

2022 Instructional Material Summer Review Institute

Review Team Appraisal of Title
High School World 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	World History Interactive - Student Edition with Digital Courseware (6-year Student License)	Publisher	Savvas Learning Company LLC
SE ISBN	9781418342357	TE ISBN	9781418330378
SW ISBN		Grade Level/Content	9-10 World 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)	<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	
				96%	

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
		93%

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:
Instructional materials represent a variety of cultural and linguistic perspectives.
Statements of appraisal and supporting evidence:

The text is balanced in perspective and, when using primary sources, takes into account the author's point of view and attitude. The text includes questions that give students the opportunity to evaluate and assess the material for generalizations and stereotypes and to incorporate their own cultural perspectives in discussions and writing assignments. Throughout the print and online materials, it is apparent that making world history relevant to high school students is a focus of the materials.

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 include tools and resources to relate the content area appropriately to diversity in cultures and languages. Cause-and-Effects questions and assignments address both historical events and their implication on modern society. "Connections to Today" expose students to concepts that have an impact on or are relevant to their world today. The "Comparing Viewpoints" section provides opportunities for students to read primary sources and then answer questions that elicit reflection on varying points of view. The "Document-Based Questions" often involve multiple ethnic perspectives as they relate to the historical topic or theme of the unit or lesson. The readings are often primary sources and the culminating or intermediary questions encourage students to make personal connections.

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

Average Score

97%

OVERALL ALIGNMENT:

Materials align with the World History AND Geography standards overall.

Statements of appraisal and supporting evidence:

The materials provided meet all of the World History and Geography standards overall. All major events from the dawn of civilization to the Covid-19 pandemic are present with multiple perspectives discussed throughout. Geography is presented in each lesson, showing how the world around us plays a major role in our lives, from impacts of climate on different regions, to the human struggle for resources playing a role in war and systems of power. Primary sources are plentiful in the text, with opportunity to consider the viewpoints of people at the time, both those with power and those without. Assessments are provided throughout with measurable language objectives and representing multiple depths of knowledge. There are activities and lesson plans that allow students to conduct research on relevant topics of their choice and create projects that connect the lessons of the past with topics in our world today.

A. CIVICS

Materials align to the civics standards for World History.

Statements of appraisal and supporting evidence:

The materials provided meet the Civics standards in the understanding of roles and responsibilities in civic life. Throughout the text are opportunities for students to learn how civic roles developed in numerous and diverse cultures throughout the history of mankind, such as in Athenian democracy, renaissance humanism, and virtues of the Enlightenment. Primary sources are provided to show a great range of perspectives, with figures like Bartolome de Las Casas, Gandhi, and Martin Luther King Jr. challenging the authorities of their day, and students are asked to analyze the arguments and connect them with today. Several opportunities are provided for students to consider topics like impacts of the food supply, climate change, technology, sports, or authoritarian leaders; to ask personalized questions on those topics; and to create projects that can help inform others in the classroom and school community of the issues that impact us locally, regionally, or globally today.

B. ECONOMICS

Materials align to the economics standards for World History.

Statements of appraisal and supporting evidence:

The materials provided meet the economics standards in the understanding of the global economy. Information is provided throughout on how economic factors impacted the lives of human populations since civilization first appeared to today. Emphasis is made on the increased globalization of economics from ancient trade routes to the interconnectedness of developing and developed nations today, which provides numerous opportunities for students to inquire deeper into the effects these have on people in all areas of the world. Several opportunities are made for students to connect the issues with life in the US, in New Mexico, or in the local community, with topics like resource usage being suggested for research to create projects where students can suggest and defend solutions to economic issues faced today.

C. GEOGRAPHY

Materials align to the geography standards for World History.

Statements of appraisal and supporting evidence:

The materials provided meet the Geography standards in the understanding of: location, place, and region; movement, population, and systems; and human-environmental interactions and sustainability. Throughout the text, human-environmental interactions are addressed with all cultures, from the river valley civilizations' recent desertification in Africa and from natural isolation of China to the island nation of Great Britain as an industrial hub for the world. Maps, images, and charts are available to be analyzed by students to show migrations, the availability of natural resources, climate's impact on agriculture, and trade routes. The text also provides numerous opportunities for students to consider topics related to geography, such as desertification, the globalized economy, resource use, or migrations to conduct research and create projects with solutions for such issues at global, national, regional, or local levels.

D. HISTORY

Materials align to the history standards for World History.

Statements of appraisal and supporting evidence:

The materials provided meet the World History standards in the understanding of: historical change, continuity, context, and reconciliation; causes and consequences; historical thinking; critical consciousness and perspectives; and power dynamics, leadership, and agency. The evolution of cultures all around the world are discussed, from the ancient river valley civilizations to the modern world, and all major events are discussed in context, with cause and consequence considered. Primary sources are plentiful, allowing students to analyze multiple viewpoints on each issue and enabling them to form a well-rounded understanding. Assessments on the content span all depths of knowledge with questions that provide documents to cite evidence and support arguments, allowing students to hone their ability to think historically, without generalizations or bias.

