

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 3 - Student Edition with Digital Courseware (6-year Student License)	Publisher	Savvas Learning Company LLC
SE ISBN	9780328979431	TE ISBN	9780328973040
SW ISBN		Grade Level/Content	3rd 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.*)

<b>Recommended</b> (90% and above)	<input checked="" type="checkbox"/>	<b>Recommended with Reservations</b> (80-89%)	<input type="checkbox"/>	<b>Not Recommended and Not Adopted</b> (below 80%)	<input type="checkbox"/>
<b>Total Score</b> - <i>The final score for the materials is averaged between the team of reviewers.</i>					
				<b>Average Score</b>	
				98%	

**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.*

<b>CLR Recognized</b>	<input checked="" type="checkbox"/>	<b>Average Score</b>
		96%

**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 variety of cultural and linguistic perspectives as students are given several images to analyze; discuss the cultural differences in the arts; and are provided with real life experiences through interdisciplinary connections in math.

**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 instructional material meets criteria in that the material uses background information for teachers to help support other perspectives and further build student knowledge and understanding of cultures different from themselves. Activities also have students reflect on their culture(s) and traditions and think critically about how they have been impacted and/or influenced by others throughout history.

**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 grade level/content area social studies standards overall.**

*Statements of appraisal and supporting evidence:*

Materials meet criteria overall for social studies standards. They include a wide range of teaching strategies and opportunities and methods for students to demonstrate understanding of social social studies concepts. The materials incorporate culturally and linguistically responsive ideals as well as support students in honoring and accepting the identities and heritages of themselves as well as others. The materials also incorporate a broad range of literacy and writing skills.

**A. CIVICS**

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

*Statements of appraisal and supporting evidence:*

Materials align to the civics standards as students participate in cause and effect and brainstorming activities. For example, students brainstorm benefits of voting and creating classroom rules/consequences as well as participate in the voting process for classroom jobs and rules. They participate in taking action to better their school community in determining important school issues and creating a plan to solve these issues.

**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:*

Materials are aligned to economics and personal financial literacy standards as students learn about different forms of currency, understand the economic choices involved in tradeoffs, and list steps in making these choices. Students also participate in activities to solidify their understanding of supply and demand and obtaining resources. Students use concepts learned in the chapter to explain how to get resources needed to make lemonade. Students also discuss the compelling question "How do we use resources?".

**C. GEOGRAPHY**

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

*Statements of appraisal and supporting evidence:*

Materials are aligned to the geography standards as students are given a list of questions and are given the opportunity to use digital mapping tools as well as analog mapping tools to answer specific questions relating to geography. Students also create posters of another place and time in order to persuade others to identify the place.

**D. HISTORY**

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

*Statements of appraisal and supporting evidence:*

Materials align to the history standards as students learn about historical change across the United States and use timelines to sequence major events in America's history. Connections are made with the various groups that were impacted by the different Acts that were created (ie. Chinese Exclusion Act), but the content is not specific to New Mexico.

**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:*

Materials align to the ethnic cultural and identity standards as students use photos to differentiate specific cultural groups. Students also participate in discussions and create drawings on how they celebrate different holidays.

**F. INQUIRY**

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

*Statements of appraisal and supporting evidence:*

Materials align to the inquiry standards as students demonstrate understanding through reading, writing, listening and speaking about examples of primary and secondary resources. Students demonstrate understanding of developing claims using opinion writing and questioning to help answer the compelling question in an inquiry by drawing conclusions.

**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:*

Materials meet criteria and are aligned to reading/literacy standards in that students are given multiple opportunities to ask and answer questions using the text evidence to support their responses, determining the main idea of passages and using supporting details as well as analyzing text to find the proper sequence of events.

**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:*

Materials align to the identified CCSS writing standards as students are given several opportunities to write about what they read, put specific events on a sequential timeline, and use their analytical skills to analyze graphs. Students are also given the opportunity to use the digital skills, which include the Library Media Center, to further their understanding of writing concepts. Students participate in a writing workshop where they learn how to write introduction and conclusion paragraphs.

**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:*

Materials are aligned to standards in that it uses several primary sources to describe the historical time periods and cultural groups along with several maps and graphics depicting different eras and times of America's history. Students also have the opportunity to use digital resources within the materials to further their understanding and practice the learned skills.

