

2022 Instructional Material Summer Review Institute

Review Team Appraisal of Title
High School US History and Geography

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	US History Interactive - Student Edition with Digital Courseware (6-year Student License)	Publisher	Savvas Learning Company LLC
SE ISBN	9781418342128	TE ISBN	9781418332310
SW ISBN		Grade Level/Content	11-12 US History and Geography

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

95%

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

100%

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

The teacher and student editions provide diverse and standards-aligned materials that represent diverse cultural perspectives. Social-Emotional Learning (SEL) is incorporated as a relevant way to address Cultural and Linguistic Responsiveness (CLR) as it meets students where they are emotionally by affirming their personal backgrounds. This also allows students to learn and work with many different identity groups.

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 materials highlight diversity in culture and language through multiple perspectives, illustrations, primary source reading and interdisciplinary applications. Social Awareness plays an important part in creating a classroom environment that affirms students' diverse identities and cultures and this is provided through SEL guidance in the teacher edition. Most activities meet this standard criteria through featuring diversity of culture and language, and ask students to reflect and discuss with peers.

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

Average Score

93%

OVERALL ALIGNMENT:

Materials align with the US History AND Geography standards overall.

Statements of appraisal and supporting evidence:

Overall, the materials provided meet New Mexico's US History and Geography standards. Major events from US history are addressed, with an added focus on the effects of these actions on people of the US and its territories. Geographical factors are included as well as the cause and effect relationship of many events in US history. Special attention is given to the impact on specific groups' culture and way of life in the US. Through the use of the text's charts, maps, and other infographics, and the many additional resources through the provided online site, the US history and geography content is presented in ways that can aid students in understanding all of the desired standards.

A. GEOGRAPHY

Materials align to the geography standards for US History.

Statements of appraisal and supporting evidence:

The materials provided meet the New Mexico geography standards through developing understanding of movement, population, human-environmental interactions and sustainability. The text assesses students on how physical geography impacts populations in different regions, such as with the differences between American colonies in the North, middle, and South, and with rural to urban migrations. Push and pull factors are identified, often with regard to immigration from various countries around the world, as with internal migrations like Westward expansion and American Indian relocation. Various methods are used to show interrelationships between humans and the environment through maps, charts, pictures, and primary sources.

B. HIGH SCHOOL UNITED STATES HISTORY

Materials align to the US History standards.

Statements of appraisal and supporting evidence:

The materials provided meet the New Mexico US History standards in understanding of: historical change, continuity, context, and reconciliation; causes and consequences; critical consciousness and perspectives; and power dynamics, leadership, and agency. The text places great emphasis on the journeys of various groups, such as American Indians, African Americans, and the numerous immigrant groups over time, as well as the struggles of peoples in US owned territories, class relations from the Industrial Revolution to today, and the evolution of Women's and LGBTQ rights. Causes and consequences are heavily implied for all major events along with varying perspectives throughout, such as with the Trail of Tears, Jim Crow, assimilation of minority groups, and the New Deal. Along with each topic, primary sources are provided in large number to represent not only the voices of those with power but also those without, and numerous charts and maps are used to show the consequence of political actions.

C. ETHNIC, CULTURAL, AND IDENTITY STANDARDS

Materials align to the ethnic cultural, and identity standards for US History.

Statements of appraisal and supporting evidence:

The materials provided meet the New Mexico US History standards in understanding of: diversity and identity and community equity building. Within the text there is great emphasis on the interaction between all groups in the US to include: ethnic groups like American Indians, African Americans, and immigrants from various countries; gender related groups like women and the LGBTQ population; and social groups like workers' unions and the Chicano movement. Time is spent on each major US history event, discussing the impacts they had on all Americans, as well as discussing specific events that relate to the interaction with specific groups, such as the Civil Rights Movement, Women's Suffrage, the Stonewall Riots, and Japanese Internment. Along with each lesson there are proposed lessons meant to connect these past events with issues of today.

A. HIGH SCHOOL GEOGRAPHY

Materials align to the Geography standards.

Statements of appraisal and supporting evidence:

The materials provided meet the New Mexico Geography standards in understanding: geographic representations and reasoning; location, place, and region; movement, population, and systems and; human-environmental interactions and sustainability. Provided in the text are many maps showing regional differences, migrations, and impacts on human populations, that then ask students to analyze them for developing map literacy. Human-environmental interactions are shown throughout as climate, agriculture, and natural resources are discussed in relation to major US events, such as the distinct regions of the American colonies and Industrial Revolution, and these are aided with visuals like charts, pictures, and maps. Human geography is addressed with specific focus placed on the movement of ideas like revolution, the movement of people with immigration, trade routes, imperialism, and the impact of geography on the US economy post-World War II.