E. ETHNIC, CULTURAL, AND IDENTITY STANDARDS

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

Statements of appraisal and supporting evidence:

The materials provided meet the Ethnic, Cultural, and Identity Studies standards in the understanding of identity in history. All major events from the first civilization to today are discussed throughout the text with great focus on the historical factors that made each form and evolve over time. Resources like maps, charts, images, and primary source documents help students to analyze the content, make comparisons between cultures, and consider the viewpoints of all peoples, both those with power and those without.

F. INQUIRY

Materials align to the inquiry standards for World History.

Statements of appraisal and supporting evidence:

The materials provided meet the Inquiry standards in the understanding of: gathering and evaluating sources; developing claims; and taking informed action. Activities are found throughout the text relating the historical events studied to numerous topics relevant today that provide students with opportunities to ask questions, conduct research, and create projects that can be presented to educate and enlighten their peers. Rubrics are made available online and the teacher's edition contains step-by-step instructions for how inquiry-based lessons can be conducted to best prepare students, as well as providing instructions to evaluating sources, writing papers, and so on. Additional suggestions are made with how such activities could be extended, such as writing letters to local government leaders, letters to newspaper editors, or projects to be viewed around the school by peers.

A. HIGH SCHOOL GEOGRAPHY

Materials align to the standards for Geography.

Statements of appraisal and supporting evidence:

The materials provided meet the High School Geography standards in the understanding of: geographic representations and reasoning; location, place, and region; movement, population, and systems; and human-environmental interactions. Instructions are provided in the student edition for how to analyze a map, and there are numerous maps located throughout the text with questions over the maps for students to answer. Human-environmental interactions are addressed with many major events, such as the impacts of environment on where civilization can form, where agriculture can be done, and the damages and loss of life caused by natural disasters, just as it discusses human impacts like pollution from industrialization and spreading disease from trade.

B. INQUIRY

Materials align to the inquiry standards for Geography.

Statements of appraisal and supporting evidence:

The materials provided meet the Inquiry standards in the understanding of: constructing compelling and supporting questions; gathering and evaluating sources; communicating and critiquing conclusions; and taking informed action. Opportunities for students to research topics related to the effects of geography on human lives are found throughout the text, with topics like resource use, food supply, climate change, and natural disasters being available for students to connect to both historical events and today. The teacher edition offers suggestions for discussing, presenting, and forming projects on these topics; provides rubrics to ensure sources and evidence provided are effective; and offers methods for reflection. Each lesson also provides multiple outcomes to consider, including taking civic action as an option for students to communicate their perspective with an audience beyond the classroom.

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:

Savvas's World History Interactive print and digital instructional materials meet the CCSS Standards for Literacy in Social Studies - Reading - by providing informative and unbiased content and numerous primary documentary and visual sources. Through features such as differentiation, guided reading and discussion, analyzing images, vocabularybuilder, and ELL support in every chapter of the Teacher Edition, teachers are supported to provide students at all levels with varied and engaging opportunities to develop their skills in reading, research, citation, and analysis of key ideas and details in textual sources in a range of complexity both primary and secondary. Project Imagine immerses students in history through reading primary sources and role-playing historical figures. The 21st Century Skills Tutorials in both student and teacher editions help students appreciate authors' craft and structure, enabling them to develop their own. Students are guided to read a variety of materials including text, images, charts, graphs, and maps.

CCSS STANDARDS FOR LITERACY IN SOCIAL STUDIES:

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

Statements of appraisal and supporting evidence:

Savvas's World History Interactive print and digital instructional materials meet the CCSS Standards for Literacy - Writing - in Social Studies. Regular chapter features such as Connection to Today, Document-Based Questions, Topic Assessments, and Quest! Inquiry, as well as the 21st Century Skills Tutorials, guide students to write in multiple formats, such as essays, websites, museum exhibits, and a human rights bill, enabling them to express and develop their learning through writing. Active Classroom Strategies such as Quick Write, Make Headlines, and Circle Write engage students' civic-mindedness, language development, and written expression.

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

99%

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:

Savvas's World History Interactive print and digital instructional materials provide a wide range of primary textual and visual sources integrated into unbiased, inclusive, and informative content enhanced by "NBC Learn", "My Story Videos", and "Listenwise" audio podcasts, which link the past to current events. Teachers have access to online quizzes, "Lesson Synthesize" visual presentations, "Interactive Maps", and "Interactive Charts" to engage students in each new topic.

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:

In every chapter, Savvas's World History Interactive print and digital instructional materials provide opportunities to inspire and develop students' understanding of Social Studies content. A few examples include the "Start Up Activities", "Active Classroom", "Guided Reading and Discussion", "Quest! Inquiry projects", "Connections to Today", and "Primary Source Comparing Viewpoints".

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:

In every chapter of Savvas's World History Interactive print and digital Teacher Edition, teachers are supported by features such as Differentiate, English Language Learners, Historical Background, and Integrating Social and Emotional Learning to support students at all levels of learning.

FOCUS AREA 4 EQUITY

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

Statements of appraisal and supporting evidence:

Savvas's World History Interactive print and digital instructional materials engage students in learning about others' history, culture, identity, and region while allowing them to maintain and enrich their own cultural integrity by encouraging them to take civic action, locally and globally.

