

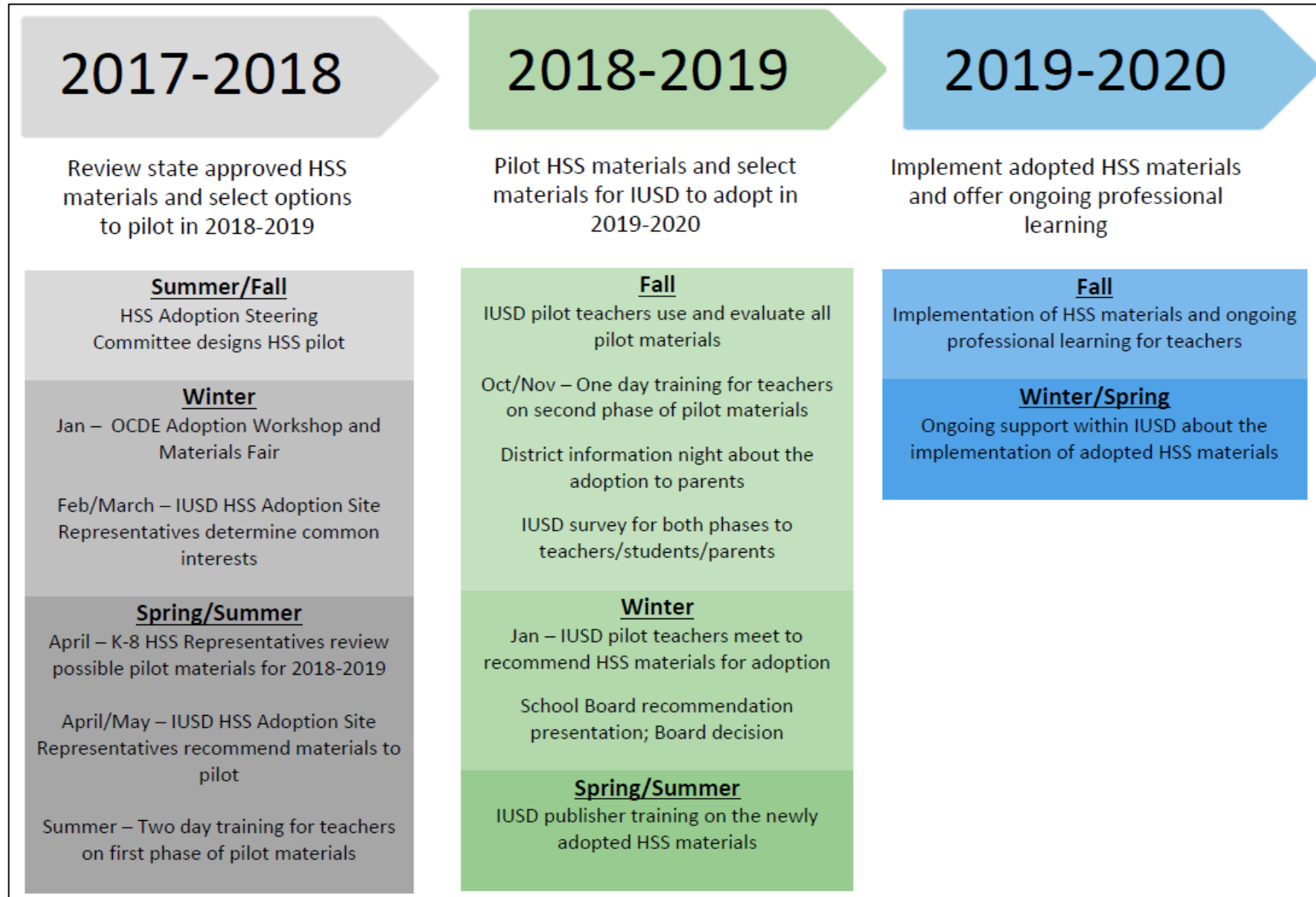
History-Social Science Instructional Materials Selection Process



