

PMHS Instructional Materials Adoption Memo

TO: Amy Wooliever, Superintendent

FROM: Phil Hophan, Principal
Kassi Talbot, Middle School History-Social Science Teacher (Grades 7 & 8)
Ana Polacek, Middle School History-Social Science Teacher (Grade 6)

RE: High School Curriculum Materials
McGraw Hill School Education (2019 Editions). Impact: Ancient Civilizations History & Geography (6) World History & Geography (7) & American History/California History & Geography (8) & Supplemental Materials

DATE: January 2022

The attached materials lists and purchase order requests represent the findings of our Pescadero Middle School History-Social Science Department with the assistance of the Principal, for the pilot and adoption of new social studies instructional materials that are aligned to the State of California's History-Social Science Framework and Standards (HSS) for grades six through eight. This memo seeks permission to adopt new history-social science instructional materials, a textbook, and supplemental materials.

The middle school social studies team reviewed a total of five state approved curricula. The McGraw selection is approved by the state of California for use in middle school classrooms. These pilot findings include key components identified at the outset of our investigation that are present in the selected curriculum, including, but not limited to:

- The platform includes both textbook and digital access and is easily integrated into Google Classroom and other applications used often in today's dynamic virtual and in-person classrooms.
- Written to the California History-Social Science standards and framework, with a focus on inquiry and critical thinking, literacy (reading comprehension), content, and citizenship. This textbook and materials provide for differentiated instruction targeting English language learners, special education students, and students who require varying learning modalities
- Engages students with compelling stories, interactive media, and immersive project-based learning that accompanies the strategies teachers strive to use with middle school students when learning about and understanding the past, the present, and those implications for the future.
- Every chapter of each of the levels of history-social science on this platform include extensions of learning, including hands-on projects, technology connections, interactive maps, graphic organizers, games, and activities, and scaffolding activities for English language learners and special education students - these are particularly well-developed, where at the end of every unit of study, strategies for differentiated instruction are provided to teachers on a large scale, including differentiated assessments. Lessons planning, including all of the aforementioned elements, is provided and is well developed, and with the purchase of this platform professional development is provided for teachers to access.
- Auxiliary materials are strong for this adoption, they include special consumable workbooks named "inquiry journals" - a strategy that has students considering predicting, organizing evidence, and where an essential question is constructed, written, and applied/connected to the student experience, including a "take action" citizenship assignment for each and every chapter.

Perhaps the most important selection criterion for the adoption of standards-based curriculum materials is that of the student response to the platform as it was piloted these past few weeks in our social studies classrooms. Our middle school social studies teachers, Kassi Talbot and Ana Polacek, reflected on what they observed and how the adoption of these materials might continue to provide students a rich experience:

Ana P. : The McGraw Hill California Impact Social Studies 6th Grade World History & Geography textbook and materials are a great fit for our students.

The student textbook starts with up-to-date maps, a wonderful visual geographic dictionary, and a chapter on foundational geography which students can have at their fingertips to refer to.

This text is right on target for the reading level of our students. It also uses primary sources (writing excerpts, historic art, current images) as foundations for the text that give students a visual imagery or emotional connection to what the student is reading. Primary sources also allow students to see how historians make inferences. Vocabulary is highlighted so students can readily see the words that might be challenging.

There are questions along the way to have students analyze what they are reading and cite evidence- another way to keep the story interactive.

Activities in the book and workbook often use diagramming and charts to help students organize information.

There are primary source literary pieces included that focus specifically on literacy concepts.

The book includes a unit on the ancient Americas (often missing in many textbooks). Because we have a large Latino population, it is important that their ancient heritage is highlighted to understand how their culture developed into modern times.

Finally, the students feel it is digestible material that they are able to follow along easily and also challenges them to think critically. The images, and focus on geography is very visually pleasing. The questions of inquiry develop critical thinking and reflection.

Supplemental Reading Materials List

Online Curriculum ~ Websites	
Resource	Description
Mini DBQ's in World History	Primary source analysis The DBQ Project
Rethinking Columbus	
Youth for Human Rights	
National Geographic	
Smithsonian Magazine	
Britannica Digital Learning	
Zinn History Project	Howard Zinn History Online Resource
SHEG - Reading Like a Historian	Stanford History Project
OER Project	Supplementary History Curriculum
Learning for Justice	

HeritageDaily	
LiveScience	
New York Times 1619 Project	African American History
Books ~ Articles ~ Graphic Novels	
Title	Grade/Description
<i>Popul Vuh</i>	M.S. - Mayan Civilization
<i>Persepolis</i>	Iranian Revolution
<i>Maus</i>	WW II - Holocaust
<i>They Called us Enemy</i>	WW II - Japanese American History
<i>Topaz Moon, Chiura Obata's</i>	Japaense Internment
<i>Stamped from the Begining</i>	African American History
<i>A Young People's History of the United States</i>	Howard Zinn
<i>How to be Antiracist Guide</i>	Ibram X. Kendi
<i>Howard Zinn History of the United States Graphic Novel</i>	Howard Zinn History Project
<i>March #1-3, John Lewis</i>	Civil Rights Movement
<i>Abina and the Important Men, Trevor Getz</i>	West African History
<i>Journey Into Mohawk Country</i>	Native American History
<i>An Indigenous History of the United States for Young People</i>	Native American History
<i>A Queer History of the United States for Young People</i>	Queer History

Publisher's Program Description

IMPACT: California Social Studies 6-8 is a dynamic, student-centered program designed to help teachers make an impact in the classroom, and to inspire students to make an impact on the world around them.

Engage students in the lives of the people who made history, allow them to experience relevancy through active learning, and empower them to develop empathy and critical thinking skills. Students will gain the tools they need to understand their place in the world, to take action in society, and to succeed in college, career and civic life.

Our goal is to help you spark the kind of engagement that turns curiosity, knowledge, and critical thinking into empowered citizenship. That's IMPACT.

Source:

https://www.mheducation.com/prek-12/program/impact-california-social-studies/MKTSP-GBN17M01.html?page=1&sortby=title&order=asc&educationLevels=_Middle%20School&formats=Print&excludeFilter=PRODUCT_FORMAT&bu=seg#plpProgramComponent

Fiscal Implications

The cost of this adoption, three levels of middle school social studies, complete digital and hardcopy with auxiliary materials, for 30 student copies and one teacher edition each grade level:

\$ 11,578.17

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Please find attached to this memo, the annual contract that captures this licensing agreement in greater detail.

For supplemental instructional materials, many are available at no cost, and where class sets are required, the costs of those texts should not exceed \$750.