



History/Social Science K-12 Instructional Materials Adoption: Program Recommendations

Board Meeting
March 2, 2023
Agenda Item No. 10.1

Presented by:

Erin Hanson, Assistant Superintendent Curriculum and Instruction
Shannon Pella, Director of Professional Learning: Literacy, ELA, and Humanities
Kari Lofing, Coordinator: GATE and AP Programs

**BOARD MEETING MARCH 2, 2023
PRESENTED BY PILOTING TEACHERS:**

Erinn Leone, History/Social Science Teacher & Department Chair,
Luther Burbank High School

Richard Pauly, History/Social Science Teacher & Department Chair, John F.
Kennedy High School

Glenn Singley, History/Social Science Teacher, Hiram Johnson High School

Michael Washington, History/Social Science Teacher & Department
Chair, Hiram Johnson High School

Every system is perfectly designed to get the results that it gets

SCUSD Core Values

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

SCUSD GUIDING PRINCIPLE

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options

Glossary of Terms

CDE - California Department of Education

SBE - State Board of Education

C&I - SCUSD Curriculum and Instruction Department

LTS - Library Textbook Services

AP - Advanced Placement

HSS - History/Social Studies

SCUSD Instructional Materials Adoption Process



California Dept of Ed State Board of Ed

Adopts Standards
Publishes
Frameworks
Reviews Curriculum

SCUSD Curriculum & Instruction Library Textbook Services

Review Cycles of
Current Adoptions

SCUSD Curriculum & Instruction Budget Services

Requests Budget

SCUSD Curriculum & Instruction

Launches
Instructional Materials
Adoption

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California Department of Education

Standards, Frameworks & Instructional Materials Adoptions

- **Content Standards** development is initiated by special legislative direction.
- **Curriculum Framework** development is initiated by specific legislative funding. Includes evaluation criteria for instructional materials.
- **Instructional Materials Adoption** timelines are set by the State Board of Education and often follow the completion and adoption of the corresponding Curriculum Framework

Subject	Latest Content Standards Adoption Date	Latest Curriculum Framework Adoption Date	Latest Instructional Materials Adoption Date
History/ Social Science www.cde.ca.gov/ci/hs	1998	2016	2017

<https://www.cde.ca.gov/ci/cr/cf/>

SCUSD Instructional Materials Adoption Process

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Requests Budget

SCUSD Curriculum & Instruction

Launches
Instructional Materials
Adoption

Curriculum & Instruction and Library Textbook Services

Review Cycles of Current Adoptions

- **K-12 General Education Instructional Materials**
 - Adopted for 8 years based on CDE/SBE Standards/Frameworks
 - ELA/ELD, Mathematics, Sciences, History Social Sciences, World Languages & Electives
- **Advanced Placement Instructional Materials**
 - Adopted for 6 years based on College Board Course Description
 - English, Mathematics, Sciences, History Social Sciences, World Languages & Electives

SCUSD Instructional Materials Adoption Process

California Dept of Ed State Board of Ed

Adopts Standards
Publishes
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SCUSD Curriculum & Instruction Library Textbook Services

Review Cycles of
Current Adoptions

SCUSD Curriculum & Instruction Budget Services

Requests Budget

SCUSD Curriculum & Instruction

Launches
Instructional Materials
Adoption

Curriculum & Instruction Requests Budget

Recent Adoptions

- 2014-15 Math K-12 \$5M
- 2016-17 ELA/ELD K-12 \$9M
- 2020-21 Science 6-12 \$6M
- 2021-22 Science K-5 - \$5M

Current Adoption

- **2022-23 - History Social Sciences K-12 Budget - \$8M**

Upcoming Adoptions

- 2023-24 - World Languages - \$5M (estimate)