Grades K-8

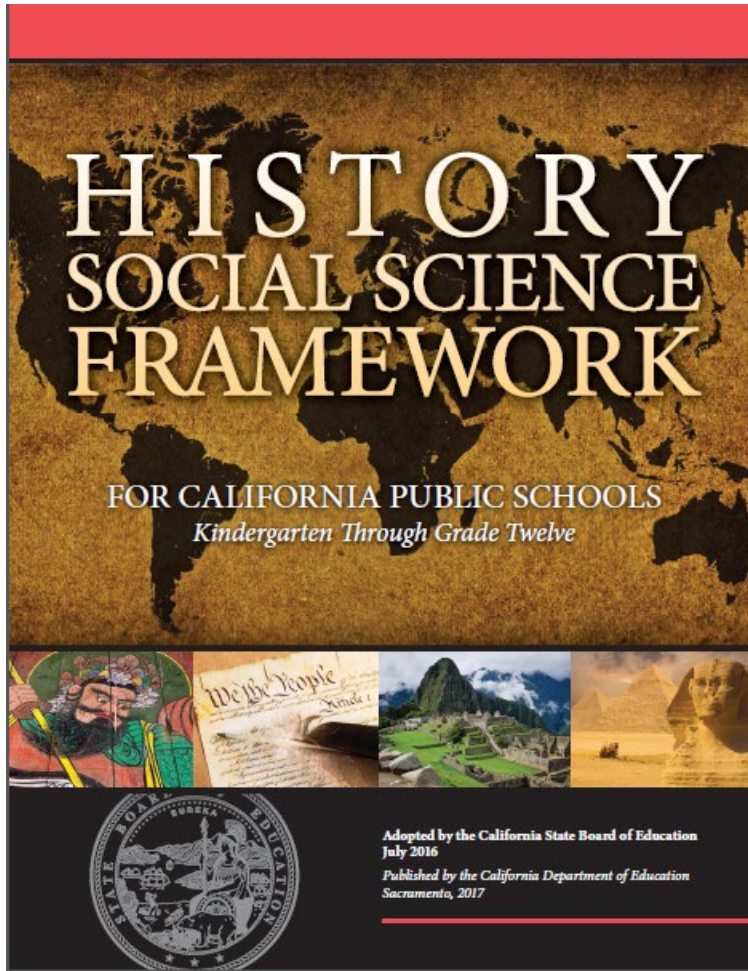
March 12, 2019

IUSD Adoption Timeline



Our Considerations for Adopting Materials

2016 History Social-Science Framework for California Public Schools



“This framework models the diversity of our great state. This framework tells a much broader story [than the HSS Content Standards] that features the contributions of diverse peoples of all sorts to the story of California and the United States.”

- Foreword, California HSS Framework

State of California

Criteria for Evaluating Instructional Materials



- *History-social science content and alignment with standards*
- *Program organization*
- *Assessment*
- *Universal access*
- *Instructional planning and support*