INQUIRY

Materials align to the inquiry standards for for US History and Geography.

Statements of appraisal and supporting evidence:

The materials provided meet the New Mexico Geography standards in understanding inquiry for US History and Geography. Throughout the text are numerous inquiry activities based around the events discussed, many of which connect with modern topics, having students ask questions, conduct research, and create an end product for others to see or hear. There is a heavy emphasis on asking questions, researching, and citing, with numerous primary sources and DBQs included throughout the textbook. In each lesson there are also discussion prompts and suggestions for differentiated activities that would allow students to look deeper into topics of their choice.

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:

Instructional materials support students and teachers to develop reading literacy skills in History by providing evidence-based lesson content and well-scaffolded activities that develop students' 21st Century skills, such as sequencing, categorizing, analyzing cause and effect, comparing and contrasting, identifying main ideas and details, making predictions, identifying bias, comparing viewpoints, reading maps, charts, and graphs, setting a purpose for reading, and supporting ideas with evidence, all of which enable students at any reading level to articulate key ideas and details, to assess authors' and improve their own craft and structure, to integrate knowledge and ideas, and to approach textual readings from a range of complexity levels.

CCSS STANDARDS FOR LITERACY IN SOCIAL STUDIES:

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

Statements of appraisal and supporting evidence:

Instructional materials support students and teachers to develop writing literacy skills in History through lesson content and activities that develop student ability to access a range of text types and purposes, to research and build their knowledge, and to produce, share and present coherent, organized writing in a range of styles and formats. "Active Classroom Strategies" throughout the text include quick writing, making headlines, circle writing, "Write 1-Get 1", and "Connect Two" (to build vocabulary). The "21st Century Skills" section as well as the "Quest! Inquiry" projects in several chapters and "Topic Assessments" take student writers through the steps to research and write an explanatory, informative, expository, or argumentative essay.

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:

Instructional materials meet New Mexico criteria for content and design. The materials include and/or reference informational texts and literary works that are significant to historical time periods and cultural groups; include historical and present day maps, charts, graphs, diagrams, artworks, and illustrations to enable spatial, abstract, and critical thinking in various problem solving contexts; and identify multimedia connections that align with a variety of learning styles and enhance students' analytical 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 include multicultural images that engage students in historical inquiry as well as develop understanding of complex events and relationships; provide strategies to elicit discourse among students on Social Studies topics; contain text-dependent/text-specific questions with activities that build to a culminating task that integrates depth and complexity of analytical thinking; orient historical events toward contemporary local, regional, and global issues in order to activate student agency; are up to date and present current evidence and new interpretations; and provide strategies for the effective use of scholarly sources in student writing.

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 students who read below grade level, who have special needs, who are gifted, and who are ELLs with extensive opportunities to encounter and comprehend grade-level and complex texts. Each Topic begins with an Essential Question and each lesson opens with Objectives and Key Terms. Teacher materials support teachers to assess students at a variety of levels, using, for example, Bloom's Taxonomy and Depth of Knowledge verbs. Teachers are also supported by regular features such as "Connections to Culturally Responsive Learning", Integrating SEL, and Differentiation activities and strategies.

FOCUS AREA 4 EQUITY

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

Statements of appraisal and supporting evidence:

Instructional materials meet New Mexico criteria for Equity. The materials provide equitable inclusion of accurate historical narratives and perspectives beyond Eurocentric cultural scripts, and engage students through "Active Classroom" strategies integrated throughout each lesson. Strategies include "Civic Action" and "Take a Stand". These sections engage students in learning about others' history, culture, identity and region while allowing them to maintain, celebrate and bolster their own cultural integrity.

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 meet New Mexico criteria that teacher instructional materials include/contain resources for and explanations of research-based instructional strategies and advanced Social Studies concepts. Teacher materials include "Start Up Activities", "Active Classroom Strategies", "Document-Based Questions", "Project-Based Learning", "Civic Discussions" and other opportunities for students to engage in civic action. Teacher materials also include online, interactive video and audio features to enhance student learning, including "Listenwise", "Connections to Today", "Quest! Inquiries", "NBC Learn Documentaries", "Primary Source Reading Guides", maps, "Interactive Galleries", "3D Models", and "Lesson Quizzes".

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

97%

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:

The materials align with the standards and are relevant to high school grade level college and career-ready standards. Students are given many opportunities to make meaningful connections throughout the textbook and online materials. Some examples are using Social-Emotional Learning activities and analyzing photographs. Full lesson plans in the Teacher Edition help the teacher connect relevance to the material. Online supplemental materials are engaging and help students show their understanding and mastery through current event articles and discussions with peers.

