

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

Average Score

96%

OVERALL ALIGNMENT:

Materials align with the Economics standards overall.

Statements of appraisal and supporting evidence:

Materials align with the Economics standards overall as seen in the objectives and overviews for each lesson, assessments, Teacher Edition, scope and sequence, and digital materials. The Personal Finance section allows for teachers and students to learn basic economic personal finance skills such as budgeting, investing, and understanding credit and interest. The "21st Century Economic Skills" allows students to work on increasing their personal social studies skills, such as analyzing documents, inferring meaning, and writing. Both Inquiry and Economic standards are addressed.

A. ECONOMICS

Materials align to the Economics standards.

Statements of appraisal and supporting evidence:

Materials align to the Economics standards as seen throughout all of the lessons and topics. It can also be seen in the lesson quizzes. In some areas there is less coverage of state and local economic impacts. Online and supplemental resources further support the Economics standards.

B. INQUIRY

Materials align to the inquiry standards for Economics.

Statements of appraisal and supporting evidence:

Materials align to the inquiry standards for economics. The "21st Century Skills" align with the inquiry standards by helping students improve on conducting research, completing comparative analyses, and categorizing information. The "Savvas Quest!" and "Savvas Civic Action" projects require students to generate and develop questions, evaluate sources for validity and bias, make claims and counterclaims, and take action in and out of the classroom. Many of the "Active Classroom" activities require students to develop explanations that include reasoning and examples.

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 Common Core State Standards (CCSS) reading standards for informational text for this grade band. Examples include students being tasked with selecting and citing specific textual evidence in their response to the "Quest Document Based" questions and discussion questions; inferring the meaning of words and phrases in primary sources and throughout the text; and integrating information from diverse visual and text based materials to enhance understanding. Examples include the primary documents as well as many of the court cases, the media references to events, and in all of the readings. Students integrate information from multiple sources for various research activities both online and in print.

CCSS 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 as seen in the short reflections, answering questions, quizzes, essays, and research projects. The "Savvas Civic Action" projects as well as the "Savvas Active" classroom provide numerous opportunities for students to write in different styles and for various audiences. The "21st Century Skills" add additional information, increasing students skills in writing.

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

91%

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:

Through the magazine-style formatting of the text, which seeks a half text/half visual stylization, the instructional materials provide a wide variety of texts, visuals and multimedia content. Savvas instructional materials include Bounce and Flipped videos for enrichment as well as interactives, such as graphs and charts.

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 strategies to develop students' understanding of social studies content. The "21st Century Skills Builder" and tutorials, as well as sections for differentiation (including ELL supports), facilitate students' understanding. The instructional materials employ "Document Based Questions" (DBQs) for each topic and regularly require students to engage in argument, counterclaim, and investigation of compelling questions. Many of the Savvas activities are research oriented and require students to meaningfully engage with a variety of materials.

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 through frequent integration of visuals and infographics. Lessons include differentiation strategies for extra support and challenge as well as ELL supports for various proficiency levels. Alternative assessment opportunities afford students and teachers a variety of methods in which students can demonstrate competency.

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. International perspectives are periodically utilized to diversify the materials, and primary sources in both "DBQs" and "Savvas Quest!" inquiry projects present claims and counterclaims, and the "Civic Action Project" allows students to bring in additional 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:

Instructional materials include resources for research based instructional strategies and advanced social studies concepts as seen in the English Language Learner (ELL) strategies as well as the gifted, advanced, and cultural/linguistic areas of the lesson. Scaffolding is seen in the differentiation boxes for English Language Learners and in some of the digital activities. The "Guided Reading and Discussion" areas and the "Active Classroom" all offer research based instructional strategies.

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 the New Mexico Content Standards that all students should study in order to be college- and career-ready by addressing current events that affect students financially in the "Personal Finance" section. The "21st Century Skills" gives the students the opportunity to increase their personal skills for the future. Many of the economic concepts will be what students face as they progress in their lives, such as debt, credit scores, and financial management as presented in the "Personal Finance" section. Some standards were not linked with the objectives throughout the lessons and topics.

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 seen in the scope and sequence for each topic and lesson. The lesson structures are consistent throughout the instructional materials and employ multi-modal strategies for student engagement. The activities align with the material in smooth transitions to increase student learning. Ongoing activities such as lesson summaries are provided for constant review and practice.

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 resources via chapter pacing guides, scope and sequence, lesson and topic design, and consistent referral to lesson objectives. The understanding and connection to the New Mexico Standards was not consistent. Some of the digital interactive activities do not engage the students, but rather prompt them to complete the assignments.

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 related to the standards. This can be seen in the benchmark assessments, online quizzes, and embedded check for understanding questions. There is also progress monitoring of the standards.

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 lesson structures are consistent throughout the instructional materials and employ multi-modal strategies for student engagement. The activities align with the material in smooth transitions to increase student learning, such as in the overviews where prior knowledge is connected with new material. Ongoing activities such as lesson summaries offer opportunities for constant review and practice.

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 in some of the images, visuals, and content. The materials do not connect to all cultural and linguistic perspectives. Some of the topics and lessons only compare two cultures and very little Native American cultural engagement is made.

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 somewhat highlight diversity in culture and language through multiple perspectives. The multiple perspectives presented in some of the lessons are limited. Language barriers are only addressed in the differentiation areas and not seen much in the texts. The chapter summaries and the glossary provide resources for diversity in culture and language.

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:

I would recommend these materials for teachers' and students' use in the state of New Mexico. They offer pacing guides, scopes and sequences and many other teacher resources. The Student Edition both digitally and in print has interactive videos such as the "Flipped Classroom", images, visuals, "My Stories", and "Quest Inquiries" that are engaging for the students. It makes the readings accessible to all students due to the differentiation offered in boxes below each lesson. The informational text offers some cultural and linguistic texts but does not include all of the varied cultures and highly diverse populations in the state of New Mexico. These materials address the accommodations and modifications for special needs, English Language Learners, gifted and advanced, and lower skilled students.

Reviewer #: 44

Background and experience:

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

Professional summary of material:

I recommend these materials for use in the state of New Mexico. 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 guidance, 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, but is somewhat limited. Further attention in the material could be paid to Indigenous populations. Although the text does not explicitly address CLR principles/pedagogy or 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 economic issues at the local and state levels.

Reviewer #: 45

Background and experience:

MA degree in History, BA degree in history. Level II Teacher with 7 years of experience. 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 adjunct.

Professional summary of material:

I recommend Savvas *Economics Principles in Action* for adoption by New Mexico schools. A concise "Personal Finance Handbook" promotes financial literacy and engagement with economic concepts and consequences while broader economics concepts and topics from the standards are addressed through purposeful chapters and lessons. Teacher supports include pacing guides, discussion prompts and brief economic background materials. Student materials are enriched by way of incorporated "Flipped" videos, interactive pictures and graphs, and a magazine-style format that seeks to provide a 50/50 visual-to-text split. The instructional materials have ELL, Gifted, and Students With Disabilities differentiation strategies built into the Teacher's Edition and robust "Documents Based Questions" to further students' social studies skillset. New Mexico content standards are not linked to content objectives or language objectives.