Our Considerations for Adopting Materials

Commitment

Story

Background Information
Considerations
Perceptions

Interests

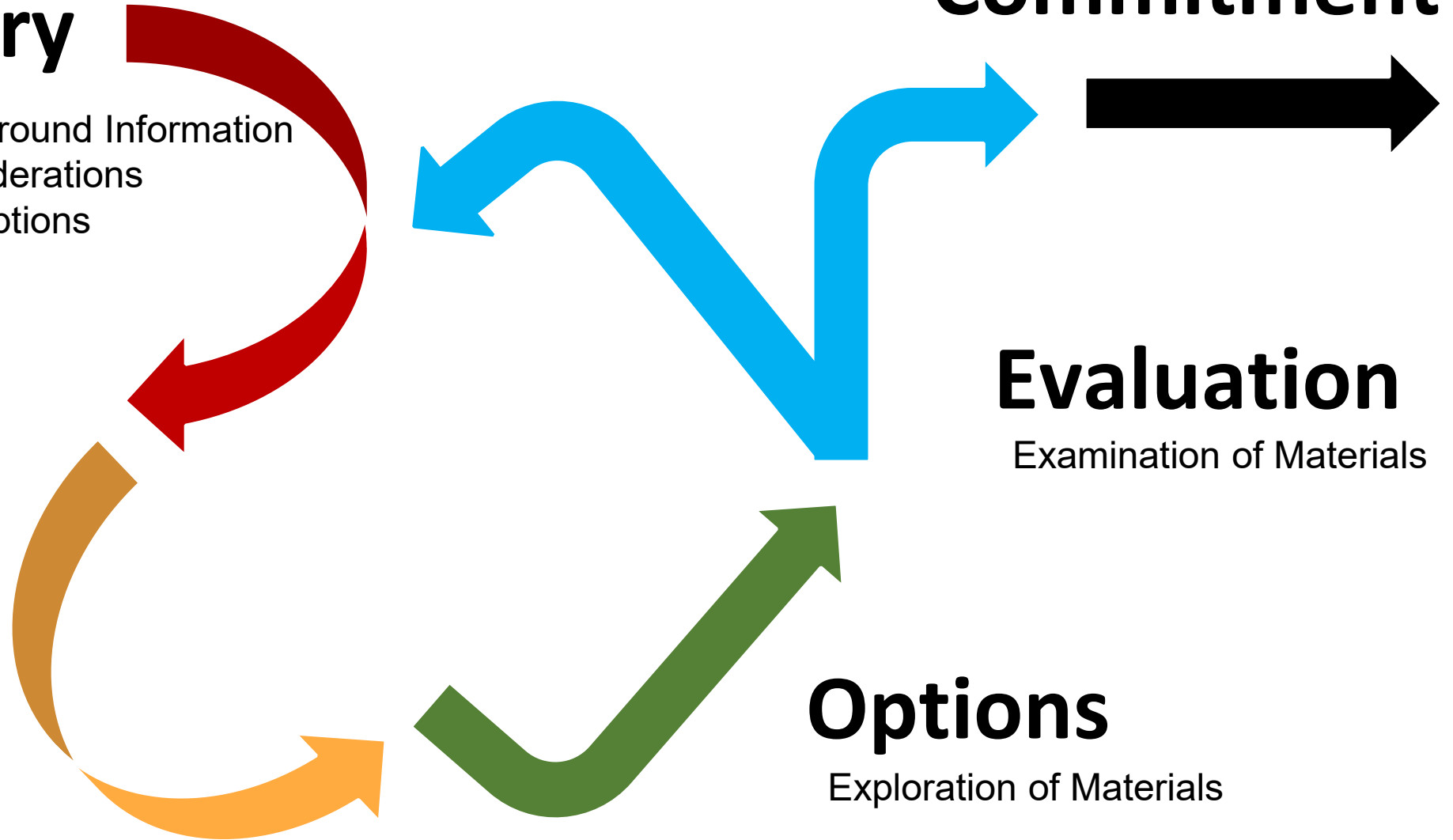
Our Overarching
Objectives

Evaluation

Examination of Materials

Options

Exploration of Materials



Our Considerations for Adopting Materials

K-8 Common Interests

IUSD HistorySocial Science

K-2 Top Interests	3-6 Top Interests	6-8 Top Interests
<i>The textbook and instructional materials will empower teachers to...</i>		
<ul style="list-style-type: none">❖ Deliver coherent curriculum and consistent instruction throughout IUSD with minimal supplementation❖ Attend to students' multiple learning styles❖ Support instruction at all reading levels❖ Address our culturally diverse student population and promote inclusivity❖ Utilize grade level-appropriate curricular materials❖ Align instruction to the HSS Framework shifts of Content, Literacy, Inquiry, and Citizenship (CLIC)❖ Access online resources and materials that are updated yearly	<ul style="list-style-type: none">❖ Engage students with interactive materials❖ Access online resources and materials such as videos, maps, games, current events, etc.❖ Utilize primary and secondary sources that offer multiple perspectives around the same historical event❖ Administer a variety of assessment options and item types❖ Employ differentiated supplemental resources	<ul style="list-style-type: none">❖ Address all content standards, HSS skills, and Framework shifts (CLIC)❖ Utilize assessment tools that are editable, go beyond recall, and facilitate proper evaluation and feedback❖ Show connections to past and present and across civilizations❖ Employ thematic instruction, offer essential questions, and can be updated to highlight current events❖ Include resources that offer a balance of primary and secondary sources❖ Foster the development of historical thinking, critical thinking, and citizenship❖ Engage students with a textbook that is accessible and offers a story well-told❖ Integrate user-friendly supplemental materials into the primary instructional program❖ Differentiate to address various Lexile levels and learning styles

K-8 Common Interests

IUSD HistorySocial Science

K-2 Top Interests

- ❖ Deliver coherent and consistent instruction aligned with IUSD with minimal supplementation
- ❖ Attend to students' diverse learning styles
- ❖ Support instructional levels
- ❖ Address our cultural and student population inclusivity
- ❖ Utilize grade level curricular materials
- ❖ Align instruction to Framework shifts: Literacy, Inquiry, and Critical Thinking (CLIC)
- ❖ Access online resources and materials that are

The textbook and instructional materials will empower teachers to...

