

PIEDMONT UNIFIED SCHOOL DISTRICT

M E M O R A N D U M

TO: Board of Education

FROM: Dr. Donald Evans, Interim Superintendent
Dr. Cheryl Wozniak, Assistant Superintendent

PRESENTERS: Sukanya Goswami, Piedmont High School Principal
Allison Cota, History-Social Science Department Chair
Melanie McCauley, Modern World History Teacher

DATE: March 8, 2023

SUBJECT: **FIRST READING: ADOPTION OF HIGH SCHOOL HISTORY-SOCIAL SCIENCE INSTRUCTIONAL MATERIALS**

PURPOSE: To present the instructional materials that high school history-social science teachers recommend for Board adoption for modern world history, U.S. history (college prep and advanced placement), civics, and economics.

BACKGROUND:

In 2016, the State Board of Education adopted a new History-Social Science Framework. All state-adopted textbooks now match the new History-Social Science Framework adopted by the California Department of Education in 2016. The main shifts in the framework are briefly described below.

1. **Content.** The framework and standards encourage students to learn about the world from several perspectives—local to global—in a deliberate and careful sequence and to develop thematic and conceptual understandings based on these perspectives.
2. **Inquiry.** Teaching history and the related social sciences demands more than telling students to memorize disconnected content. Since the adoption of California’s History–Social Science Content Standards in 1998, our state has recognized the importance of inquiry-based disciplinary understanding in the social studies classroom.
3. **Literacy.** Learning how to read and write in the content areas is critical to overall student literacy development.
4. **Citizenship.** The history–social science curriculum places a continuing emphasis on democratic values in the relations between citizens and the state.

Here is a link to the H-SS framework <https://www.cde.ca.gov/ci/hs/cf/hssframework.asp>

Process

Following the adoption of a new state framework, instructional materials are written by various publishers and the state reviews and adopts K-8 curricula that meet the highest standard. Given the wide range of courses at the high school level, the state does not adopt a list of materials for 9-12. Instead, school districts develop their own process for reviewing curriculum following guidelines outlined by the California Department of Education. Piedmont Unified follows the same process for curriculum adoptions for grades K-12.

Adopting new instructional materials is a rigorous process in which teachers engage over the course of two or more years. Due to Covid-19 and shelter-in-place, the curriculum adoption process for high school social studies was put on hold. In July, 2022, the committee reconvened and representatives from the history-social science department met to review available curriculum. Below are the lists of teachers and administrators involved in the process. Here is the URL for the Slide Deck providing further background on the content discussed in preparation for reviewing the instructional materials:

<https://docs.google.com/presentation/d/1ZQZPqY0wHbyj3vZkpFwK4pRUCoIBHelsIkZB0HfOhgE/edit?usp=sharing>

Adoption Committee, Pilot Teachers, Site/District Administrators

Allison Cota (Department Chair, U.S. History)

Melanie McCauley (Modern World History)

Janine Sohn (Modern World History)

Haley Adams (Modern World History)

David Keller (A.P. U.S. History, Civics)

Hillary Freeman (U.S. History, Civics)

Gabrielle Kashani (Economics)

Ken Brown (MHS: Modern World History, U.S. History, Civics, Economics)

Sukanya Goswami (Principal, PHS)

Cheryl Wozniak (Assistant Superintendent, Educational Services)

Timeline

Due to Covid-19, the high school history-social science timeline needed to be revised.

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Planning Stage Committee formed Studying the Framework and Standards	Screening & Evaluating of Materials Teachers are trained on the evaluation tool	Piloting of Materials Teachers select a curriculum and pilot materials based on their evaluation	Public Display of Materials Based on the Outcome of Pilot; Recommend Materials for Board Approval	Professional Learning and Implementation of New Curriculum
Jan-April 2020	July 2022	Fall '22 - Winter '23	Winter - Spring 2023	Spring - Fall 2023

Evaluation Tools

To evaluate instructional materials, PUSD utilizes an evaluation tool that has been vetted by the context experts in the field. The County Superintendents of the State of California introduced the 2017-18 History-Social Science Adoption Toolkit developed by the History-Social Science Subcommittee of the Curriculum and Instruction Steering Committee. 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.

