

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 4 - Student Edition with Digital Courseware (6-year Student License)	Publisher	Savvas Learning Company LLC
SE ISBN	9780328979448	TE ISBN	9780328973057
SW ISBN		Grade Level/Content	4th 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)	<input checked="" type="checkbox"/>	Recommended with Reservations (80-89%)	<input type="checkbox"/>	Not Recommended and Not Adopted (below 80%)	<input type="checkbox"/>
Total Score - The final score for the materials is averaged between the team of reviewers.					Average Score
					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.*

CLR Recognized	<input checked="" type="checkbox"/>		Average Score
			97%

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. Students are given several images to analyze; discuss the cultural differences in the arts, for example; and are provided opportunities to explore real life experiences through interdisciplinary connections in math and science. Students also read about influences of the past and present, comparing and contrasting both.

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 by using background information for teachers to support the perspectives of others and further build student knowledge and understanding of cultures different from their own. Activities ask students to reflect on their cultures and traditions, and think critically about how they have been impacted and/or influenced by others throughout history. Digital resources are used for New Mexico specific content.

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 the social studies standards. They include a range of teaching strategies, opportunities, and methods for students to demonstrate understanding of social studies concepts. The materials incorporate culturally and linguistically responsive ideals and support students in honoring and accepting their identities and heritage and those of others. The materials also incorporate a broad range of literacy and writing skills with connections to other subject areas such as math and science.

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. Students learn about rule,s with a focus on New Mexico laws, and evaluate the reasons for these along with the consequences of not following rules. Students have opportunities to participate in creating classroom jobs and rules to practice the democratic process and principles that guide government at the various levels. Students also engage in the study of symbols, traditions, and other cultural aspects of the various cultural heritages in New Mexico.

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 financial institutions and the purpose for them along with the services they provide. Students also work to understand the economic choices involved in tradeoffs and list steps in making these choices. Students demonstrate understanding of New Mexico's trade industry with neighboring states and other impacts of using natural resources found in New Mexico by participating in various learning activities.

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 for New Mexico as students explore various regions of New Mexico, compare and contrast the diverse geography, and are able to identify and describe these regions. Students are given the opportunity to use digital mapping tools as well as analog mapping tools to answer specific questions relating to geography and understand how these geographical features influenced people to move or settle in these regions.

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 throughout the Southwest with specific focus on New Mexico. Students use timelines to sequence major events in New Mexico history and make connections with the various groups that were impacted by the different events during selected time periods, including how different groups have influenced the ways issues in New Mexico are handled.

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 and research American Indian artifacts, and respond to compelling questions on how different cultures have adapted their lives so that animals can survive.

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 using a variety 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. Students also generate compelling questions to guide their inquiry through class discussions and information gathered from readings.

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 are aligned to reading and literacy standards. Students are given multiple opportunities to ask and answer questions using the text evidence to support inferences, determine the meaning of academic words, and analyze firsthand and secondhand accounts of events and topics. Students have opportunities to use various forms of media (videos, songs, interactive games) to gather information.

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. Students are given several opportunities to write about what they read, put specific events on a sequential timeline, and apply 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

98%

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 using 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 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 and student discourse. The materials 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 a Cause and Effect chart with 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 students an opportunity to learn about various cultures in the United States with a focus on their specific state while maintaining their individual cultural integrity. The material uses illustrations and a variety of learning activities to keep students engaged while they build their understanding of how cultures preserve and celebrate their heritages. Students have various opportunities to elicit and analyze accurate historical stories and perspectives through research; the materials include a section called "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 and strategies by providing teachers with activities to support students' engagement and allow for 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

98%

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. Students are given multiple opportunities to master each standard by using a multitude of literacy skills and activities to acquire knowledge through reading. Students use diagrams and maps to compare and contrast content and to conduct research to deepen their understanding of cultures around the state and within the United States. Lessons also include Depth of Knowledge questioning and use of academic vocabulary words.

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 and formative assessments in the Teacher Edition, Student Edition and the digital platform. Students participate in planning a cultural festival, Quest findings, 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 and other supports for assessing and scaffolding learning for English Language Learners, students with special needs, students working 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:

Throughout the lessons, teachers are given suggestions and strategies to meet the needs of all learners including English Language Learners. The tasks and activities range from pairing visuals and text, drawing and labeling, identifying word parts for vocabulary, pairing students for conversation, writing with sentence starters/ fill in the blank, pointing out text features, underlining important details, and using information to expand understanding. The strategies move through the "I Do, We Do, You Do" process as students advance in their language acquisition and abilities.

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

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FOCUS AREA 7 INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS:

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Statements of appraisal and supporting evidence:

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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 elementary teacher with 13 years of experience. I hold a Master's Degree in Curriculum and Instruction with an endorsement in Reading. I was previously in the inclusion co-teaching setting for 10 years. Prior to receiving my teaching degree I was a substitute teacher, which afforded me the opportunity to work within diverse classroom settings. I was also a member of the Social Studies Standards Writing Team for the state.

Professional summary of material:

The instructional material from SAVVAS overall touches on many aspects of the standards. The teacher guide offers strategies and activity ideas for teachers to engage students in discourse and action. Differentiated instruction ideas to support all learning levels of students as well as support for English Language Learners are also placed throughout the materials.

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 3 previous times and have reviewed science, ELD and Math materials.

Professional summary of material:

The instructional material provided by the publisher meets the overall standards and criteria and addresses many aspects of the standards and needs for all students. It includes in-depth study, images and assessments for New Mexico. It is culturally and linguistically appropriate. The teacher guides offer various strategies and suggestions for differentiation and scaffolding.