- Connect different civilizations across time and space
- Present historically accurate and well-told stories from multiple perspectives
- Provide readable texts and materials
- Empower students to understand differing points of view using primary and secondary source evidence
- Engage students through multiple learning modalities
- Make connections with historical events and actors to contemporary events and people
- Honor cultural diversity and build sensitivity
- Utilize high quality 21st century tools and digital resources
- Administer assessments that can be modified to measure a range of learning targets

State of California's Criteria for Evaluating Instructional Materials

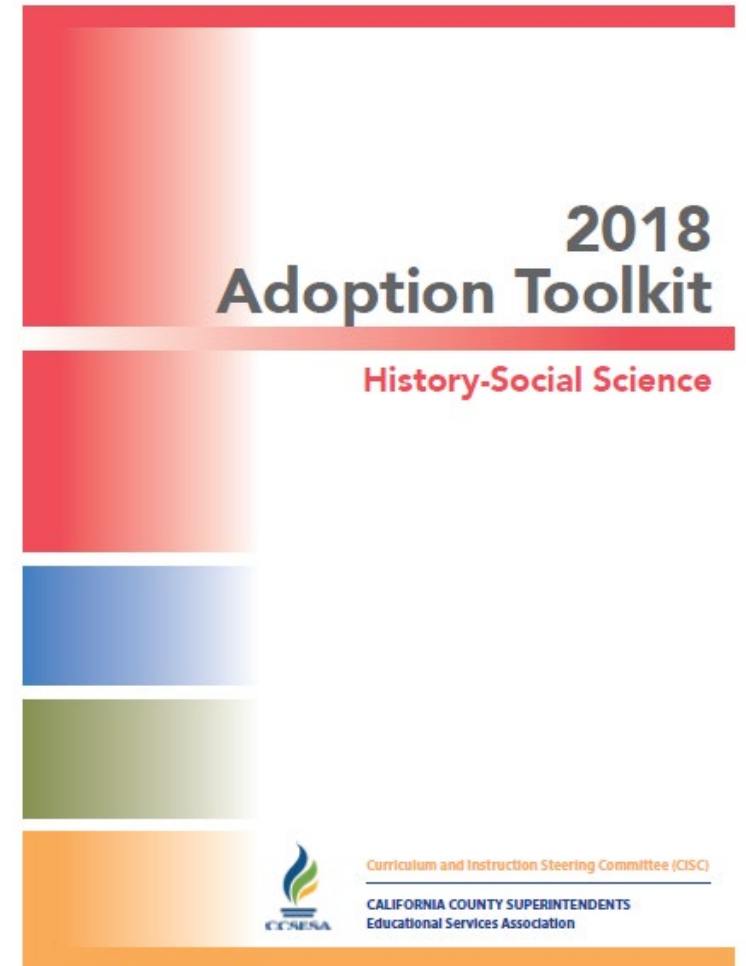
- ☐ **History-social science content and alignment with standards:** The content as specified in the *Education Code*, the *History-Social Science Content Standards*, and the *History-Social Science Framework*
- ☐ **Program organization:** The sequence and organization of the history-social science program
- ☐ **Assessment:** The strategies presented in the instructional materials for measuring what students know and are able to do
- ☐ **Universal access:** Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level
- ☐ **Instructional planning and support:** The instructional planning and support information and materials, typically including a separate edition specially designed for use by teachers in implementing the *History-Social Science Content Standards* and *History-Social Science Framework*

Our Considerations for Adopting Materials

2018 History-Social Science Adoption Toolkit

“The History-Social Science Adoption Toolkit offers a clear, data-driven process for reviewing instructional materials to help district personnel make informed, objective recommendations to local Boards of Education to best meet student needs.”

- *Foreword, 2018 Adoption Toolkit, published by The California County Superintendents Educational Services Association*



Action Step 2.2 - Browse the Programs: The Big Picture

➤ Task 2.2a - Use guiding statements to record first impression about the program(s).

Use the following rating scale to record your first impression of each program.