**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 integrate a multitude of questioning activities that support different learning styles (listening, entering, emerging, and developing) to support analytical thinking. The materials also are valid and promote current evidence and new interpretations. The materials give and provide effective opportunities for student writing and provide strategies to support 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 are given modalities in which to learn about diversity, which include teacher models and students pairing with other students that speak the same language. Students are also given the opportunity to share their examples of cultural diversity from their point of view. Students create, with the class, a Cause and Effect chart using the teacher's help.

**FOCUS AREA 4 EQUITY**

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

*Statements of appraisal and supporting evidence:*

Instructional materials provide and engage students in creating and identifying illustrations to enhance learning while maintaining cultural integrity. Students have various opportunities to elicit and analyze accurate historical stories and perspectives in research and Find Out More, which provides equitable representation of a wide range of 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:*

Materials meet criteria for Instructional Resources/Strategies by providing teachers with activities to support students' engagement and allow them to demonstrate their understanding of social studies content. Support for English Language Learners and differentiated instruction, along with background information, is also provided for teacher use.

**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

97%

**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 New Mexico Content Standards in that students are given multiple opportunities to master each standard by using diagrams to compare and contrast that include Depth of Knowledge words. Students also show mastery by conducting online research from a primary source and use that information to create a collage and paragraph to show their understanding.

**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. The materials consistently provide students with ongoing review and practice to acquire intended knowledge throughout the progression of each lesson. The content objectives are explicit and there are features that are specifically related to the text that support student engagement and learning.

**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 Teacher Edition is filled with varying levels of questioning prompts, task suggestions, guided practice, and scaffolding for teachers to use to ensure students are engaged and developing a good understanding of social studies content. Activity ideas are given to support student learning, such as specific skills for drawing conclusions and using text and graphics evidence to support their conclusions. Teachers are given suggestions for strategies to present the content that best supports their students throughout the materials, including question prompts, differentiated instruction, support for English Language Learners, background information, written tasks, and vocabulary. There are several digital components throughout the materials for students to use and extend their learning or have multimodal forms of learning.

**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 provide teachers with a variety of summative as well as formative assessments in the Teacher Edition, the Student Edition and digitally. Students participate in creating a 3D model, and use interactive activities for review at the end of a unit. Teachers can assess student progress through these interactive reviews. Teachers also have access to rubrics as well as support for assessing and scaffolding learning for English Language Learner students, students with special needs, below level and advanced students.

**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 all students extensive opportunities and support to explore key concepts by providing support in explaining to students the headings in a lesson and the topics that the information will discuss (context clues). The materials support the gradual release of responsibility (I do, we do, you do). Instructional materials provide opportunities that meet the needs of different levels of learning styles through activities and discussions to explore and understand the key concepts.

**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 variety of cultural and linguistic perspectives as students are given several images to analyze; discuss the cultural differences in the arts; and are provided with real life experiences through interdisciplinary connections in math.

**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 instructional material meets criteria in that the material uses background information for teachers to help support other perspectives and further build student knowledge and understanding of cultures different from themselves. Activities also have students reflect on their culture(s) and traditions and think critically about how they have been impacted and/or influenced by others throughout 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 #: 22

*Background and experience:*

I am a level 3 teacher with a Master's in Curriculum and Instruction, an endorsement in Reading, and 13 years experience of classroom teaching.

*Professional summary of material:*

The instructional materials from SAVVAS are good overall social studies materials that cover the required standards. The teacher guide offers many strategies and activity ideas for teachers to engage students in discourse and action, with differentiated instructional ideas to support all learning levels of students as well as English Language Learners.

Reviewer #: 24

*Background and experience:*

I am a Level III teacher. I have taught grades 2-12 in my 19 year teaching career. I am TESOL endorsed and I currently have an MA in Science and an MA in Technology. I have had the experience of being a Reviewer of Record three previous times and have reviewed science, ELD and math materials.

*Professional summary of material:*

The instructional material effectively addresses the standards. It supports student learning at all levels. Materials offer several types of both formative and summative assessments to assess student learning. It also supports teachers with effective pacing strategies in order to meet the needs of all students.