Here is the URL for the CCSESA 2018 HSS Adoption Toolkit used to evaluate the instructional materials on the state-approved list:

<http://ccsesa.org/wp-content/uploads/2018/02/HSS-Toolkit-FINAL.pdf>

In addition to the evaluation toolkit provided by the district, history teachers used these additional lenses to review the curriculum:

1. Historical Thinking Skills: Historical significance, evidence, historical perspective, cause and consequence, continuity and change, ethical evaluation.
2. Selecting curriculum that prioritizes the Social Justice Standards by:
 - a. engaging respectfully with all classmates and curriculum
 - b. examining a diversity of experience and perspective in social, cultural, political, and historical contexts
 - c. considering traits of the dominant culture, one's own culture, and other cultures
 - d. recognizing that power and privilege influence relationships; considering the impact of unequal power relations on the development of group identities and on history
 - e. analyzing the harmful impact of bias and injustice, historically and today
 - f. practicing making principled decisions and evaluating the effectiveness of a variety of strategies designed to combat bias and injustice
3. Other Essential Academic skills: Note taking, close reading, marshalling evidence, synthesizing Information, providing analysis
4. Rubric Text Comparison: Writing style and engagement, clarity and accessibility of text, breadth and depth of information, diversity of perspectives and voices, inclusion of primary source materials, use of visuals, connection to contemporary topics and student experience, quality of text review questions, support for building of historical thinking and other essential academic skills

Below is the complete list of textbooks reviewed by teachers. The textbooks selected to be piloted are bolded.

<p><u>Modern World History</u> <i>Impact: World History Culture & Geography</i> <i>Savvas: World History The Modern World</i> <i>TCl: History Alive!</i></p>	<p><u>Civics</u> <i>HMH: Government</i> <i>HMH: Civics</i> <i>Impact: Principles of American Democracy</i> <i>Savvas: American Government</i> <i>TCl: Government Alive! Power, Politics and You</i> <i>Constitution Law</i></p>
<p><u>United States History (College Prep)</u> <i>TCl: History Alive! Pursuing American Ideals</i> <i>IMPACT: Continuity & Change</i> <i>Savvas: US History</i> <i>HMH: American History</i></p>	<p><u>Economics</u> <i>Impact: Principles of Economics</i> <i>TCl: Economics</i> <i>Open Stacks: Principles of Econ 2e</i> <i>Savvas: Economics Principles in Action</i> <i>Houghton Mifflin Harcourt: Economics</i></p>
<p><u>United States History (Advanced Placement)</u> <i>Savvas: By the People</i> <i>McGraw Hill: Experience History</i> <i>McGraw Hill: American History Connecting w/ Past</i> <i>Norton: Give Me Liberty</i></p>	

Below are the textbooks being recommended by teachers for Board adoption.

Modern World History	Savvas: World History The Modern World
US History	<i>TCl: History Alive! Pursuing American Ideals</i>
AP US History	<i>Cengage: The American Pageant</i>
Civics	<i>TCl: Government Alive! & CLEP: Constitutional Law</i>
Economics	<i>Impact CA Social Studies: Principles of Economics</i>

Parent Engagement

Parents are able to review hard copies of the history-social science curriculum on display at the district office or they can go to the links provided by PHS, MHS, and PMS principals sent via their newsletters. Google forms for each curriculum were included for parents to provide feedback. A summary of parent feedback will be provided at the Board meeting.

Course	Publisher	Links for Parents to Review Curriculum
10th grade: Modern World History	Savvas/Pearson - World History, The Modern World	Pearson - World History, The Modern World Login to SavvasRealize.com User: Piedmont1 Password: Student1 Link to feedback form
11th grade: U.S. History	TCI- <i>History Alive!</i> <i>Pursuing American Ideals</i>	https://student.teachtci.com/student/sign_in <ul style="list-style-type: none"> • enter the teacher's email piedmont@piedmont.com • enter username "community" • password "reviewer" all lowercase Link to feedback form
11th grade: AP US History	Cengage <i>The American Pageant</i>	Review URL: https://nglsync.cengage.com/review/RNGN Password: password (Link expires March 31, 2023) Link to feedback form
12th grade: Civics	TCI: <i>Government Alive! Power, Politics & You</i>	https://student.teachtci.com/student/sign_in <ul style="list-style-type: none"> • enter the teacher's email piedmont@piedmont.com • enter username "govalive" • password "reviewer" all lowercase Link to feedback form
12th grade: Economics	McGraw Hill <i>Impact: Principles of Economics</i>	Demo for parent review: my.mheducation.com username: Studentcass password: MHReview Link to feedback form

RECOMMENDATION: First Reading High School History-Social Science Instructional Materials

Dr. Cheryl Wozniak, Assistant Superintendent, PHS Principal, Sukanya Goswami, and history teachers, Allison Cota and Melanie McAuley, will present the first reading for the high school history-social science instructional materials.

FISCAL IMPACT

The fiscal impact is the cost of the instructional materials. The district is in the process of getting quotes from all of the vendors and will have an estimate of the total cost of the adoption at the time of the second reading.