3 = Strong evidence 2 = Adequate evidence 1 = Limited/No evidence

Big Picture Review					
Guiding Statements	Program	Program	Program	Program	Program
1. History-Social Science Themes are evident: Content, Inquiry, Literacy, Citizenship					
2. History-Social Science Key Disciplines are evident: History, Geography, Civics, Economics					
3. Historical and Social Sciences Analysis Skills are integrated					
4. Balance of sources are provided including key primary sources					
5. Research and inquiry to develop knowledge is included (e.g., conceptual themes, essential questions, or short projects)					
6. Meaningful opportunities for students to collaborate are integrated and an overt part of the curriculum					
7. Evidence of support for teaching diverse learners including ELD, advanced, and students reading below grade level					
8. Evidence of support for teaching writing skills and varied composition lengths					
9. Formative assessments are varied and provide time for instructional adjustments					
10. Electronic and supplementary resources are integral to the program, support instruction, and connect explicitly					
(Insert district-specific question as needed)					
Subtotal					

History-Social Science Themes are evident: Content, Inquiry Literacy, Citizenship ➡

Meaningful opportunities for students to collaborate are integrated and an overt part of the curriculum ➡

Electronic and supplementary resources are integral to the program, support instruction, and connect explicitly ➡

The Big Picture Tool

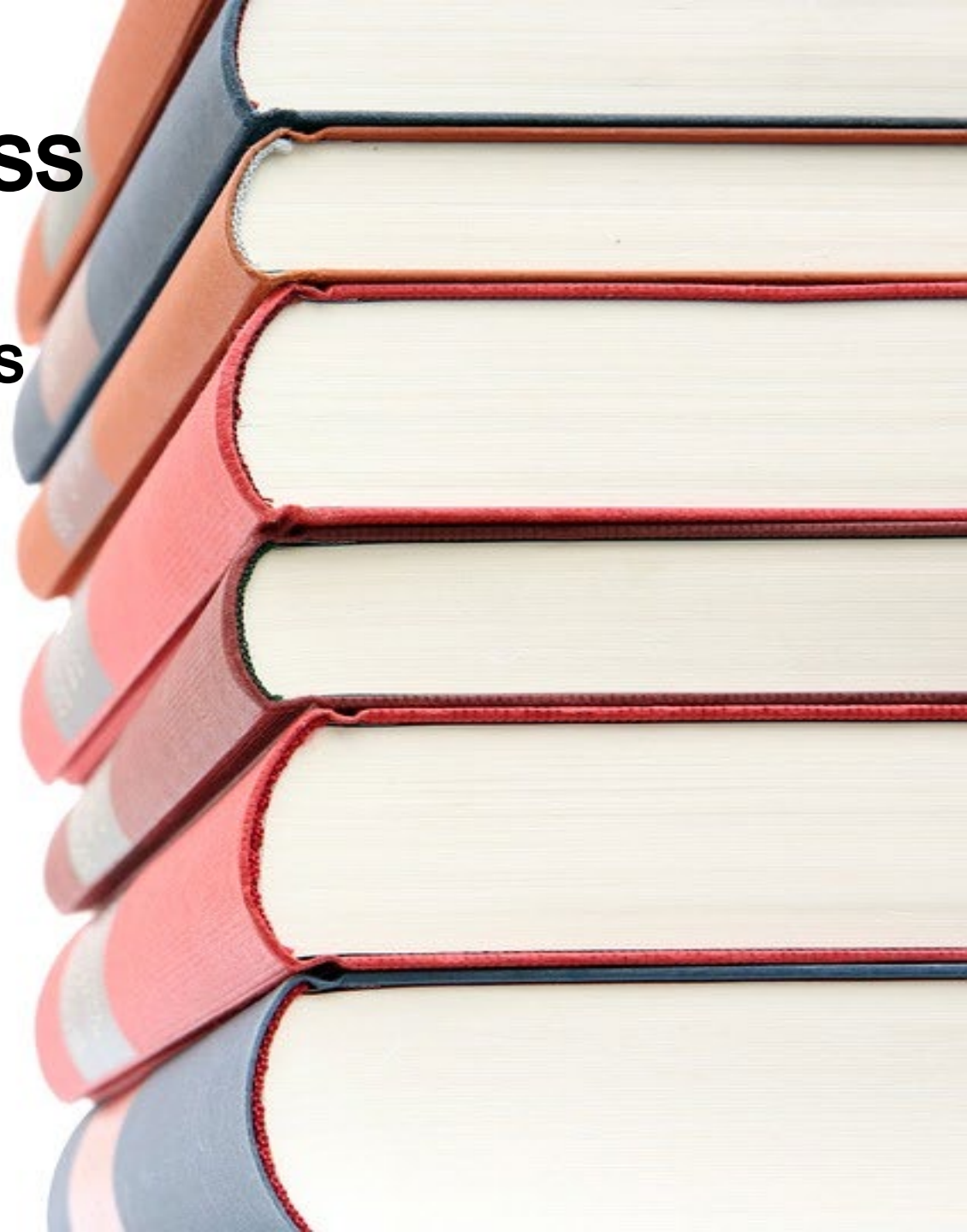
IUSD Publisher Fair - April 2018



Reviewing the Pilot Process

Part I: Structure, Teams and Materials

- Selection of Pilot Materials
- Structure and Role of Site Leads
- Participating schools
- Materials and grade spans



Which schools and grade levels participated in the pilot?

