

2022 Instructional Material Summer Review Institute

Review Team Appraisal of Title
High School Civics

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	Magruder's American Government Interactive - Student Edition with Digital Courseware (6-year Student License)	Publisher	Savvas Learning Company LLC
SE ISBN	9781418405212	TE ISBN	9781418391621
SW ISBN		Grade Level/Content	11-12 Civics

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

85%

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

79%

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 some cultural and linguistic perspectives. Students' cultural and linguistic backgrounds are drawn out through discussion, graphs and charts, and writing in personal reflections. The "Federal Aid" example teaches socioeconomics and how people of various cultures and ethnicities are affected by the economy. The informational text offers some Culturally and Linguistically Relevant (CLR) historical tracing. Indigenous perspectives and experiences are underrepresented in relation to their importance in New Mexico Civics Standards; opportunities to dig into graphs and charts through a multicultural lens are not fully realized.

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 some language through multiple perspectives. This can be seen in some of the featured historical events that lead to decision making on the local, state, national, and global levels. Multiple perspectives are presented in some lessons that allow the students to see what it would be like to be in another culture's position at a given period of time. Few diverse perspectives are included. Some of the interactive activities and the "Active Classroom" allowed for diversity to be shared. However, the majority of the primary source work, and opportunity for analysis throughout the text, are presented from a dominant social lens.

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 Civics standards overall.

Statements of appraisal and supporting evidence:

These materials align with the NM adopted Civics standards overall. This can be seen in each lesson objective, in the instructional activities both online and in print, the excerpts from the primary source text, the pacing guide and scope and sequence, and in the print and digital assessments. The standards tab in the online portion was not available for our review. New Mexico specific civics standards are not specifically addressed.

A. CIVICS

Materials align to the Civics standards.

Statements of appraisal and supporting evidence:

These materials align to most of the Civics standards. Standards specific to New Mexico state are not specifically addressed.

B. INQUIRY

Materials align to the inquiry standards for Civics.

Statements of appraisal and supporting evidence:

Materials align to the inquiry standards for Civics. Most of the inquiry standards are addressed through the Savvas "Quest Inquiry" projects, as well as the "Active Classroom" and "Writing Activity" questions featured throughout the text in both print and digital formats. The supplemental "Civic Action Projects", found on the digital platform, further address the inquiry standards.

CCSS STANDARDS FOR LITERACY IN SOCIAL STUDIES:

Materials align to the CCSS reading standards for informational text for this grade band.

Statements of appraisal and supporting evidence:

Materials align to the CCSS reading standards for informational text for this grade band. The informational text is content and grade-level appropriate and specific to topics and lessons. The materials contain both historical and contemporary text, engaging students in their reading and analysis. The use of technology is increased through the digital platform where both reading and writing are consistently seen in the lessons. Key ideas and details are focused on in the "Synthesize", "Investigate" and "Quest Inquiry" features of the Savvas interactive materials.

CCSS and NM ADDITIONAL STANDARDS FOR LITERACY IN SOCIAL STUDIES:

Materials align to the CCSS writing standards for this grade band.

Statements of appraisal and supporting evidence:

Materials align to the CCSS writing standards for this grade band. The writing assessments are provided at the end of each lesson and topic and essay writing is required throughout the informational text activities. Writing is also part of the current events activities and the "Connections" to today. The reading and note-taking study guides provide graphic organizers for students to analyze text. Some of the activities such as blog writing seemed too short to truly answer the ongoing questions and reflect on learning.

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

82%

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:

Instructional materials provide a wide variety of texts, visuals, and interactive multimedia content that develops students' knowledge and skills. This can be seen in the digital platform in "My Story Videos", "Pop Culture Videos", "Flipped Videos", and graphics and images throughout the lessons and topics both in print and digital. Interactive maps are available for the students to become involved in the activity. There is an effort to follow the magazine type formatting with 1/2 visual and 1/2 text.

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 provide some strategies to develop students' skills that are crucial to understanding Social Studies content. These include complex informational text, annotation, close reading, "21st Century Skill Builders", "Topic Focus Document Based Questions", and text dependent questions. More thorough questions and question developing is needed to match the skills with concepts.

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 with exceptionalities, English Language Learners (ELLs), and reflect multiple cultures. Differentiation is addressed within each lesson. Each online quiz provides immediate feedback to the student. Accommodations and modification suggestions are offered in the Teacher Edition to support meeting all student needs. The digital platform offers a Spanish glossary and audio summary. Audio is available for all text that is presented in the online platform. The Teacher Edition differentiation strategy boxes in the margins of the text offer more resources and accommodations but only address one specific group at a time instead of multiple. The strategies offered are not grade level appropriate in some cases.