FOCUS AREA 2 WELL-DESIGNED LESSONS:

Instructional materials take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

Effective lesson structure and pacing is evident in both the teacher and student materials and overall layout of lessons has a consistent structure. Sequencing is purposeful and there are clear learning objectives in each lesson. Vocabulary Builder sections appear throughout the material and relate to the topic being learned. The digital materials are also easy to use and offer a variety of well-organized and thought-out activities that complement the print textbook.

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 instructional materials provide the teacher with resources to support planning, learning and understanding of the NM Content Standards. This is evident throughout the textbook and online materials in the "Start Up Activity" and "Active Classroom", which are examples of suggestions and annotations that support student learning. The online components are comprehensive and align with the print textbook. The two compliment each other well. There are interactive components in the digital materials such as "Project Imagine" and "Immersive Experiences".

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:

Materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards. Throughout the material, students are assessed in a variety of ways including formative and summative assessment. Within each lesson are assessment questions that ask for explaining, distinguishing, and looking back over the lesson for connections. The extensive Savvas Realize is an online component of the text material where rubrics are found for both students and teachers.

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 in this US History text provide differentiated strategies that meet the needs of all students and that explore key concepts. Many options are provided to customize instructional materials to a diverse student population. Extra support for struggling students and gifted students can be found throughout the Teacher Edition. These include ELL supports such as "Speaking" or read aloud sections and Entering, Beginning, Intermediate, Advanced and Bridging guidance.

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

The teacher and student editions provide diverse and standards-aligned materials that represent diverse cultural perspectives. Social-Emotional Learning (SEL) is incorporated as a relevant way to address Cultural and Linguistic Responsiveness (CLR) as it meets students where they are emotionally by affirming their personal backgrounds. This also allows students to learn and work with many different identity groups.

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 materials highlight diversity in culture and language through multiple perspectives, illustrations, primary source reading and interdisciplinary applications. Social Awareness plays an important part in creating a classroom environment that affirms students' diverse identities and cultures and this is provided through SEL guidance in the teacher edition. Most activities meet this standard criteria through featuring diversity of culture and language, and ask students to reflect and discuss with peers.

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 #: 40

Background and experience:

Reviewer 40 is a NM Level 3 teacher, recently retired after 25 years of teaching and has endorsements in 6 areas, including Social Studies. This is their third year as an IMB reviewer and Review Team Leader.

Professional summary of material:

Savvas's US History Interactive materials provide opportunities for rich and rigorous evidence-based discussions paired with writing based on texts to build strong writing skills. Most questions, tasks, and assignments are text-dependent, requiring students to engage with the text directly. Teacher materials provide guidance for differentiation, Social-Emotional Learning (SEL) application, and English Language Learner (ELL) support as well as challenging proficient learners. This is a thorough and relevant US History course that incorporates current events up to 2021.

Reviewer #: 41

Background and experience:

Reviewer 41 is a NM Level 2 teacher who is entering the fifth year of teaching high school after 20 years of university teaching around the Northern Hemisphere. Reviewer 41 is endorsed to teach Social Studies, Performing Arts, Visual Arts, Family and Consumer Science, and Language Arts. This is their first year as an IMB reviewer.

Professional summary of material:

Reviewer 41 highly recommends Savvas' US History Interactive Instructional Materials, printed and digital. Content is up to date, highly informative and engaging, and does well to cover a wide range of human perspectives using many primary sources. These sources include visual, audio-visual, graphic, and documentary. Students of all learning levels are supported with activities, such as Connections to Today and Quest! Inquiry research and writing projects, which engage students' critical-thinking and civic-mindedness. Teacher materials include a wide range of assessment options with detailed scaffolding, skills-development guidelines, and rubrics to be used with students.

Reviewer #: 42

Background and experience:

Reviewer 42 is a NM Level 2 teacher with 7 years experience teaching Social Studies in Albuquerque and Rio Rancho. They have taught in both charter and public schools, primarily working with inclusion classes.

Professional summary of material:

The Savvas US History text is strongly recommended. Assessments throughout are always preceded with language objectives, vary in complexity, frequently call back to previously learned material for forming connections, and often call on students to make personal connections to the content. Many primary sources are found throughout, with some being lessons of their own with one or two sources showing diverse perspectives, and others grouped together for Document Based Questions where students can analyze and cite evidence to support their claims. The information featured in the text is diverse and multicultural, and has a strong emphasis on cause and effect over time.