

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](#)

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|------------|---|---------------------|-----------------------------|
| Text Title | myWorld Interactive Social Studies Grade 5 - Student Edition with Digital Courseware (6-year Student License) | Publisher | Savvas Learning Company LLC |
| SE ISBN | 9780328979455 | TE ISBN | 9780328973064 |
| SW ISBN | | Grade Level/Content | 5th 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

89%

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

96%

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

The instructional materials affirm students' backgrounds by asking them to explore aspects of their own cultures as they are learning about similar aspects of others' cultures. Additionally, the materials provide multiple perspectives on social studies topics.

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:

Instructional materials highlight diversity in culture and language through utilizing a plethora of differing perspectives and strategies for learning.

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

Average Score

86%

OVERALL ALIGNMENT:

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

Statements of appraisal and supporting evidence:

Overall, the materials align with the grade level/content area for the social studies standards. The materials provide multiple opportunities for students to engage with and demonstrate mastery of the content area standards. Each chapter provides differentiated support so all students can access the content.

A. CIVICS

Materials align to the civics standards for this grade level.

Statements of appraisal and supporting evidence:

The materials align with the civics standards for this grade level. Students are asked to discuss democratic principles and are taught how to analyze individuals and groups that influenced the creation of the founding documents.

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 materials align to the economics and personal financial literacy standards. Activities ask students to engage with personal financial literacy through the creation of a personal budget. The materials also ask students to analyze demand for economic products and how they affect US economy and economies on a global scale.

C. GEOGRAPHY

Materials align to the geography standards for this grade level.

Statements of appraisal and supporting evidence:

The materials partially align with the geography standards for this grade level. Geographical information is focused on historical maps, etc., but is missing connections to modern information.

D. HISTORY

Materials align to the history standards for this grade level.

Statements of appraisal and supporting evidence:

The materials align to the history standards for this grade level. The sequence of historical events builds naturally, using a variety of primary and secondary sources from multiple perspectives. Students are asked to make personal connections to historical events and analyze the effects of those events on the time periods as a whole.

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 materials align to the ethnic, cultural, and identity standards. Students are offered multiple opportunities to engage with personal history as well as making connections to the history of peoples in the United States.

F. INQUIRY

Materials align to the inquiry standards for this grade level.

Statements of appraisal and supporting evidence:

The materials align to the inquiry standards for this grade level. Each chapter asks students to engage in inquiry projects, learn how to ask questions, and use primary and secondary sources.

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 align to the CCSS reading standards for informational texts for this grade level. Students are provided a variety of graphic organizers to support them in organizing information. The standards are cyclical, incorporating the standards multiple times. The materials have specific literacy skills lessons, supporting students' literacy development with social studies.

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 asked to demonstrate their understanding of social studies concepts through writing in a variety of genres and modalities (e.g., infographic, recipe, narrative).

Social Studies Content Review - Materials are reviewed against relevant criteria pertaining to the support for teachers and students in the specific content area reviewed.

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| Average Score |
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| 94% |
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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 instructional materials provide a variety of primary and secondary sources in formats ranging from music and art to traditional expository nonfiction to develop students' knowledge and 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:

Students are asked to engage with a plethora of strategies that assist them in developing understanding of Social Studies content. When engaging in discourse, students are asked to utilize their understanding of literacy skills. Additionally, activities require students to engage outside the classroom with members of the community who have connections to historical events.

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 instructional materials provide differentiation support for multiple learning styles, language development, advancement, and cultural differences at point of use for teachers.

FOCUS AREA 4 EQUITY

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

Statements of appraisal and supporting evidence:

The instructional materials provide multiple perspectives for different historical events. Students are also asked to explore their own cultural history as it relates to what they're learning about other cultures.

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 instructional materials include research-based instructional strategies resources. For example, students are asked to evaluate sources for credibility and bias before using said materials for research.

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

90%

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 the New Mexico Content Standards. The instructional materials provide support for learners at a variety of levels so they are prepared for college and career.

FOCUS AREA 2 WELL-DESIGNED LESSONS:

Instructional materials take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

Instructional materials utilize effective lesson structure and pacing. The lessons have a variety of scaffolds built in, as well as asking students to demonstrate basic understanding before asking for deeper analysis.

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:

Teachers are provided with print, online, and pacing instructions within the Teacher's Edition and online platform. Teachers are also provided with ways to extend the learning beyond the classroom and into communities.

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 instructional materials offer teachers formative and summative tools to collect data about student understanding. They also provide opportunities to assess student understanding and knowledge using technology.

FOCUS AREA 5 EXTENSIVE SUPPORT:

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

Statements of appraisal and supporting evidence:

The instructional materials provide all students extensive opportunities and support to explore key concepts by providing leveled readers, remediation, and extension activities that will provide students with an understanding at their level.

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

The instructional materials affirm students' backgrounds by asking them to explore aspects of their own cultures as they are learning about similar aspects of others' cultures. Additionally, the materials provide multiple perspectives on social studies topics.

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:

Instructional materials highlight diversity in culture and language through utilizing a plethora of differing perspectives and strategies for learning.

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 #: 25

Background and experience:

Reviewer 25 has been in education for 16 years. The reviewer is a content specialist who primarily works with with elementary teachers. In that work, one of the reviewer's main foci is the integration of content area literacy into the literacy block. The reviewer recognizes and advocates for teaching students social studies as a way to increase student literacy and facilitate the development of well-rounded individuals who understand historical and cultural contexts.

Professional summary of material:

myWorld Interactive is an accessible social studies text centered around student inquiry. The text supports teachers as they support students through the learning of social studies concepts. It provides teachers with scaffolds, guiding questions for emergent multilingual students, and support for students who need advancement. Additionally, it includes primary and secondary sources from a myriad of perspectives to provide students with a wider view of historical events. Overall, this set of instructional materials meets the needs of diverse learners of social studies.

Reviewer #: 26

Background and experience:

Reviewer 26 is a teacher with over 12 years of educational experience. This reviewer has been an elementary school teacher in a rural school district in New Mexico serving students in grades 5-6, and currently serving as a school dean. Reviewer 26 has a Bachelor's degree in Elementary Education, a Master's degree in TESOL, National Board Certification, with a Level 3B Instructional Leader New Mexico administrative license with endorsements in ELA, TESOL, and History.

Professional summary of material:

Overall, the material lends itself to be very useful for teaching all students about history, regardless of their level. In addition, it supports the teacher to show the students the skills they need to be able to prove what they have learned through their inquiry studies highlighted throughout the text. The text does a great job of explaining the importance of a source's credibility by having students acquire information based on primary and secondary accounts.

Reviewer #: 27

Background and experience:

I have been a 6th grade social studies teacher in middle school for fifteen years teaching Ancient World history. Two years ago I transferred to an elementary school to teach 5th grade. I was a Special Education teacher for five years. Level III instructional licenses: K-8 Special Educations, K-8 Elementary, 9-12 Secondary, TESOL, Social Studies, Psychology endorsements. I have earned two Master's degrees in Special Education and Culturally Diverse Linguistics. Recently, I completed an Educational Administration licensure program.

Professional summary of material:

The material presented in the text provides a wide range of support for all students, from levels of proficiency to diverse cultures. The learning opportunities for students range from all levels of literacy to all language domains. The historical information is age appropriate and at grade level for students to practice vocabulary, comprehension, researching skills, and beyond the classroom exploration.