

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 World History - Student Edition with Digital Courseware (6-year Student License)	Publisher	Savvas Learning Company LLC
SE ISBN	9780328985050	TE ISBN	9780328960118
SW ISBN		Grade Level/Content	6th 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
					91%

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
			90%

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 represent a variety of cultural and linguistic perspectives. The information, stories, images, and multimedia content presented in the text are free of generalization and stereotyping. Interdisciplinary connections to math, science, art, and other subjects also include multiple cultural and linguistic perspectives. The instructional materials provide students with culturally relevant routines as well as space to reflect and make connections to their own cultural identities.

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 materials utilize different viewpoints, perspectives, and interpretations to explain historical significance. The materials include different online and print tools and resources that relate content appropriately by showcasing the diversity of culture and language found within each ancient civilization. In contrast, the instructional materials ask students to connect the materials to their own experiences, but there is no critical reflection about their lives.

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

Average Score

91%

OVERALL ALIGNMENT:

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

Statements of appraisal and supporting evidence:

The materials align with the grade level/content area social studies standards overall. The materials include information about a variety of civilizations across the world. Cultures are well represented, without bias or stereotyping, and are presented in a way that honors students' cultures as they learn about other cultures.

A. CIVICS

Materials align to the civics standards for this grade level.

Statements of appraisal and supporting evidence:

Materials align to the civics standards for this grade level by including activities that involve analysis of the daily lives and responsibilities of individuals and societies of the ancient civilizations studied.

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 for this grade level. Within the text, there is discussion of the ways in which individual households engage in financial risk in the stock market and the differences between affluent and non-affluent people in other cultures, among other financial literacy topics.

C. GEOGRAPHY

Materials align to the geography standards for this grade level.

Statements of appraisal and supporting evidence:

Materials align to the geography standards for this grade level by providing learning activities that engage students in map making, analyzing human environmental interactions, travel and trade, as well as impacts of technology on cultures.

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. Students engage in analysis of the rise and fall of civilizations while developing their historical reading, writing, speaking and listening skills. The materials provide students different perspectives of events in the form of primary and secondary sources that they are taught to read critically, reading for perspective, credibility, and bias.

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 partially align to the ethnic, culture, and identity standards for this grade level. Students are asked to engage in analysis about how social status affects identity in ancient civilizations and to make connections between personal and historical events. Students are also asked to engage with information about religious structures of ancient societies. However, students are limited in discussion of how those structures compare to each other and how those belief systems contribute to perspectives of ancient worlds. Additionally, the materials partially meet the standards because they address the interactions between faith systems in a limited manner.

F. INQUIRY

Materials align to the inquiry standards for this grade level.

Statements of appraisal and supporting evidence:

The materials partially align to the inquiry standards for this grade level. Students are asked to engage in inquiry projects with each chapter in this set of instructional materials. The inquiry project is a process project and allows students space to collect information, organize, draft, and revise over time. Students are routinely asked to develop supporting questions for their inquiry, but aren't asked to categorize these questions as compelling or supporting, or to compose compelling questions independently.

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 text by focusing on determining main ideas, citing relevant evidence and summarizing. Students are asked to cite directly from the text to determine central idea and analyze text structure. Students analyze the relationship between the author's perspective and underlying bias.

**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:

The materials align to the CCSS writing standards for this grade level in many ways. Students are taught the basics of essay writing within their writers' workshops and guided lessons. Students are asked to support their thinking with evidence from their primary sources and produce their writing in print and digitally.

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

97%

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 texts, visuals, and multimedia content that develop students' knowledge and skills. All chapters include primary and secondary sources in multiple formats, visuals that represent peoples in respectful ways, and interactive multimedia content that engages learners. These include, but are not limited to, news reports about historical periods/events from modern news sources and interactive maps and timelines.

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 instructional materials provide students with various historical images to analyze and discuss to develop their overall understanding of the topic. Students are given culminating tasks for each topic to be developed overtime and to integrate their analytical thinking and analysis of the credibility of their resources. Additionally, students are asked to engage with multiple perspectives from both primary and secondary sources, developing a criticality to their reading and understanding of social studies content.

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 for multiple learning styles as well as for other special populations. In the teacher edition, teachers are provided with support for students with exceptionalities who require support or advancement. The teacher edition also provides teachers with support for ELLs at different proficiency levels, giving instructional support for working with students who, based on WIDA designations, are entering, emerging, developing, etc. Cultural differences are explored at the beginning of each chapter and through a broad essential question in each chapter, providing space for students to make connections between their cultural identity and the information presented.

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 equitable opportunities for all students by asking students to share traditions of their culture during whole class discourse at the beginning of each unit so that all cultures can be included and explored beyond the lens of the Eurocentric perspective. Artworks, graphics, and excerpts reflect a range of perspectives and 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 provide resources on a range of instructional strategies for the continued engagement of students with social studies concepts. Students are asked to critically engage with social studies content through the domains of language, inquiry, and the creation of products that demonstrate their learning in different modalities.