K-1 Grade Span	2-5 Grade Span	6-8 Grade Span
Kindergarten Alderwood Eastshore	Second Grade Deerfield Springbrook	Sixth Grade Turtle Rock
First Grade Bonita Canyon Stonegate	Third Grade Portola Springs College Park	Seventh Grade Lakeside Sierra Vista
	Fourth Grade Cypress Village University Park	Eighth Grade South Lake Jeffrey Trail Venado
	Fifth Grade Culverdale Northwood	Sixth-Eighth Grade Beacon Park Plaza Vista Vista Verde

Considerations for Selecting Pilot Teams:

Includes the entire PLC team

Allows for a range of grade levels

Represents all IUSD student populations

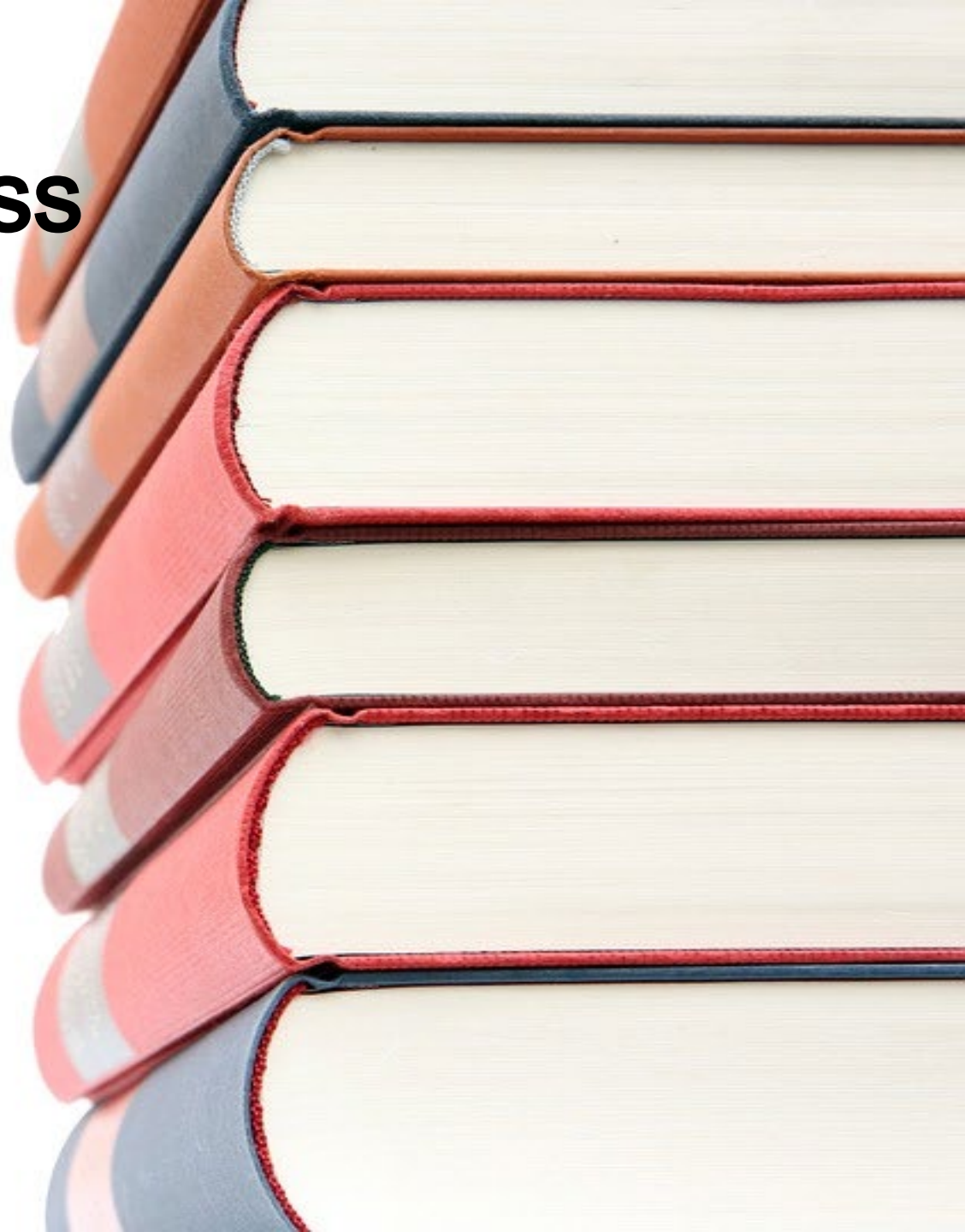
2018-19 HistorySocial Science Instructional Materials Pilot

