



# 9-12 Social Studies Curriculum Review Committee

Recommendation to the IMC

# Members of the Curriculum Committee

- Eric Hayes, New Horizons High School
- Rebecca Rodriguez-Ziegler, Chiawana High School
- Heather Westendorf, Chiawana High School
- Marcie White, Pasco High School

# Process of Curriculum Selection

## 1. Identified components for use in a pre-screening rubric

- Quality Visuals
- Balanced Perspectives
- Historical Thinking Skills
- Logical Chronology
- Support Resources (test bank, visuals, language scaffolds, electronic access)
- High Quality Primary & Secondary Source Bank
- Diversity Integrated in Content
- Comprehensive coverage of materials over problems, issues, eras, and state standards
- Readability for students; including vocabulary scaffolds

# Process of Curriculum Selection

## 2. Survey of Stakeholders

- Parents
  - Surveys were created and differentiated for elementary, middle, and high school social studies curricula
  - Results:
    - Parents would like unbiased Social Studies sources
    - Parents would like curriculum that facilitates research & study skills
    - Parents would like curriculum to focus on what we can learn from history
    - Parents would like online access to resources and curricula

# Process of Curriculum Selection

## 2. Survey of Stakeholders

- Secondary Social Studies Staff

- Results:

- Staff would like curriculum that ask students to think using specific thinking skills embedded within texts and supplemental materials that incorporate writing and speaking opportunities
- Staff would like curriculum that aligns with common core demands for reading, writing, listening and speaking
- Staff would like curriculum that provides digital resources and stimulation activities to encourage engagement and student participation in the learning process
- Staff would like curriculum that meets the needs of our second language learners; including primary texts, supplemental materials, and literacy-based supports
- Staff would like a cohesive, vertically aligned curricula that builds upon skills and knowledge at each grade level

# Process of Curriculum Selection

## 3. Material Review

- WA State GLE, C3 Framework, CCSS
  - Compared materials to WA state learning standards for each content area to ensure comprehensive coverage
  - Compared materials to C3 Framework to ensure alignment to national standards and alignment to Common Core State Standards English Language Arts and Literacy in History/Social Studies
- Vendor Presentations
  - On-site presentations from representatives for all considered materials
    - Vendors supplied with questions that directly addressed the interests of stakeholder groups expressed in survey results
    - Staff members from all work sites (PHS, CHS, NHHS) invited to attend, complete feedback forms for committee members' consideration

# Process of Curriculum Selection

## 4. Scoring Materials

- Washington Quality Review Rubric for Social Studies Lessons & Units
  - Reviewed curriculum options according to the following rubric criteria:
    - Alignment to Standards
    - Teaching Strategies
    - Instructional Supports
    - Assessment

# Process of Curriculum Selection

## 5. Bias Screener

- Guidelines for Identifying Bias
  - Prejudice in favor or against one thing, person, or group compared to another, usually in a way considered to be unfair
- Top selected materials evaluated through the district-adopted bias screener, considering the following:
  - Gender
  - Disabilities
  - Socio-Economic Status
  - Family
  - Other (including illustrations, student stimulus, clarity, assessment, etc.)



The background is a faded, light-colored image of a library. It features rows of wooden bookshelves filled with books. A wooden ladder is positioned on the left side. In the foreground, there are two globes on stands. The overall scene is dimly lit, creating a soft, historical atmosphere.

# Recommendations

# World History – 10<sup>th</sup> Grade

- TCI – History Alive! World Connections

- Rationale:

- Curriculum aligns to WA state standards, C3 Framework
- Includes activities and assignment to address social studies and literacy skills
- Provides full scope of strategies that spiral and build upon previous activities and understanding
- Students asked to work independently and collaboratively to build understanding
- All activities created and outlined for teacher implementation
- Instructional supports provided to allow teacher differentiation according to student needs
- Engagement activities incorporated to engage interest and uncover misconceptions and prior knowledge
- Spanish support provided through online access to a Spanish version text and Spanish curriculum supports
- Formative and summative assessments provided in printable and online format
- Online access for students and teachers
- Ability for adaptation and revision of all provided materials and assessments to meet student needs

# US History – 11<sup>th</sup> Grade

- McGraw Hill – United States History & Geography

- Rationale:

- Curriculum addresses the Washington state GLEs for 11<sup>th</sup> grade as well as the C3 Framework
- Text is structured based on Jay McTighe's Understanding by Design which incorporates rigor & critical thinking
- Students are provided opportunities to read supplemental primary & secondary sources, analyze visuals, and utilize graphic organizers
- Online & downloadable access to the text and many formative and summative assessment options
- Curriculum addresses higher level thinking & questioning skills and integrates multiple social studies disciplines
- Students provided academic & language scaffolds to meet individual needs
- Curriculum includes strategies to engage students throughout various points of a unit & provides online & printable supplements to enrich and differentiate the curriculum, as appropriate
- Provides extensive assessment bank that is usable & adaptable by all teachers within a building
- Students have access to online formative & summative assessments and may also access formative self-check assessments that are adaptive to their responses & provide immediate remediation

# AP US History – 11<sup>th</sup> Grade

- McGraw Hill – American History by Alan Brinkley

- Rationale:

- Curriculum intentionally designed to align to College Board AP US History curriculum
- Organized by the nine time periods identified by College Board
- Online activities provided to support student reading and comprehension of course material
- Supports the development of College Board identified Historical Thinking Skills needed to pass the AP exam
- Online supplemental resources including primary sources and how to analyze and use these sources to write about history
- Online database for practice quizzes and test questions
- Review questions at the end of each period
- Ability for teacher to use online access to assign tasks and review assignments for students' online completion
- Formative and summative assessments in printable and online format for teacher and student use; adaptable as needed to meet student needs
- Ability to track student progress online

# Civics – 12<sup>th</sup> Grade

- TCI – Government Alive! Power, Politics, and You
  - Rationale:
    - Curriculum aligns to WA state standards, C3 Framework
    - Includes activities and assignment to address social studies and literacy skills
    - Provides full scope of strategies that spiral and build upon previous activities and understanding
    - Students asked to work independently and collaboratively to build understanding
    - All activities created and outlined for teacher implementation
    - Instructional supports provided to allow teacher differentiation according to student needs
    - Engagement activities incorporated to engage interest and uncover misconceptions and prior knowledge
    - Spanish support provided through online access to a Spanish version text and Spanish curriculum supports
    - Formative and summative assessments provided in printable and online format
    - Online access for students and teachers
    - Ability for adaptation and revision of all provided materials and assessments to meet student needs

# Sociology – Elective Course

- McGraw Hill – Sociology and You

- Rationale:

- Curriculum aligns to National Standards for High School Sociology from the National Sociological Association
    - Text structured based on Jay McTighe’s Understanding by Design, which incorporates rigor and critical thinking
    - Students provided opportunities to read supplemental primary and secondary sources, analyze visuals, and utilize graphic organizers
    - Online and downloadable access to text with formative and summative options
    - Students provided academic and language scaffolds
    - Provides extensive opportunities for student collaboration
    - Includes strategies to engage students through various points of a unit as well as online and printable supplements to enrich and differentiate
    - Students asked to use critical thinking and analysis as they read, write, and argue about sociological topics
    - Extensive assessment bank adaptable by teachers

# Psychology – Elective Course

- McGraw Hill – Understanding Psychology

- Rationale:

- Aligns to National Psychology Curriculum Guide from the American Psychological Association
- Text structured based on Jay McTighe’s Understanding by Design, which incorporates rigor and critical thinking
- Students provided opportunities to read supplemental primary and secondary sources, analyze visuals, and utilize graphic organizers
- Online and downloadable access to text with formative and summative options
- Students provided academic and language scaffolds
- Provides extensive opportunities for student collaboration
- Includes strategies to engage students through various points of a unit as well as online and printable supplements to enrich and differentiate
- Students asked to use critical thinking and analysis as they read, write, and argue about sociological topics
- Extensive assessment bank adaptable by teachers

# AP Psychology – Elective Course

- BFW Worth – Myers' Psychology for AP by David Myers
  - Rationale:
    - Aligns to National Psychology Curriculum Guide from the American Psychological Association
    - Text structured based on College Board's Advanced Placement standards and format, which incorporates rigor and critical thinking
    - Students provided opportunities to read supplemental primary and secondary sources, analyze visuals, and utilize graphic organizers
    - Addresses higher level thinking and questioning skills and analysis as students read, write, and argue about psychology topics
    - Students provided academic and language scaffolds to meet individual needs
    - Provides extensive opportunities for student collaboration – all at a college level
    - Online and downloadable access to text
    - Many formative and summative assessment options, adaptable by teachers and accessible to students online



A faded background image of a library. On the left, a wooden ladder leans against a tall bookshelf. The bookshelves are filled with books. In the foreground, two globes on stands are visible. The word "Questions?" is centered in the image in a black serif font.

Questions?