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 materials cover a range of civilizations throughout the history of the world, providing students with information about the domains of social studies based on current research. The time periods for each civilization are clearly noted, adding to the coherence and orienting the teacher and student to the material. The New Mexico Social Studies Standards require connections to be made to the lasting impact of historical people and events, and this set of materials also does this throughout each chapter, providing relevance for student learning.

FOCUS AREA 2 WELL-DESIGNED LESSONS:

Instructional materials take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

The instructional materials provide a scope and sequence guide for each chapter/topic and the design shows purposeful sequencing of objectives. In addition, students are given opportunities within the print and digital text to define, take notes, practice, and play vocabulary games to learn content. While there are aspects that cater to diverse populations, there was no implementation of language 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:

Strategies for mastering social studies content are embedded throughout the teacher edition. There are also leveled readers and an ELA section for purposeful writing. Each lesson contains content objectives. The standards crosswalk, delineating which of the New Mexico Social Studies Standards correlates to which topic or lesson, can be found in the publisher's online platform.

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 formative and summative assessment resources to collect ongoing data about student progress. Within each topic, teachers find lesson checks, online quizzes, questions to ask to gauge student understanding, and end-of-topic assessments to determine if students grasped the overall concepts. In addition, the inquiry project for each topic assesses students' ability to read and write like a historian in multiple modalities.

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 are appropriate for special populations such as English Language Learners, struggling readers, and special needs students by providing additional materials for supporting their understanding of the materials and key concepts. There are differentiation activities aimed at challenging advanced students, supporting struggling students, and providing additional language supports for language learners. The support for differentiation is available on the same page as the content, so teachers do not have to go elsewhere to find out how to engage with any student who may have misconceptions or require additional support, acceleration, or advancement.

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 represent a variety of cultural and linguistic perspectives. The information, stories, images, and multimedia content presented in the text are free of generalization and stereotyping. Interdisciplinary connections to math, science, art, and other subjects also include multiple cultural and linguistic perspectives. The instructional materials provide students with culturally relevant routines as well as space to reflect and make connections to their own cultural identities.

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 materials utilize different viewpoints, perspectives, and interpretations to explain historical significance. The materials include different online and print tools and resources that relate content appropriately by showcasing the diversity of culture and language found within each ancient civilization. In contrast, the instructional materials ask students to connect the materials to their own experiences, but there is no critical reflection about their lives.

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. This reviewer is a content specialist who works primarily with elementary teachers. In working with elementary school teachers, one main foci is the integration of content area literacy into the literacy block. Reviewer 25 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 World History Grade 6 is a comprehensive world history text that not only provides accessible content to students in a variety of formats, but also provides teachers with ample support and strategies to work with students with different backgrounds and needs. It is clear that the authors of *myWorld Interactive World History* value students learning content, as well as learning the literacy strategies they need to engage with the content, reading and writing like a historian. The inquiry and activities engage different types of learners, ranging from creating infographics to writing essays. The authors of *myWorld Interactive World History* have also considered their modern audience in the construction of this set of materials, integrating engaging digital components.

Reviewer #: 26

Background and experience:

Reviewer 26 is a teacher with over 12 years of educational experience. Reviewer 26 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, and endorsements in ELA, TESOL, and History.

Professional summary of material:

The material aligns to the overall standards for grade 6 social studies. The material supports both teacher and students on their learning journey by incorporating engaging lessons with embedded technologies for the modern student. The material not only covers significant historical concepts, but it also has embedded concepts and topics from other subjects such as the arts, mathematics, science and writing. The material provides an avenue for understanding information by providing students and teachers with leveled readers to facilitate learning at any level, whether it is advanced or in need of remediation.

Reviewer #: J27

Background and experience:

Reviewer 27 has been a 6th grade social studies teacher in middle school for fifteen years teaching Ancient World history, two years teaching 5th grade in elementary school, and a Special Education teacher for five years. Reviewer 27 has three different Level III instructional licenses: K-12 Special Education, K-8 Elementary, 9-12 Secondary, and endorsements in TESOL, Social Studies, and Psychology. I have earned two Master's degrees in Special Education and Cultural and Linguistical Diversity. Recently, I completed an Educational Administration licensure program.

Professional summary of material:

The textbook *My World Interactive Grade 6* is aligned with the New Mexico State Standards and Common Core standards for literacy. The teacher edition provides instructional support and guidance for teachers in print and digital format, including differentiated instructional strategies, accommodations for special needs students, instructional strategies for each proficiency level for English learners, and digital support for teachers and students. The student edition material provides students with digital resources: topic videos, lesson videos, interactive primary sources and biographies, 21st century skills, interactive maps, charts, galleries, timelines, 3D models, journals, notetaking and simulations, project-based inquiry, primary sources to analyze biographies, charts, tables, timelines, and infographics. Literacy skills can be practiced in Quest project-based writing activities in all topics and in reading strategies for students to master comprehension skills and vocabulary. Students have an opportunity to practice and master language domains-speaking, reading, writing, and listening. The teacher and student editions of *My World Interactive* textbook provide a comprehensive instructional program for all teachers and students.