SCUSD Instructional Materials Adoption Process

California Dept of Ed State Board of Ed

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Current Adoptions

SCUSD Curriculum & Instruction Budget Services

Requests Budget

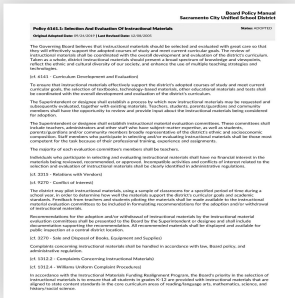
SCUSD Curriculum & Instruction

Launches
Instructional Materials
Adoption

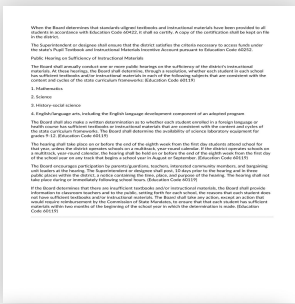
SCUSD Instructional Materials

Board Policy 6161.1

- Sacramento City Unified School District Board Policy 6161.1 states the following:
- *“The Superintendent or designee shall establish instructional material evaluation committees. **These committees shall include teachers, administrators and other staff who have subject-matter expertise, as well as students, parents/guardians and/or community members broadly representative of the district's ethnic and socioeconomic composition.** Staff members who participate in selecting and/or evaluating instructional materials shall be those most competent for the task because of their professional training, experience and assignments. **The majority of each evaluation committee members shall be teachers.**”*



[Board Policy 6161.1](#)



History Social Sciences Adoption Teacher Outreach



**BOARD OF
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ACADEMIC OFFICE
5735 47th Avenue • Sacramento, CA 95824

Erin Hanson, Assistant Superintendent of Curriculum and Instruction

May 11, 2022

RE: K-12 History/Social Science Instructional Materials Adoption

Dear Mr. Fisher,

We are planning to engage in a curriculum materials adoption process for grades K-12, History/Social Science, which would result in adopting materials for the 2023/24 school year. Due to the recent success of the K-12 Science adoption process and selection of materials for the past several school years, the History/Social Science adoption will imitate the Science adoption process. The following table gives a picture of our general plan as we move forward with identifying, piloting and selecting K-12 History/Social Science materials. Regarding the adoption of instructional materials, Board Policy 6161.1 states the following:

"The Superintendent or designee shall establish instructional material evaluation committees. These committees shall include teachers, administrators and other staff who have subject-matter expertise, as well as students, parents/guardians and/or community members broadly representative of the district's ethnic and socioeconomic composition. Staff members who participate in selecting and/or evaluating instructional materials shall be those most competent for the task because of their professional training, experience and assignments. The majority of each evaluation committee's members shall be teachers."

Participating teachers will be compensated at the per session rate and provided substitutes where appropriate. We will reach out to teachers to participate and would appreciate it if you would reach out to teachers to participate as well. If you have any questions or would like to confer about this, please reach out to schedule a meeting at your earliest convenience.

Adoption Phase	Time Window
Adoption Introduction & Outreach -Share interest form via google forms with K-6 teachers and secondary history-social science teachers.	May 2022
Adoption Team Identification -History-Social Science Coordinator, in collaboration with other Academic Office staff, will identify participants for Phase 1, Phase 2, Phase 3, and Phase 4 Team(s) to create balanced teams of teachers with varied professional training, experience and assignments who represent the diverse students we serve.	May 2022

Phase 1: Presentation of Materials -Phase 1 Team will identify materials that align with the standards, frameworks, and expectations of teaching and learning History/Social Sciences.	June 2022
Phase 2: In-Depth Paper Screen of Materials -Phase 2 Team will conduct an in-depth screening of materials -Parent, student and community input will be gathered.	June - July 2022
Phase 3: Pilot of Materials -Phase 3 Team will conduct 8-week pilot cycles of 2 sets of materials at each segment, including data collection from students -Parent, student, teacher, and community input will be gathered on the piloted materials.	August 2022 - February 2023
Phase 4: Selection of Materials and Recommendation -Participants from both Phase 1, 2 and Phase 3, 4 Teams will analyze data, provide feedback, work to build consensus, and make a recommendation to adopt and implement a full History/Social Science program.	February 2023
Phase 5: Public Hearing and Board Adoption -The recommended materials will be presented to the Board for a public hearing, and final approval and adoption by the Board.	March 2023

The Adoption Team digital interest form can be found here: [Digital Interest Form](#). You'll notice that we've included both teacher and student demographic information to the form, which is designed to ensure we have the data necessary to convene balanced teams of teachers with varied professional training, experience and assignments who represent the diverse students we serve. If we have more teachers interested than are needed for each phase, participants will be selected in order to ensure a balance of perspectives, experiences and voices are represented.

We plan to invite teachers to join the adoption team via email invitations and the digital application. As per board policy, all committees will be composed of a teacher majority. If you will receive a list of the standing teams charged with oversight and implementation of the adoption process immediately after the team is assembled.

