



LUSD History
Social Studies
Materials Pilot

Context

Nearly a decade has elapsed since our last History Social Studies (HSS) textbook adoption and eight years since the release of the California HSS Framework. Our history teachers, both at elementary and secondary levels, have been independently sourcing and creating instructional materials. Adopting vetted, high-quality curricular materials promises consistent quality, adherence to educational standards, and access to pedagogically sound resources, addressing the limitations and extensive effort associated with individually crafted materials.

HSS Materials Pilot and Adoption Goals



We aim to move away from traditional textbooks, which often fail to engage modern learners accustomed to interactive and multimedia content and may lack the inclusion of diverse perspectives essential for a comprehensive understanding of history.



We sought curricula that promote active engagement, critical thinking, and hands-on learning through projects and simulations, catering to all learners.

In adopting a curriculum we seek to provide a solid instructional base so that teachers can spend their already limited time to reflect on student work, and make appropriate accommodations and modifications to instruction and curriculum.

Timeline

Fall 2022
District office planning and pilot preparation as well as teacher recruitment

Winter 2023
Initial HSS committee meetings and preliminary review of curricular options.

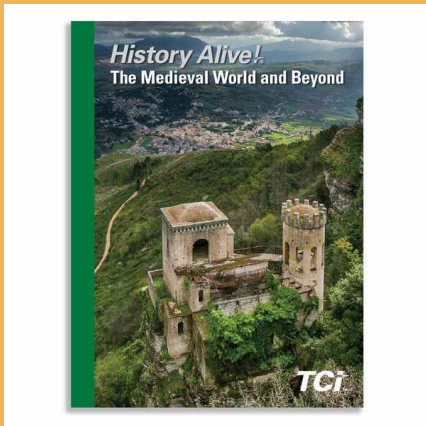
Spring 2023
In-class implementation of pilot curriculum #1. Review and analysis of pilot curriculum #1.

Fall 2023
In-class implementation of pilot curriculum #2. Review and analysis of pilot curriculum #2.

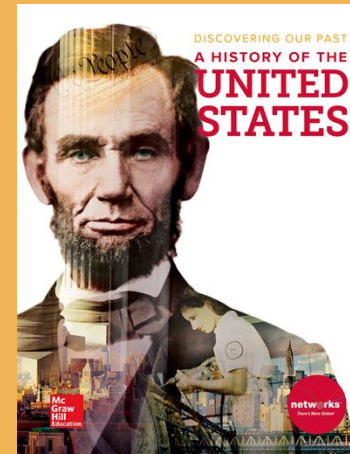
Winter 2024
Selection of curriculum to recommend for board adoption.