FOCUS AREA 4 EQUITY

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

Statements of appraisal and supporting evidence:

Instructional materials provide some equitable representation of a wide range of perspectives. There is a focus on historical text that was prominent at the time period which did not address the wide range of perspectives. Civil rights and discrimination topics portrayed a more equitable representation 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:

Instructional materials include resources for research based instructional strategies throughout and some resources for advanced social studies concepts. These are offered in the "Teacher Edition" both in print and digital formats. Extra resources are included with each lesson and topic. Research based analysis is consistently seen in the Savvas platform's current events podcast incorporation "Listenwise", Savvas enrichment materials "Connections to Today", and the Savvas project extension "Quest!" inquiry features.

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

85%

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 some of the college-and career-ready related New Mexico Content Standards. This can be seen in the historical tracing of military bases using drones, making connections between the past and the present. The reference to personal stories and historical figures allows students to make connections with some of the cultures within New Mexico. The text does not, however, explicitly denote language objectives or link objectives to adopted New Mexico Civics Standards for teachers.

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 as provided at the beginning of each topic and lesson. The connections page at the beginning of each lesson makes a reference to the pacing, timing, and sequencing of the lessons for cohesion. The online Teacher Edition provides structure, allowing the teacher to have the student text open as well as the teacher edition so consistency in planning can occur. Pacing guides are for period or block scheduling to address the needs of individual schools.

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:

Instructional materials provide teacher resources to support planning, learning, and understanding most of the New Mexico Content Standards. Planning can be seen in the note taking area of the pacing guide, allowing teachers to input individual reminders for their lessons. There are suggested websites as well as digital websites in the digital platform for both teachers and students to utilize as needed, increasing the learning opportunities and the building of skills. There are suggestions for differentiation for various student groups in the planning pages.

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 offer teachers a variety of assessment resources and tools to collect ongoing data about student progress towards standards mastery. This can be seen at the end of each lesson and topic and in benchmark tests, online quizzes, and progress monitoring charts available for teacher use. All assessment resources can be customized to meet teacher needs.

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. This can be seen throughout each lesson and topic in the differentiation blocks, which offer alternative assessments, suggested activities, chronological ordering, and other accommodations and modifications. The "21st Century Skill Builder" section is very useful in meeting students concept and skill needs with numerous suggestions.

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

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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 #: 43

Background and experience:

PhD Curriculum, Instruction & Assessment; ME Curriculum, Instruction, & Assessment; BA English Secondary Teaching. I teach AP Language & Composition, English Enrichment, English I-IV; College Success Class as dual credit class; Special Education Specialist; Level III Teacher - 15 years. Participated in the writing of the NMPED Social Studies Standards and Instructional Scope.

Professional summary of material:

These materials offer sequential planning with pacing guides that are cohesive and address the needs of all learners in New Mexico. The informational text offers cultural diversity and traces history in an interactive, digitally pleasing visual and print platform; they include numerous images, visuals, "My Stories", and "Quest Inquiry" activities that are fun and engaging for students. The materials minimally support special education students' learning needs and modifying lessons as well as offering accommodations. Few literacy skills were practiced within the materials.

Reviewer #: 44

Background and experience:

Level III teacher with endorsements in Social Studies, English and TESOL and have taught for the past 14 years. MA in Language, Literacy and Sociocultural Studies, BA in English Secondary Teaching with a minor in history. I teach NM History, World History, US History, Government, Economics and Law at the high school level. I participated in the NM Instructional Scope for Social Studies.

Professional summary of material:

The print and interactive digital platforms are easy to navigate and are engaging for students and teachers. Planning and pacing guides are logical and the text includes a multitude of resources and strategies for teachers that help support all learners. The supplemental activities address language objectives and all levels of Bloom's Taxonomy. The text provides a representation of viewpoints and cultures, while limited attention is paid to Indigenous populations. Although the text does not explicitly draw on students' cultural backgrounds, supplemental activities and open-ended discussion questions provide space for student voice and cultural values. Additionally, content specific to New Mexico state is not present, but activities and open-ended questions allow students to investigate government at the local and state levels.

Reviewer #: 45

Background and experience:

Level II Teacher with 7 years of experience. MA degree in History, BA degree in history. Endorsed 7 - 12 Social Studies with experience teaching every social studies subject for those grade levels. Gifted and talented endorsement. Experience teaching university history courses as an adjunct.

Professional summary of material:

I would recommend MaGruder's American Government Interactive textbook with reservations for use in New Mexico schools. The format of the text seeks to have a 50/50 text-to-image layout. Robust primary source-based DBQ and debate opportunities are available throughout the text, encouraging students to formulate, defend and reflect on their opinions. Anchor standards around Civic and Political institutions and Processes, Rules and Laws are covered in depth, but culturally diverse perspectives and experiences are not incorporated with the same frequency. The text spirals around an Inquiry process where students are prompted to "Connect, Investigate, Synthesize and Demonstrate" their learning. The digital resources are extensive, and many are available in audio format and Spanish. Indigenous perspectives and interactions with US government are not evident throughout. New Mexico specific Civics standards are not fully addressed.