Thank You,

Erin Hanson
Assistant Superintendent of Curriculum and Instruction
Sacramento City Unified School District
5735 47th Avenue
Sacramento
CA 95824

History Social Sciences Adoption

Process & Timeline

Adoption Phase	Time Window
<u>Adoption Introduction & Outreach</u> Share interest form via google forms with K-6 teachers and secondary History/Social Science teachers.	May-June 2022
<u>Adoption Team Identification</u> History-Social Science Coordinator, in collaboration with other Academic Office staff, will identify participants for Phase 1, Phase 2, Phase 3, and Phase 4 Team(s) and create teams of teachers with varied <i>professional training, experience and assignments</i> who represent the diverse students we serve.	June 2022
<u>Phase 1: Prescreen of Materials</u> Phase 1 Team will identify materials that align with the standards, frameworks, and expectations of teaching and learning History/Social Sciences.	July 2022
<u>Phase 2: In-depth Paper Screen of Materials</u> Phase 2 Team will conduct an in-depth screening of materials to select two programs from five SBE approved programs.	July 2022
<u>Phase 3: Pilot of Materials</u> Phase 3 Team will conduct 8-week pilot cycles of 2 sets of materials at each segment, including data collection from teacher evaluations of programs student surveys. Parent, student, teacher, and community input will be gathered on the piloted materials.	August 2022 – February 2023
<u>Phase 4: Selection of Materials and Recommendation</u> Participants from both Phase 1, 2 and Phase 3, 4 Teams will analyze data, provide feedback, work to build consensus, and make a recommendation to adopt and implement a full History/Social Science program for each grade segment K-5, 6-8, 9-12.	February 2023
<u>Phase 5: Public Hearing and Board Adoption</u> The recommended materials and evidence from evaluation will be presented to the Board for a public hearing, and final approval and adoption by the Board.	March 2023

History Social Sciences Adoption

Teacher Committees

32 Elementary School Teachers		15 Middle School Teachers	30 High School Teachers
Ethel I. Baker	Edward Kemble	Kit Carson	Hiram Johnson
Elder Creek	Caleb Greenwood	Will C. Wood	Luther Burbank
Washington	Pacific	Sam Brannan	John F. Kennedy
G. Didion	Matsuyama	Einstein	Rosemont
LDV	Isador Cohen	California Middle	C.K. McClatchy
FKBK	Parkway	Washington	West Campus
Ethel Phillips	Earl Warren	Hubert Bancroft	
Golden Empire	John D. Sloat	Pony Express	
James Marshall	Woodbine	Sequoia	
Nicholas		Oak Ridge	
		Matsuyama	
		Caleb Greenwood	

History Social Sciences Adoption

Instructional Materials Review

	Kinder-5th	6th	7th-8th	High School
Paper Screened by Teacher Committee Summer 2022	<ul style="list-style-type: none"> • Studies Weekly • TCI • McGraw-Hill • Pearson/Savvas 	<ul style="list-style-type: none"> • Studies Weekly • TCI • McGraw-Hill • Pearson/Savvas • Discovery • Nat Geo/Cengage 	<ul style="list-style-type: none"> • TCI • McGraw-Hill • Pearson/Savvas • Discovery • Nat Geo/Cengage 	<ul style="list-style-type: none"> • TCI • McGraw-Hill • Pearson/Savvas • Nat Geo/Cengage
Piloted by Teacher Committee Fall-Winter 2023	<ul style="list-style-type: none"> • <i>Pearson/Savvas</i> • <i>McGraw-Hill</i> 	<ul style="list-style-type: none"> • <i>Pearson/Savvas</i> • <i>Discovery Education</i> 	<ul style="list-style-type: none"> • <i>Pearson/Savvas</i> • <i>Discovery Education</i> 	<ul style="list-style-type: none"> • <i>Teachers Curriculum Institute (TCI)</i> • <i>McGraw-Hill</i>

History Social Sciences Adoption

Evaluation Criteria

The History/Social Sciences Framework criteria for the evaluation of instructional materials are organized into five categories:

1. History Social Science Content & Alignment with the State Adopted Standards
2. Program Organization
3. Assessment
4. Universal Access
5. Instructional Planning and Support