6-8 Piloted Curricula

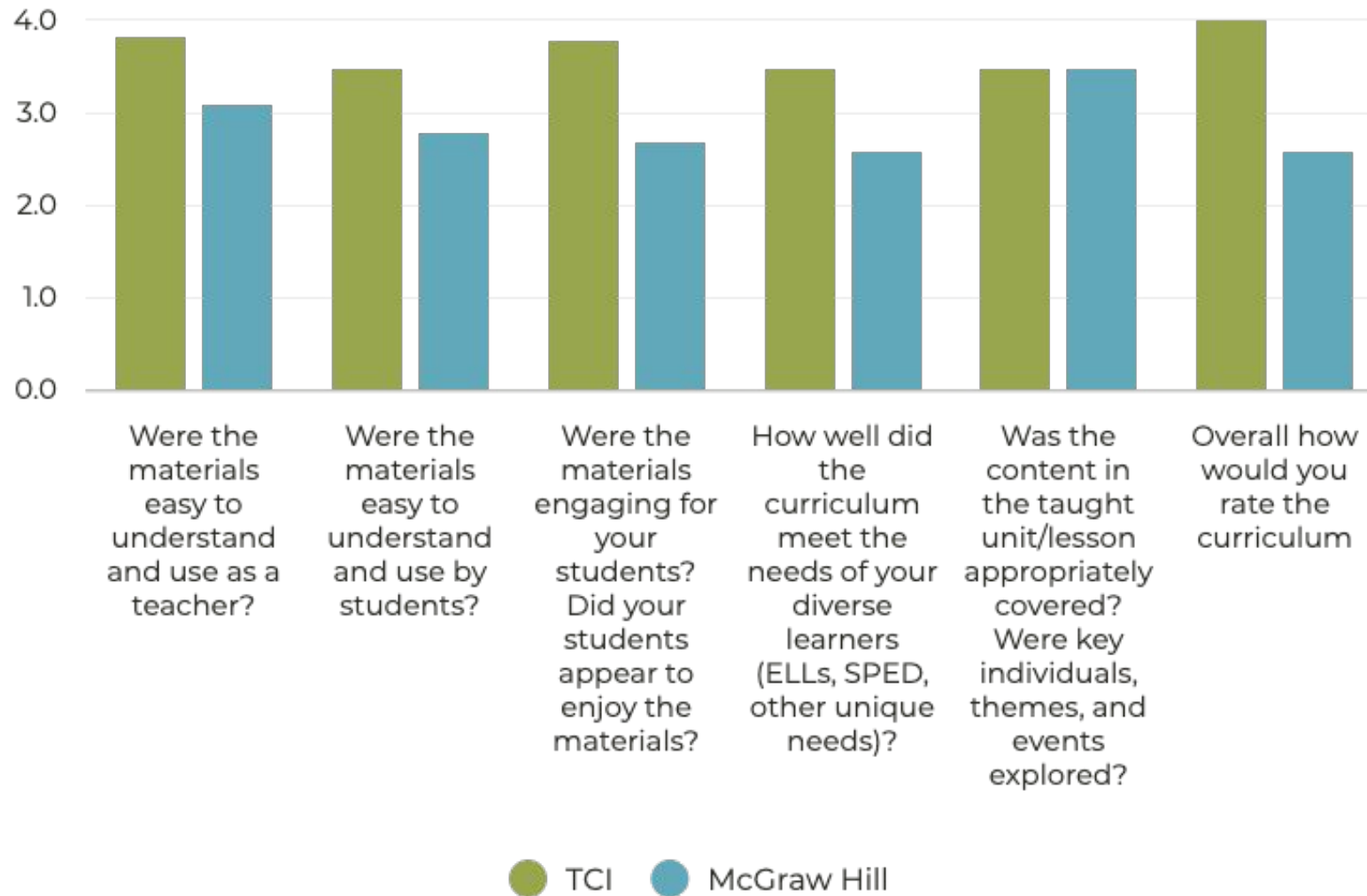
TCI and McGraw Hill



The TCI: History Alive 6-8 Curriculum offers a dynamic approach to learning history, engaging students through **interactive lessons** that encourage **hands-on exploration and critical thinking**. With its focus on **student-centered learning** and the development of historical inquiry skills, History Alive fosters a deep connection between students and the past, preparing them for informed citizenship in a global society.



The McGraw Hill 6-8 History Curriculum is designed to engage middle school students with a rich blend of digital and print resources, making the study of history both **interactive and relevant to the modern learner**. It emphasizes critical thinking and analytical skills by presenting historical content through diverse perspectives and **primary source analysis**.



It's the best social studies curriculum I've used as a teacher!

-Teacher reacting to TCI

TCI vs. McGraw: Strengths

- Multiple teaching pathways that are easy to use and implement
- Slideshows align to lesson content
- Well organized, accessible to students but also challenging
- All materials are accessible in English and Spanish
- Activity and inquiry driven
- Student centered and experiential
- Supplemental 8th grade current events magazine
- Additional supplemental primary sources
- Embedded scaffolds (Example: Inquiry journals included scaffolded questions)

TCI vs. McGraw: Weaknesses

- Typical learning curve that occurs with new technology
- Not engaging. Learning primarily occurs through reading text
- Teacher centered
- Clunky Technology
- Difficult to navigate digital platform
- Incomplete Spanish Resources. Many of the core lesson elements not available in Spanish

“The students say the TCI materials are easy to understand and use but that they also learn a lot from it.”

“The students gained a better understanding of the content through the activities taught in the lessons.”

“I just really loved the simplicity of the TCI materials. While they are simple, they still have depth. That is really tough to accomplish in a curriculum!”

“The TCI content covered the standards and also followed the newly released framework.”

“I had to modify the TCI materials to provide sentence frames or close reading responses for the students who are below grade level and/or ELL, SPED. “

“Typical learning curve with digital resources”

“Since I was already using the older McGraw curriculum we had at TdS, I was able to easily understand the organization of the curriculum and easily add the new materials and online components.”

“It (McGraw) covered all of the standards for that unit.”

“I used the print teaching option. The McGraw inquiry journal was a bit dry for the students.”

“There were no simulations, games, or multi-layered inquiry investigations. The slideshows (including embedded videos) let much to be desired in terms of engagement.”

