, the questions lack depth on meaningful topics and historical information.

**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 reading standards are clearly addressed via the learning objectives, and students have opportunities to practice. These objectives cover main idea and corresponding details, compare and contrast, cause and effect, and points of view. However, the lessons that state teaching of author's purpose do not actually include activities or discussion about the author's purpose.

**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:*

Clear culminating writing projects reinforce lesson content. All the appropriate types of writing for grade 2 are included, such as informative and explanatory, narrative, and opinion writing. The TikaTok tools are helpful for students to engage in a sequential way with typing and finding images relevant to their pieces.

**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

86%

**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:*

Overall, there is a variety of texts and leveled readers available for all students' abilities. The multimedia component is available and has some clear and engaging content for students to practice skills learned.

**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 materials provides opportunities to learn about civics, government, and economics with charts, graphs, diagrams, timelines, and real world opportunities to practice these skills. However, there is a lack of in-depth knowledge or teaching about geography, history, and culture.

**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 differentiated instruction tab offers teachers a variety of ways to adapt lessons and lesson questions for students of all abilities. These levels include special needs, below level, and advanced students and include the use of student drawing instead of writing; sentence strips; and creating timelines or writing more about the topic presented. The support for English Language Learners section includes adaptations to the lesson to assess student understanding of the content. These include Entering, Emerging, Developing, Expanding, and Bridging.

**FOCUS AREA 4 EQUITY**

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

*Statements of appraisal and supporting evidence:*

The material consists of texts related to various cultures including African American, Indian, Mexican, Chinese, Sikh, and Sequoia people. The New Mexico resource includes a basic understanding of how the state's population came to be. However, these informational texts are on the surface level and do not share perspectives.

**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:*

Students have the opportunity to engage with the material in a variety of research based ways and multiple learning styles. Some of these tasks include writing, drawing, and circling, and underlining or highlighting the answer in the student workbook. Engaging activities include the Jumpstart, Big Question, Active Classroom, and TikaTok tools.

**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

86%

**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:*

Overall, the instructional materials align with the New Mexico content standards. However, the lessons do not go in-depth to cover the intended scope of the skill. For example, there is minimal structured teaching of the regions of the United States and students are then expected to engage in discussion about them. Also, though some multicultural illustrations and images are included, the culture and history does not include more meaningful discussion about the content.

**FOCUS AREA 2 WELL-DESIGNED LESSONS:**

**Instructional materials take into account effective lesson structure and pacing.**

*Statements of appraisal and supporting evidence:*

The layout of the materials is consistent and predictable for each chapter and the online components. Each chapter begins with a Big Question/Jumpstart, and ends with a culminating Quest project that brings it all together. However, there is no overall pacing guide, scope and sequence, or a spot to view all the standards at once. The only overall scope included is about how the material connects to the reading 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:*

Teacher resources include various prompts for student questions; the Active Classroom has rich ideas for group discussion and extension of learning and many supplemental activities to further practice each skill. However, the online resources are difficult to navigate.

**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 section is a strength of the material as it provides a scope and sequence of the assessment types including entry level, formative, and summative. Rubrics are provided via the online resource but not anywhere in the teacher edition. These tests provide the teacher an idea of skill acquisition before, during, and after each chapter and often include the Depth of Knowledge chart.

**FOCUS AREA 5 EXTENSIVE SUPPORT:**

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

*Statements of appraisal and supporting evidence:*

Students have opportunities to explore key concepts via the teacher suggestions in the Support for English Language Learners section. This section is available in each of the lessons and often includes sentence frames, using drawing instead of writing, and ideas for the teacher to create materials and assess in a different way. Some of the digital tools include oral recording of the directions to support the students.

**FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:**

**Instructional materials represent a variety of cultural and linguistic perspectives.**

*Statements of appraisal and supporting evidence:*

The material includes some photographs and depictions of various cultures but they lack depth. These cultures are presented in isolation and not in conjunction with others for an opportunity to use meaningful discussion to compare and contrast them. Also, there is a lack of multiple cultural and linguistic perspectives of events or history.

**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 is depicted in photographs and caricatures of people from the past. Students are encouraged to reflect on their own culture and identity after learning about another culture. However, the material lacks a highlight of diversity in the perspectives of the past and multiple perspectives of the same event.

**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 been in education for 22 years with a reading endorsement and a Level III Instructional Leader license. I have experience teaching 1st, 2nd, 3rd and 4th grade, incorporating social studies into my reading workshop and themed units. I have also been an instructional coach and have spent the past year as an assistant principal. This is my second materials review for the state of New Mexico.

*Professional summary of material:*

The Savvas material for 2nd grade aligns with the standards for social studies in the state of New Mexico. The content is complete and appropriate for second graders. There are very few photographs; the pictures used are mostly drawings or caricatures of images. The material is predictable and follows the same steps and patterns for each chapter and lesson, making the materials easy to follow, although there is no set scope and sequence in the Teacher's Edition. The Teacher's Edition also gives good suggestions on servicing English Language Learners and students at different levels for each lesson. The online platform is difficult to navigate and sometimes when searching for something nothing will come up. However, there are parts of it that go well with the chapters in the Student Edition. Lastly, the assessment portion of this material is a strength. Each chapter has a variety of ideas for assessment, including a writing component to measure students' understanding of the materials.

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 in my curriculum from pre-Kindergarten through 2nd grade. This is my second year as a reviewer.

*Professional summary of material:*

The Savvas *myWorld Interactive Social Studies* material for 2nd grade aligns with the social studies standards. The content addresses the standards at a level appropriate for this grade level; however, they often use caricature drawings and depictions of images instead of actual photographs for images that seem too young for this age group. Instructional materials are aligned to the history standards, but the specific standards are not listed to tie to the learning objectives in each lesson. In addition, there is a lack of a scope and sequence, which makes it difficult for instructional planning. In this grade level there is a lot of material that is only available online and the materials are very difficult to find; they are not numbered or identified in a specific, organized manner. While the material offers texts and images that represent a diverse population, they do not offer multiple perspectives on the same topics or events. The material is very predictable, and each chapter and lesson within the chapters is laid out in the same way, making it easy to follow. The material offers teachers suggestions for modifications for English Language Learners as well as students with special needs, and those above and below grade level. Assessments are a strength for this program, providing a variety of types of tests that give the teacher an idea of skill acquisition before, during and after each chapter.

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 materials for the state.

*Professional summary of material:*

The Savvas Realize *myWorld Interactive Social Studies Grade 2* material provides an overview of the social studies standards. This material is appropriate for both the maturity and reading level of second graders. However, the images depict people in caricature or cartoon form versus actual photographs. This content includes informational text and text features that have some clear maps, charts, boxed facts, and vocabulary definitions. The civics and economics components highlight the critical pieces necessary for the future, which include parts of the government, the Supreme Court, working together to solve problems, and understanding needs versus wants, producers versus consumers, and scarcity of resources. 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/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. Though we do 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 navigate and use. The New Mexico resource includes some accurate and necessary information, but is only available online, making it difficult to use. There are many useful suggestions for the teacher to differentiate and adapt for students of all levels and abilities in each lesson under the Differentiated Instruction and Support for English Language Learners sections.