History Social Sciences Adoption

Data Collection

The History/Social Sciences Framework criteria for the evaluation of instructional materials are organized into five categories:

1. Anti-Racist/Anti-Bias Survey
2. Teacher Evaluation (based on criteria from Framework)
3. Student Input
4. Evaluation of Assessment of Student Learning
5. Community Input

History Social Sciences Adoption

Community Input

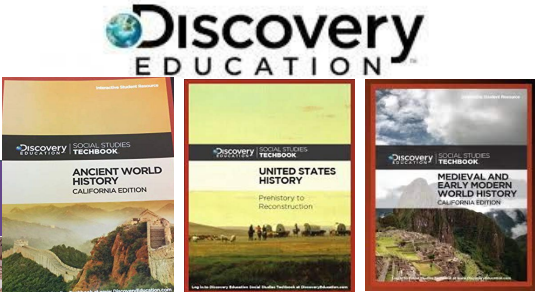
- **SCUSD Board Policy 6161.1:**
“All recommended materials shall be displayed and available for public inspection at a central district location.”
- December 2022-February 2023
 - Print materials from all programs displayed at Central Office with QR codes for community to provide input
 - Digital materials with links for community input provided through SCUSD Communications: Sac City Scroll, Instagram, Facebook, and through professional networks
- All input was strongly considered in program recommendation



History Social Sciences Adoption

Instructional Materials Recommendations

	Kinder-5th	6th	7th-8th	High School
<p>Piloted by Teacher Committee Fall-Winter 2023</p>	<ul style="list-style-type: none"> • <i>Pearson/Savvas</i> • McGraw-Hill (Impact) 	<ul style="list-style-type: none"> • <i>Pearson/Savvas</i> • Discovery Education 	<ul style="list-style-type: none"> • <i>Pearson/Savvas</i> • Discovery Education 	<ul style="list-style-type: none"> • Teachers Curriculum Institute (TCI) • <i>McGraw-Hill</i>



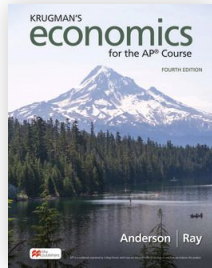
Advanced Placement History/Social Sciences

Instructional Materials Review

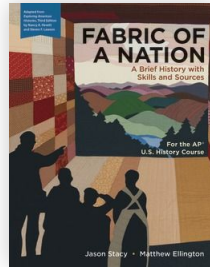
Reviewed by Teacher Committee	<ul style="list-style-type: none">● Pearson/Savvas● McGraw-Hill● W.W Norton & Co.● Cengage● Perfection Learning● Bedford, Freeman & Worth
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AP History Social Sciences Instructional Materials

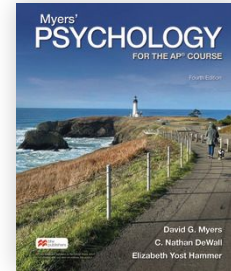
Program Recommendations



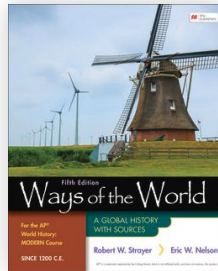
**AP Economics
Micro & Macro)**
*Krugman's
economics, 4th
edition*



AP US History
*Fabric of a
Nation, 1st edition*



AP Psychology
*Myer's
Psychology, 4th
edition*



**AP World History:
Modern**
*Ways of the World,
5th edition*



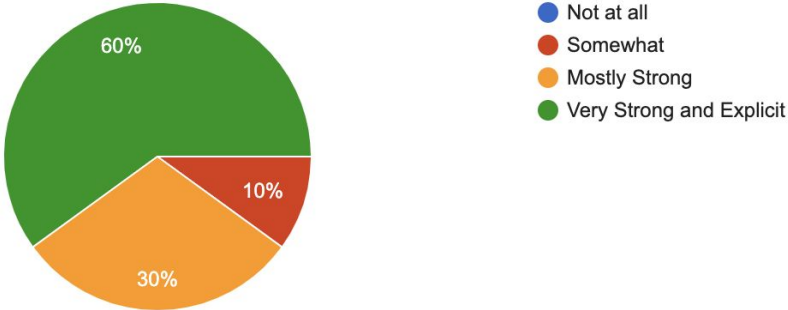
**AP US Government &
Politics**
*American Government:
Stories of a Nation,
1st edition*