Publisher Pilot Round One: August through October	
Kindergarten - 1st	Studies Weekly
2nd - 5th	Studies Weekly
6th - 8th	Nat Geo
Publisher Pilot Round Two: October through December	
Kindergarten-1st	McGraw Hill
2nd - 5th	Pearson
6th - 8th	McGraw Hill

Reviewing the Pilot Process

Part II: Communication and Support

- Training on Pilot materials
- Classroom visits
- Debriefs
- Surveys
- Stakeholder Communication



Stakeholder Communication

History Social Science K-8 Adoption

Grade	Pilot Team Sites		
Kindergarten	Eastshore	Alderwood	
First Grade	Stonegate	Santiago Hills	
Second Grade	Springbrook	Deerfield	
Third Grade	College Park	Portola Springs	
Fourth Grade	Cypress Village	Stonecreek	
Fifth Grade	Culverdale	Northwood	
6 th -8 th Grade (Vert-Teams)	Beacon Park	Vista Verde	Plaza Vista
Sixth Grade	Turtle Rock		
Seventh Grade	Sierra Vista	Lakeside	
Eighth Grade	Southlake	Jeffrey Trail	Venado
No other sites needed			

Pilot Round One (July-October)

- *Literacy department Smore Page*
- *Presentations to principals*
- *Publisher materials display*
- *Parent letters and Information Night*



K-1st Grade

[Studies Weekly](#)

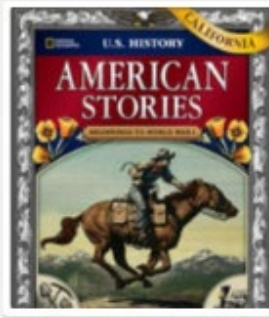
Click on link above for additional information about the publisher.



Grades 2-5

[Studies Weekly](#)

Click on link above for additional information about the publisher.

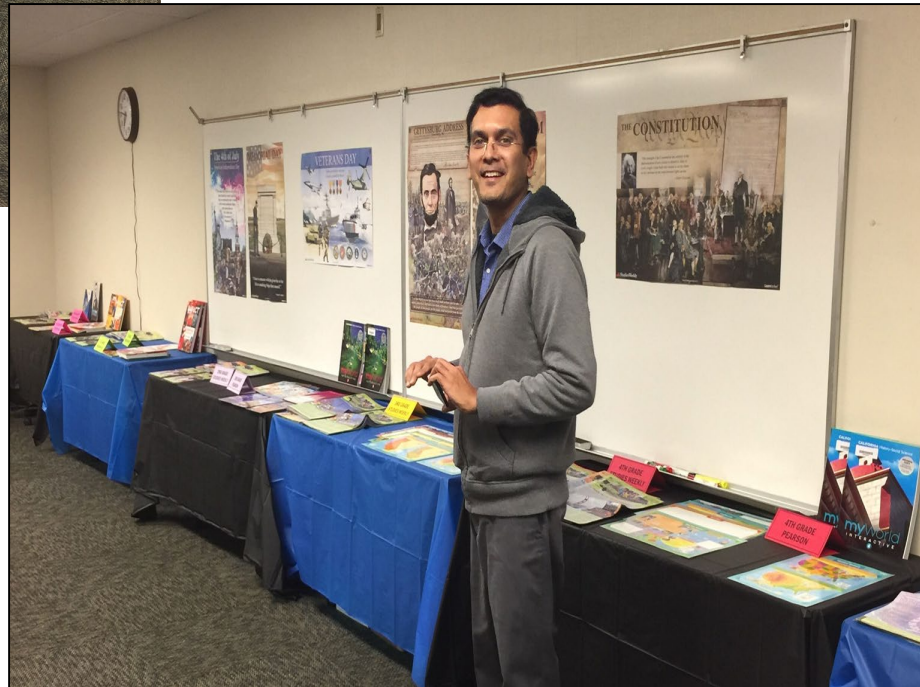


Grades 6-8

[National Geographic Learning](#)



