



DATE: April 6, 2022

TO: Board of Education

FROM: Mrs. Carmen Ghysels, Superintendent Chief Learning Officer

SUBJECT: Approve Adoption of History and Social Studies Instructional Materials for High School

PRESENTED BY: Mrs. Carmen Ghysels, Superintendent Chief Learning Officer

ACTION REQUESTED

Approve Adoption of History and Social Studies 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.”

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.

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

Savvas US History Interactive: US History is more than the “story” of our past. Its consequences can be felt today and may impact our future. New *US 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 US History experiential and culturally relevant for all students.

- **Course Name: Economics and AP Economics (THS, NTHS, SHS & CSA)**

Savvas High School Economics Textbook: This text helps students to understand core economics principles. *Savvas Economics* features motivating, hands-on activities, interactive graphics, animations, and videos to help build relevant economic literacy.

- **Course Name: American Government and AP American Government (THS, NTHS, SHS & CSA)**

Savvas’s American Government Program: *Savvas’s American Government* program uses a research-tested four-part learning model to enhance teaching and student understanding. The text is accessible for students because it has a clear, appealing narrative and engaging activities, questions, and primary sources.

- **Course: AP Human Geography (NTHS)**

National Geographic's Human Geography A Spatial Perspective: This text is designed specifically for high school AP students. It aligns closely with the College Board Course and Exam Description to improve student performance on the AP Exam.

The program:

- emphasizes learning through inquiry
- establishes real-world content authenticity through the storytelling of National Geographic Explorers and photographers
- offers original National Geographic videos shot across the world
- encourages students to write routinely and use qualitative, quantitative, and spatial information
- provides Formative Assessments
- provides Summative Assessment test practice aligned to the AP exam.

The National Geographic Human Geography textbook is an excellent resource for students to become global and engaged citizens. The text closely follows the updated course and exam description for College Board's AP Human Geography curriculum while offering engaging materials for all students. Nat Geo's text engages students through relevant case studies and geo-inquiries throughout each chapter.

RESOURCES REQUIRED: Lottery

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