Advanced Placement aligned instructional materials and online resources from Bedford, Freeman & Worth Publishers

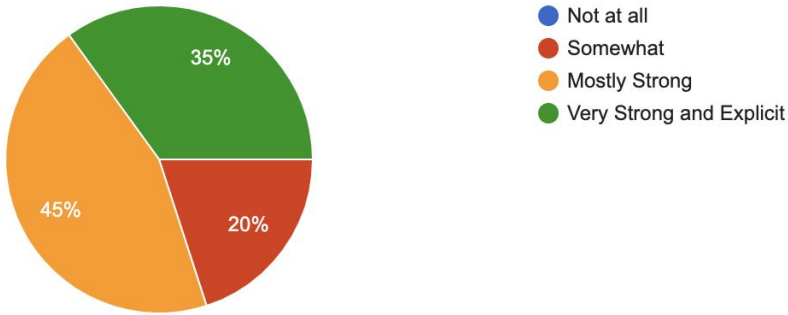
History Social Sciences Adoption

Anti-Bias/Anti Racism Evaluation

To what extent do the instructional materials encourage you to teach about people from different races, ethnicities, or cultures?



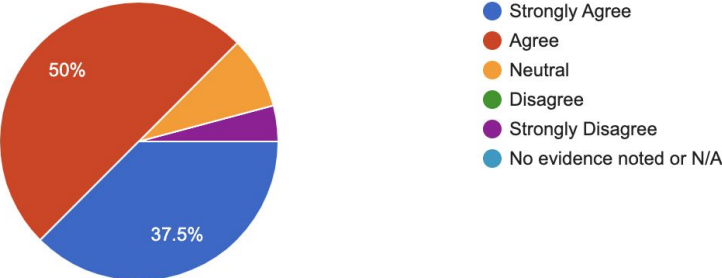
To what extent do the instructional materials encourage you and students to interact with students who are from a different cultural background than their own?



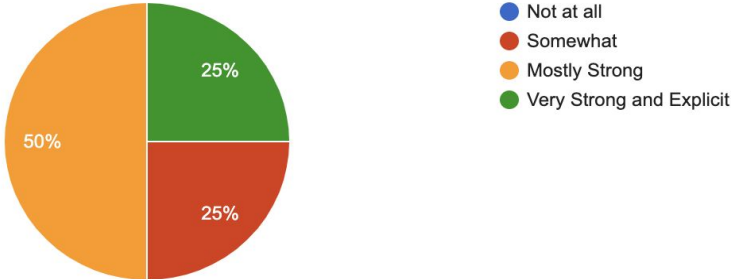
History Social Sciences Adoption

Anti-Bias/Anti Racism Evaluation

Materials include the roles and contributions of people from different demographic groups: Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups to the total development of California and the United States



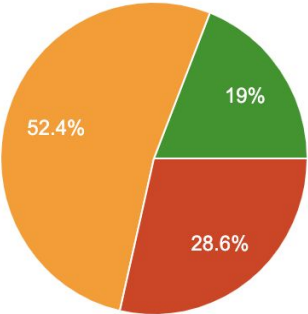
To what extent do the instructional materials include and reflects Black/African American experience.



History Social Sciences Adoption

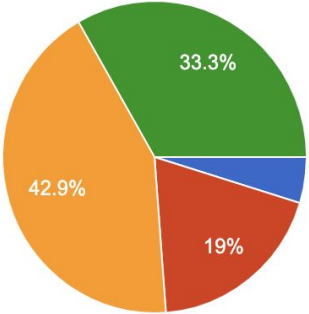
Anti-Bias/Anti Racism Evaluation

To what extent do the instructional materials encourage you to have important conversations about race, even when they might be uncomfortable?



- Not at all
- Somewhat
- Mostly Strong
- Very Strong and Explicit

To what extent do the instructional materials encourage you to have important conversations about race when there are major news events related to race?