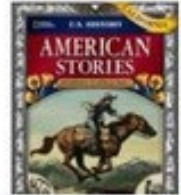
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IUSD Parent Information Night

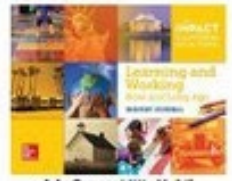
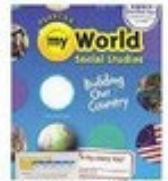
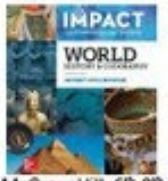


Irvine Unified School District
presents
2018 History-Social Science Textbook Adoption for Grades K-8
Parent Information Night

Phase 1 Instructional Materials Programs by Grade Span

 Studies Weekly, K-1 st	 Studies Weekly, 2 nd -5 th	 National Geographic 6 th -8 th
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Phase 2 Instructional Materials Programs by Grade Span

 McGraw-Hill, K-1 st	 Pearson, 2 nd -5 th	 McGraw-Hill, 6 th -8 th
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SAVE-the-DATE
December 5, 2018
Creekside Education Center, Learning Center Room 1
3387 Barranca Parkway, Irvine 92606
5:30 – 7:00 pm

Come learn about Irvine USD's K-8 textbook adoption process and the social studies instructional materials that support the goals of California's new History-Social Science Framework.

Building Consensus



By Frits Ahlefeldt

The textbook and instructional materials will empower teachers to...

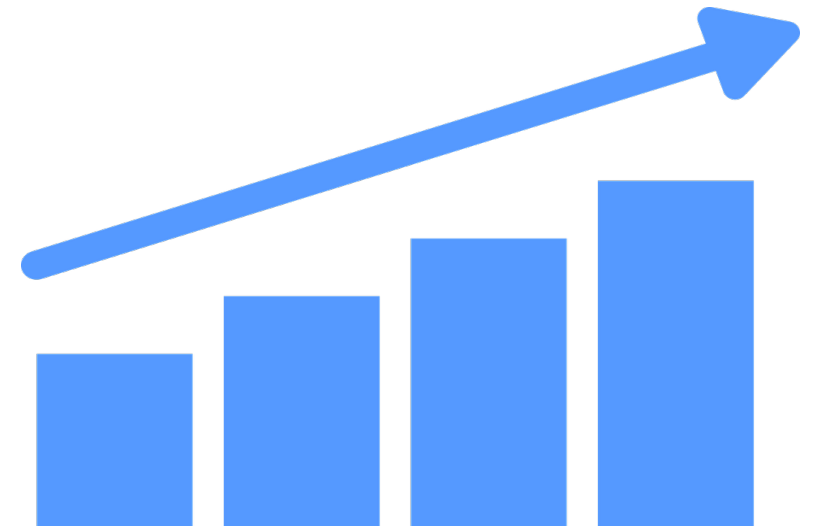
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Data Review for Recommendation

- Behind-the-Scenes: Ed Tech, IT and Warehouse Information
 - Digital Integration
 - Helpdesk Data: Response and Resolution Time
- Publisher Cost Per Student
- Surveys (parents, teachers, students)
- Phase 1 and 2 debrief notes
- Publisher responses and/or updates
- Literacy Team analyses



Recommended HSS Instructional Materials

Kindergarten-1st

Studies Weekly

2nd-5th

Pearson

6th-8th

McGraw Hill

Next Steps with IUSD Board approval



- Seek IUSD Board approval for instructional materials
- Communicate decision to stakeholders
- Finalize contracts/DPAs with publishers
- Order instructional materials and distribute TEs to teachers prior to summer break
- Coordinate professional learning
- Communicate with teachers

Proposed Plan for Professional Learning:

- Optional Summer Training Dates (K-8)
 - June 2019 (to accommodate year-round)
 - August 2019
- Single Subject Teachers' Content Day scheduled for September 2019 will incorporate new instructional materials (breakouts to differentiate for those who piloted and/or attended summer training)
- Elementary Teachers - Trainer of Trainers Model
 - Summer Training - encourage at least one teacher from each grade span per school to attend
 - Provide 1 hour modules for each grade span/publisher for sites to use during site
- Additional PL Support - Optional after-school publisher trainings offered throughout the year depending on need (ex: tech training)

PASSION LED US HERE