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:

Savvas's World History Interactive print and digital instructional materials teach advanced Social Studies concepts through research-based instructional strategies and projects such as the Project Imagine Immersive, Quest! Inquiry, and Connections to Today, as well as end-of-lesson and Topic Assessments that include Document-Based Questions and extended writing exercises. Teachers and students can use the online Realize! materials as well as the print explanations found throughout the textbook to explore Social Studies concepts more deeply.

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

95%

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:

Savvas' World History Interactive material addresses the full content of the standards for the grade-level audience intended and provides real-world applications of concepts that students can use to develop post-high school 21st century skills. This is demonstrated by the "Overview" section at the start of each Topic (unit) as well as lesson plan suggestions provided in the Teacher Edition. Quick Study guides and Social-Emotional Learning activities support students in mastering the material as it both delivers the content and meets the student where they are emotionally and developmentally.

FOCUS AREA 2 WELL-DESIGNED LESSONS:

Instructional materials take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

The Teacher Edition includes learning progressions and an overview of the scope and sequence of skills and concepts. Preview of lesson objectives and key terms set the structure for each topic and lesson. The overall layout in both the print and digital materials is consistent and easy to navigate.

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 Teacher Edition has instructional strategies throughout the material. At the beginning of all topics is a suggested instruction "Organizer and Pacing" plan that help teachers plan out the unit of instruction. Each lesson pacing guideline is divided into four sections: "Connect", "Investigate", "Synthesize" and "Demonstrate". These also align with the topic's culminating project, which varies according to the lesson (ie writing, multi-media, debate). Digital supports such as "Project Imagine", and "Go Online" seamlessly integrate online and print.

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:

Throughout the print and online materials, unit formative assessment activities aid teachers in checking for understanding as well as progression towards mastery. These are placed throughout the Topic (unit) and summative assessments culminate each lesson. Questions at the end of each lesson offer ample opportunities for both formative and summative assessments and are aligned with the objectives of the lesson. The "Quick Study Guide" is found at the beginning of the Topic (unit) and includes lesson summaries that are expanded upon in the online version. The online site provides rubrics that teachers can use to further assess student progress.

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 can be modified, differentiated, and adapted to many student learning levels and abilities. Suggestions appear in the margin of the Teacher Edition and are found on almost every page. Social-Emotional Learning (SEL) is incorporated as well into teaching strategy support.

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

The text is balanced in perspective and, when using primary sources, takes into account the author's point of view and attitude. The text includes questions that give students the opportunity to evaluate and assess the material for generalizations and stereotypes and to incorporate their own cultural perspectives in discussions and writing assignments. Throughout the print and online materials, it is apparent that making world history relevant to high school students is a focus of the materials.

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 include tools and resources to relate the content area appropriately to diversity in cultures and languages. Cause-and-Effects questions and assignments address both historical events and their implication on modern society. "Connections to Today" expose students to concepts that have an impact on or are relevant to their world today. The "Comparing Viewpoints" section provides opportunities for students to read primary sources and then answer questions that elicit reflection on varying points of view. The "Document-Based Questions" often involve multiple ethnic perspectives as they relate to the historical topic or theme of the unit or lesson. The readings are often primary sources and the culminating or intermediary questions encourage students to make personal connections.

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' World History Interactive materials provide high school history students opportunities for standards-aligned and rigorous evidence-based discussions paired with writing based on texts that build critical thinking and writing skills. Most assessment and discussion questions, tasks, and assignments are text-dependent. Teacher materials provide support for differentiation, Social-Emotional Learning (SEL), as well as English Language Learners (ELL), gifted and special education students. "Project Imagine" is the keystone of this material's advanced Social Studies strategies and concepts. This is a thorough World History course that incorporates major historical events from prehistory to 2022.

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:

Savvas' World History Interactive Instructional Materials for students and teachers - both in print and digital - are well-organized, highly engaging, unbiased, and informative, covering a wide range of human perspectives through well-chosen primary, visual and documentary, audio-visual, and graphic sources. Features such as "Connections to Today", "Project Imagine", and "Quest! Inquiry" research and writing projects engage students at many different learning levels to think critically about how the past can inform the present and shape our future. The Teacher Edition guides teachers to support and engage students of all learning levels, through features such as Differentiate, ELL, Vocabulary Builder, Integrating Social and Emotional Learning, as well as through the publishers' 4-Part Learning Plan: "Connect, Investigate, Synthesize, and Demonstrate" that encourages and supports students to practice a range of Social Studies skills and dispositions.

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:

Savvas' World History Interactive materials are a good choice for New Mexico classrooms. The Student Edition includes an array of information from ancient, medieval, and modern history and includes many useful maps, charts, timelines, graphs, and pictures for students to visualize the content. The Student Edition is also filled with primary sources and questions that do well at guiding the students in evaluating sources. With the Teacher Edition comes many practical lesson plan ideas, differentiation in each lesson for students at different learning levels, English Language Learner modifications as well as for students at all levels, and numerous opportunities for students to connect the historical information with their lives today.