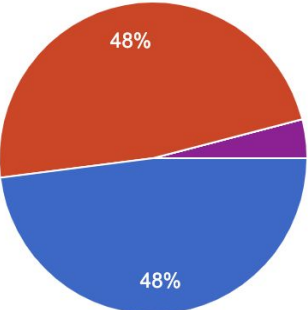


- Not at all
- Somewhat
- Mostly Strong
- Very Strong and Explicit

History Social Sciences Adoption

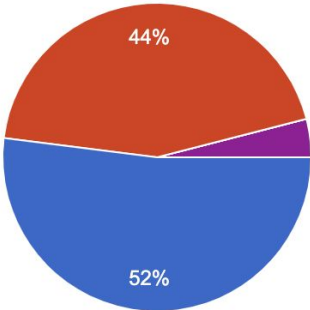
Teacher Evaluation with Community Input

My student performance data revealed to me that this program will promote learning outcomes.



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

The materials present different perspectives of participants, both ordinary and extraordinary people, in world and U.S. history, and further student inquiry.

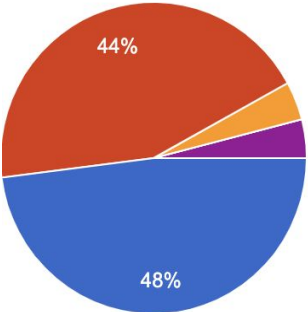


- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No evidence noted or N/A

History Social Sciences Adoption

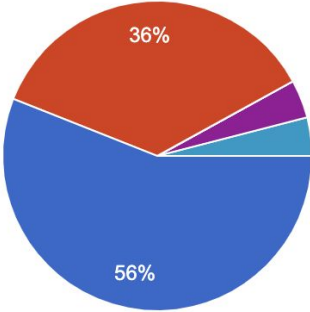
Teacher Evaluation with Community Input

The literary selections are broadly representative of varied cultures, ethnic groups, men, women, and children.



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No evidence noted or N/A

Materials on religious subject matter remain neutral; do not advocate one religion over another; or instill prejudice against other religions or those who believe in other religions.



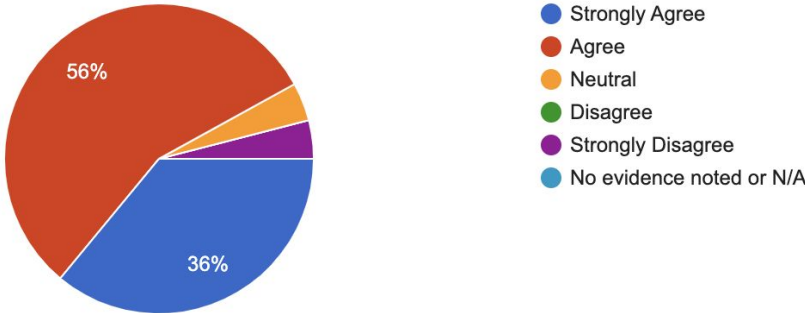
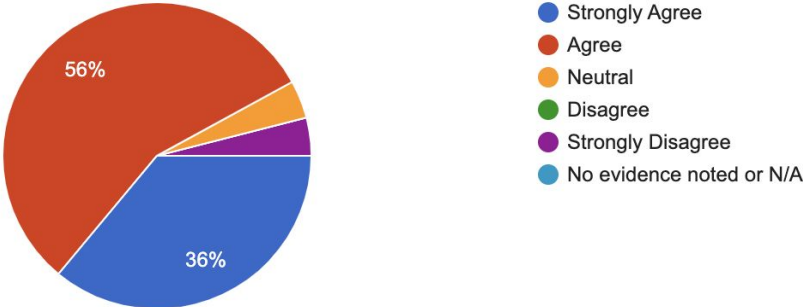
- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No evidence noted or N/A

History Social Sciences Adoption

Teacher Evaluation with Community Input

Instructional materials provide access to the standards and framework-based curriculum for all students, including those with special needs: English learners, advanced learners, students below grade level in reading and writing skills, and special education students in general education classrooms

Instructional materials, where appropriate, examine humanity’s place in ecological systems and the necessity for the protection of the environment

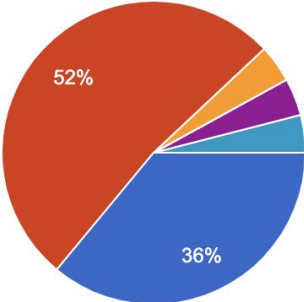


History Social Sciences Adoption

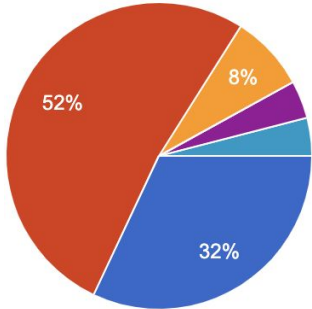
Teacher Evaluation with Community Input

Materials for studying the life and contributions of **Martin Luther King, Jr., and the civil rights movement** shall be included at each grade level, with suggestions for supporting the respective holidays in honor of those men and the accompanying activities (Ed Code Section 60200.6).