“I had to search the Spanish materials, many were missing meaning they have not been translated to Spanish yet, slides and videos were not available for my immersion class”

“Students struggled to navigate the textbook and often didn't scroll to read to the bottom of the page. Until I disabled some options from the student view, students seemed overwhelmed by the choices presented in the menus”

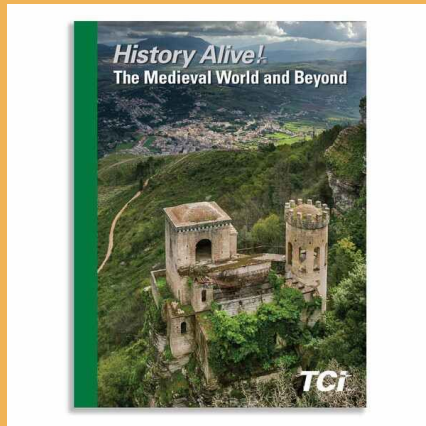


MS Recommendation

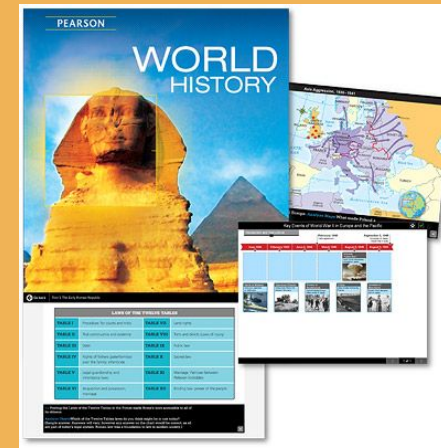
The Middle School (MS) pilot team assembled to deliberate and formally recommend one of two curricular options. In their evaluation process, the team meticulously analyzed survey outcomes, considered their personal teaching experiences, discussed the requirements of their fellow educators, and contemplated the educational needs of students within the Lakeside Union School District (LUSD). **The eight-member team reached a unanimous decision, endorsing TCI: History Alive as the preferred curriculum, citing its superiority in meeting the criteria established for selection.**

