

Review Team Appraisal of Title – 9-12 Social Studies

This information is provided for local school boards and governing authorities of charter schools to consider in their selection process to meet the needs of their student population.

Text Title:	<u>World History and Geography Modern Times</u>	Publisher:	<u>McGraw Hill Education</u>
Course:	<u>World History and Geography</u>	Grade Level:	<u>9-12</u>
SE ISBN:	<u>9780076647385</u>	TE ISBN:	<u>9780076648474</u>
SW ISBN:	_____		

SECTION 1 – NM Content Standards and Benchmarks			
SECTION 2.A CCSS 9-10 Reading			
<p>Reviewer # and Section 1 Total: 1. #<u>16</u> TOTAL<u>740</u> 2. #<u>17</u> TOTAL<u>764</u> 3. #<u>18</u> TOTAL<u>742</u> Average Score: <u>748.6</u></p> <p>Review Team Assessment of material’s compliance with Section 1:</p> <ul style="list-style-type: none"> NM Standards are addressed. Document based questions using multiple primary sources. Visuals from supplemental resources enhance learning. The lower score was based on some poor citations, however the team agrees that this was a good book. 			
SECTION 2.B 11-12 CCSS Reading			
<p>Reviewer # and Section 2.A Total: 1. #<u>16</u> TOTAL<u>60</u> 2. #<u>17</u> TOTAL<u>60</u> 3. #<u>18</u> TOTAL<u>46</u> Average Score: <u>55.3</u></p> <p>Review Team Assessment of material’s compliance with Section 2.A:</p> <ul style="list-style-type: none"> Offers “foldables” for guided reading and note-taking. Offered leveled support for readers. Reading levels are presented for EL and gifted. Step into Place introduces chapter using quotes, primary source. 			
SECTION 2.C 9-10 CCSS Writing			
<p>Reviewer # and Section 2.B Total: 1. #<u>16</u> TOTAL<u>58</u> 2. #<u>17</u> TOTAL<u>58</u> 3. #<u>18</u> TOTAL<u>54</u> Average Score: <u>54</u></p> <p>Review Team Assessment of material’s compliance with Section 2.B:</p> <ul style="list-style-type: none"> High level primary sources included Hands-on “Project Based” learning Recognizes bias and analyzing historical documents Citations that were written as paragraphs were scored lower, because reviewers could not find them 			
<p>Reviewer # and Section 2.C Total: 1. #<u>16</u> TOTAL<u>108</u> 2. #<u>17</u> TOTAL<u>104</u> 3. #<u>18</u> TOTAL<u>106</u> Average Score: <u>106</u></p> <p>Review Team Assessment of material’s compliance with Section 2.C:</p> <ul style="list-style-type: none"> Writing skills require use of “argument” Students are asked to write on various topics Rich and rigorous writing options Students are asked to take a position in their writing and defend against an opposing student’s position Research and perspective from a person fighting in a battle Visit museums online and complete research 			

SECTION 2.D 11-12 CCSS Writing

Reviewer # and Section 2.B Total: 1. #16 TOTAL104 2. #17 TOTAL104 3. #18 TOTAL102
Average Score: 103.3

Review Team Assessment of material's compliance with Section 2.D:

- Writing skills using argument were addressed
- Writing offers rigor and choice
- Visual skills and photo analysis
- Present information in another format than a report
- Student created tables for compare and contrast are available

SECTION 2.E Publisher's Criteria

Reviewer # and Section 2.B Total: 1. #16 TOTAL60 2. #17 TOTAL40 3. #18 TOTAL45
Average Score: 40.3

Review Team Assessment of material's compliance with Section 2.E:

- Good project based learning
- Good Ch. Assessment that embeds remediation, intervention and support
- Role playing and record interviews in that role
- Online teaching options provided and address modalities of learning

SECTION 2.F Student/Teacher Edition Criteria

Reviewer # and Section 2.B Total: 1. #16 TOTAL60 2. #17 TOTAL60 3. #18 TOTAL65
Average Score: 61.6

Review Team Assessment of material's compliance with Section 2.F:

- Differentiated lessons for advanced, nearing proficiency and ELL students
- Remediation and intervention strategies included
- TE offers full plan for unit
- Project based learning with hands on learning and digital hands on
- Multimedia resources provided

Reviewer Comments

Reviewer #: 16 Reviewer Background: 16 years classroom experience, Level IIIA and IIIB, Currently Administrator
Comments: Was really impressed by some of the resources such as the "foldables" and the geography skills and world religions handbooks. I liked the assessments...if you missed this question, go to this page. The "meeting the diverse needs of our students" insert was a good addition for teachers that need support in this area.

Reviewer #: 17 Reviewer Background: 16 years of classroom experience, Level III, with administrator license
Comments: I consider this textbook as an excellent secondary source for the classroom. I liked how this book provided different modalities for different levels of students. Most importantly, I liked how the book provided students with bias perspectives and allowed the students to support their views against other students. I feel this book could have been scored higher, but the citations decreased the final score. I strongly recommend that publishers review the citations that were chosen

Reviewer #: 18 Reviewer Background: 20 years of classroom experience level3.
Comments: The textbook is an excellent source to teach a diverse student population because it includes a wide variety of student based learning based activities. In addition, the glossary has the definitions in both English and Spanish. This is extremely beneficial for the state of New Mexico.