Where appropriate to the topics being covered, materials highlight the life and contributions of **Cesar Chavez, the history of the farm labor movement** in the United States, and **the role of immigrants, including Filipino Americans**, in that movement



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No evidence noted or N/A

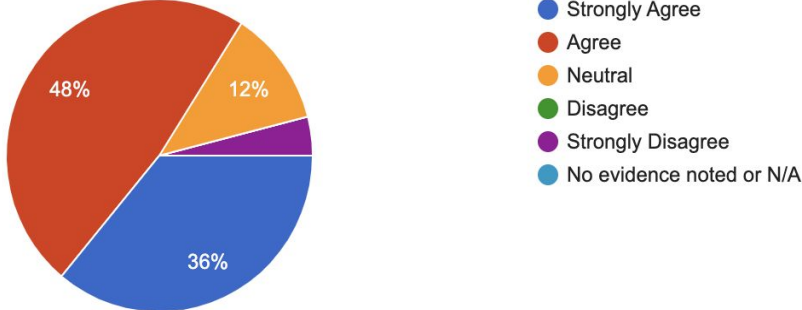


- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No evidence noted or N/A

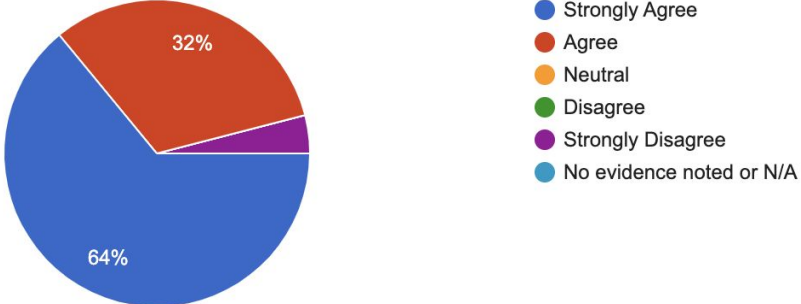
History Social Sciences Adoption

Teacher Evaluation with Community Input

Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall up to two grade levels below the level prescribed in the English-language arts content standards and to assist in accelerating students' skills to grade level.



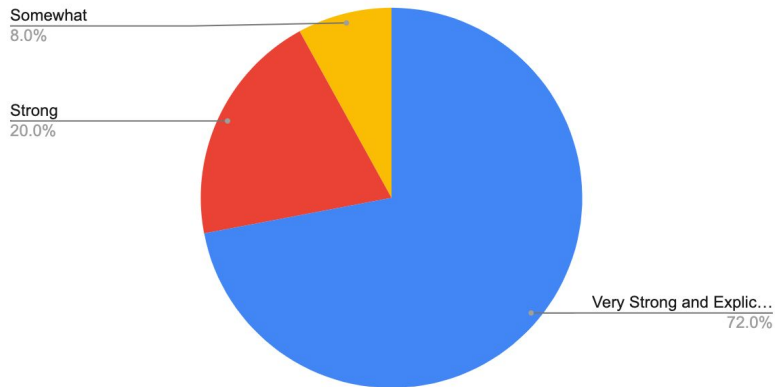
Materials address the needs of students who are at or above grade level.



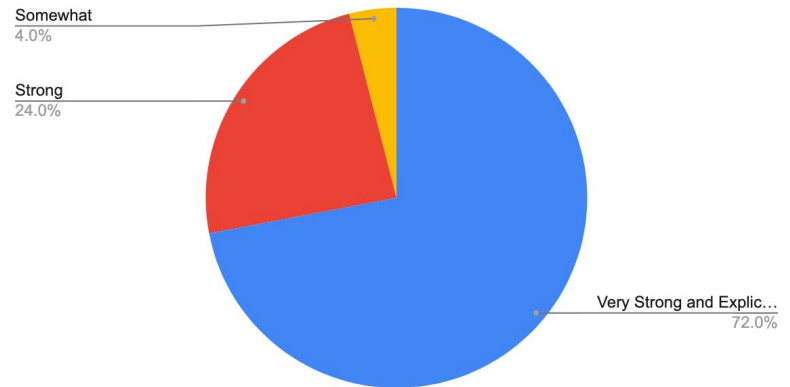
History Social Sciences Adoption

Participating Teachers Exit Survey

To what extent was this adoption process teacher-driven e.g. teacher-led (*participating teachers co-constructed the processes for screening and selection*)?