k-5 Piloted Curricula

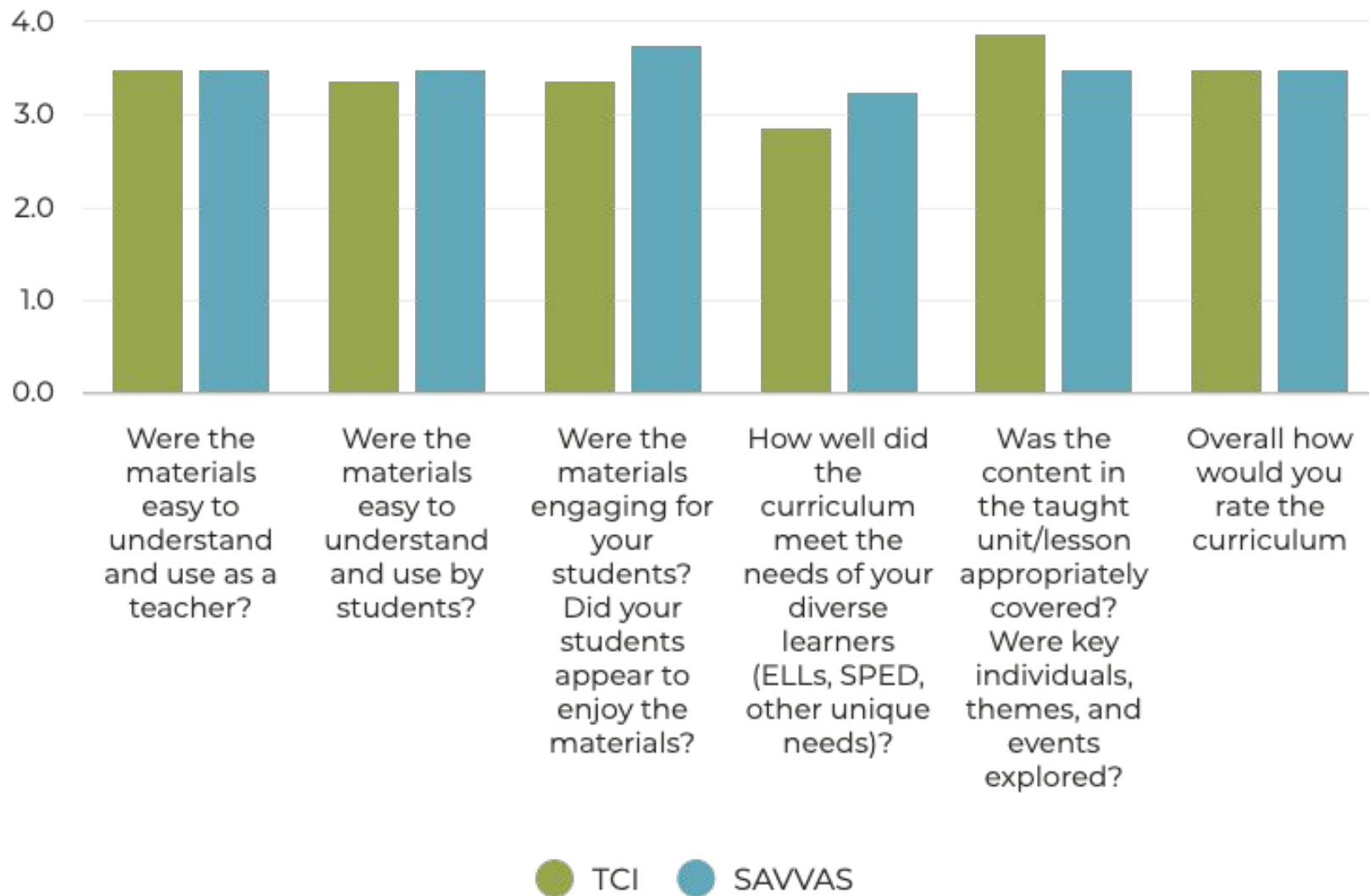
TCI and McGraw Hill



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The Savvas K-5 History Curriculum is crafted to ignite curiosity and a love for learning about the past in young students, **utilizing interactive and multimedia resources that make history come alive..** Savvas' approach to history education focuses on inclusivity, active engagement, and connecting past events to students' lives today, laying a solid foundation for lifelong learning and civic understanding.



"Both options were great!"

-Teacher reacting to both pilot choices

TCI vs. SAVVAS: Strengths

- Intuitive and easy to use
- Digital lessons easy to assign
- Slides are easy to use
- Activity-driven
- Embedded highly engaging small group activities
- Kinesthetic activities
- Aligned to district goals of increased student engagement Investigative
- Engaging and accessible textbook
- Materials all in one text and journal
- Full-color materials
- Interesting text, creative layout
- Accessible to diverse learners with embedded scaffolds and supports

TCI vs. Savvas: Weaknesses

- Functionally challenging for k-1 teachers and students
- Black and white inquiry journal less engaging
- Two sets of materials (book and inquiry journal)
- Prep Intensive with multiple components, what to teach not always clear
- Clunky Technology
- Website not user friendly. Challenging to navigate/find resources

“The TCI materials were easy to understand and find online. There was minimal prep to teach the lessons. The slides were great”

“I like how the notebook pages were open for interpretation and there wasn’t just one right answer”

“The students liked the small group activities”

“I had a little trouble navigating the online interface to find everything”

“It did require a lot of prompting and framing by me to make the material engaging”

“I had to scaffold a lot for my ELLs and SPED kids”

“The physical workbook was easy to use”

“It was graphically pleasing”

“The videos, raps, and other visuals were important for student learning”

“I have mixed feelings about the online portion. It is not user friendly”

“Writing heavy”

“The lessons were well designed and spiraled”



ES Recommendation

The team meticulously examined survey results, reflected on personal teaching experiences, considered the requirements of their peers, and evaluated the needs of Lakeside Union School District (LUSD) students. In their initial meeting, the six-member team found themselves indecisive, recognizing the strengths in both options without identifying a definitive choice.

The team was granted an additional six-week period to further assess the materials. Upon reconvening in mid-March 2024, the decision remained split, with an equal division among team members favoring either TCI or SAVVAS. Despite a robust discussion, the deadlock persisted, though there was a consensus that either choice would be satisfactory, with a slight preference for the advocated option.

Faced with this impasse, the decision was escalated to the district office's Education Services Coordinator, who, in the absence of a conclusive recommendation from the pilot team, was tasked with making the final selection. Given the equipoise between the two options and considering the lesser overall cost and the Middle School (MS) team's endorsement of TCI, the Education Services Coordinator recommended the adoption of TCI: History Alive for LUSD. This decision supports a cohesive K-8 curriculum, allowing for streamlined training, enhanced on-site support, and a consistent educational journey for students across elementary and middle school levels.

Next Steps

- Public viewing and comment

Parents and other educational partners will have the opportunity to view the materials and provide feedback.

An electronic district communication will be sent to educational partners with information on where and when to view materials

- Formal recommendation for adoption and purchase

- End of summer professional development

- Classroom implementation