



DATE: February 2, 2022

TO: Board of Education

FROM: Mrs. Carmen Ghysels, Superintendent Chief Learning Officer

SUBJECT: First Read of Adoption of Instructional Materials for High School

PRESENTED BY: Valerie Simpson, Executive Director of Educational Services

ACTION REQUESTED

Review and move forward for approval of proposed Adoption of Instructional Materials for High School

BACKGROUND INFORMATION

According to the California History-Social Sciences Framework, 2016, our goal is to

“Promote an engaged and knowledgeable citizenry in history and the related social sciences and to provide students the opportunity to learn about the world and their place in it, think critically, read, write, and communicate clearly.”

It is through effective instruction and high-quality instructional materials that we provide these learning experiences. As TTUSD educators reviewed and used these high school textbooks, they also kept the needs of their students in the forefront as well as what is described below,

“The relationship between students’ English proficiency, socioeconomic status, and learning has been well documented. Children of color, children who do not speak English with fluency, and children living in poverty can struggle more than their privileged peers to achieve academically. These challenges provide the state of California with an opportunity to make a difference—to support schools and teachers in their efforts to help our state’s children to become literate, knowledgeable, and responsible citizens. It is the obligation of the state of California to provide all students with an engaging and relevant history-social science education that will shape how they participate in their world.”

- California History-Social Sciences Framework, 2016

As a result of the pilot process, the following textbooks are being recommended:

The Savvas/Pearson texts offer the best narrative - clear, concise, not biased, well written, and visually compelling. These texts are easily the best written of all the materials we reviewed. The digital resources are extensive and engaging. The more detailed online "immersion" experiences are great supplements to build engagement and extend learning. The supplemental materials provide a continuum of skill sets that we work to develop with our students throughout their four years with us. The enrichment activities and the ability to differentiate are exciting. Differentiation is supported with the supplemental readers, which are very useful for presenting abridged text versions for struggling readers, English Learners and resource students, and students who need to quickly review the materials. All four texts integrate best practices, curriculum standard expectations, and technology to help prepare students to be college and career-ready.

As a result of the pilot process, the following textbooks are being recommended:

- **Course Name: World History (THS, NTHS, SHS & CSA)**

Savvas World History Interactive: World history is more than the “story” of our past. Its consequences can be felt today and may impact our future. *World History Interactive* is a modern, inquiry-based social studies curriculum that promotes critical thinking, immersive experiences, and informed action. It leverages the **C3 Framework** to make world history experiential and culturally relevant for all students.

RESOURCES REQUIRED: Lottery

PREPARED BY: Mindi Brenner for Valerie Simpson, Executive Director of Educational Services