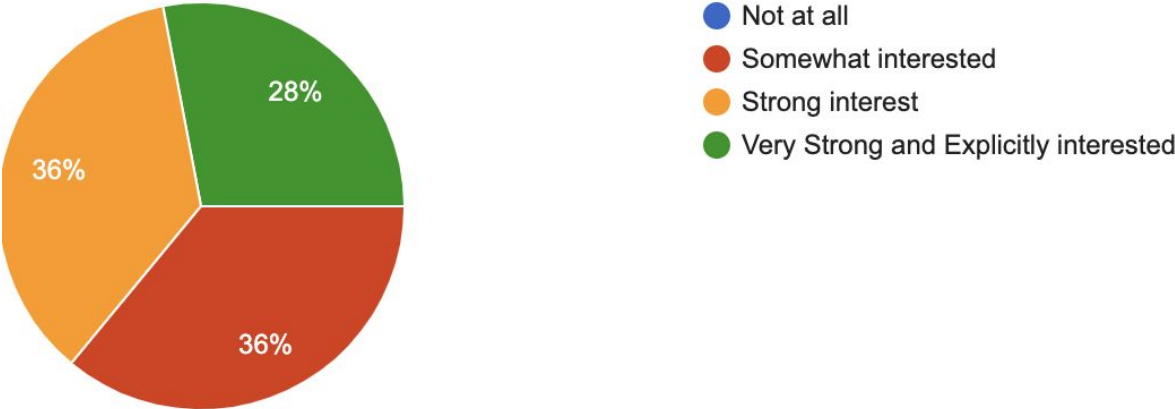
To what extent was this selection decision solely the decision of the participating teachers in the prescreening, piloting, and final selection?



History Social Sciences Adoption

Teacher Professional Learning

Aside from the evaluation of these instructional materials, consider your own professional learning needs. To what extent would you be interested in professional learning to better prepare you to understand anti racist/anti biased and culturally and linguistically responsive pedagogy in relation to teaching History/Social Sciences?



Elementary K-5	McGraw Hill: Impact Social Studies	2M
Middle 6-8	Discovery Education: CA Edition, Social Studies TechBook	2M
High 9-12	Teachers Curriculum Institute (TCi): History Alive!	3.5M
	BFW: Thinking About Psychology	74K
AP 10-12	AP World History: Ways of the World	69K
	AP US History: Fabric of a Nation	74K
	AP US Govt. & Politics: American Government	80K
	AP Economics: Krugman's Economics	15K
	AP Psychology: Myer's Psychology	58K
Total cost for updated History/Social Science Instructional Materials		7.9M

Library Textbook Services

Instructional Materials Fulfillment Process

- **March - April:** LTS analyzes site inventory needs, enrollment forecasts, and places orders for instructional materials
- **July - August:** LTS receives and inventories instructional materials
- **August - September:** LTS distributes instructional materials to sites based on March Inventory & Forecast Forms
- **September:** Site Staff checks instructional materials out to teachers and students
- **Ongoing:** Site Staff requests additional materials directly from LTS, which then fulfills immediately based on available inventory

<https://www.scusd.edu/library-textbook-services>

History Social Sciences Adoption

Next Steps

- SCUSD Board Approval: Return and present action item on March 16, 2023
- Work with Library Textbook Services and selected publishers to purchase materials for all K-12 classrooms for the 2023-24 school year. (8 Year Adoption Cycle/6 years for AP).
- Provide professional learning for leaders and teachers to build their capacity to effectively utilize the adopted instructional materials by delivering culturally and linguistically responsive instruction.
- Co-create curriculum maps with teachers to promote optimal use of the newly adopted instructional materials
- Facilitate the use of curriculum embedded assessments to inform the development of high quality instruction.

Questions and Discussion