



Mountain View
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School District

Elementary Social Studies and K-8 Science Curriculum Updates

April 2020





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Alignment to Strategic Plan 2021 and Local Control Accountability Plan

LCAP

Goal 1

- Ensure that all students have access to equitable conditions of learning by providing and investing in highly qualified teachers, leaders, and staff; well-maintained facilities and equipment; and standards-aligned instructional materials and resources in a fiscally responsible manner.

Action 3

- Convene elementary Social Studies Task Force to review, pilot and recommend materials for adoption

Goal 2

- Increase achievement for all students and accelerate learning outcomes for English Language Learners, low-income students, and other target groups to close the achievement gap.

Action 25

- Implement Science Plan.



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Current Adopted Materials

Current Instructional Materials

- **Elementary Social Studies:** Scott Foresman History Social Science for California
 - Adopted: May 18, 2006
- **Elementary Science:** FOSS California 2007
 - Adopted: June 7, 2007
- **Middle School Science:** Prentice Hall California - Focus on Science
 - Adopted: June 7, 2007



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Process and Progress

Process and Progress

- Convene Advisory Committees
- Provide professional development
- Review / refine rubrics for evaluating materials
- Evaluate materials
- Recommend programs to pilot
- Pilot
- Make recommendation for adoption

Process and Progress Timeline - Social Studies

Meeting Date	Topic
November 18	Framework overview Rubric for materials review
December 9	Materials Review
December 10	Materials Review
January 13	Pilot 1 Training
February 10	Pilot 1 Review
February 10	Pilot 2 Training
March 23	Pilot 2 Review
March 23	Final Recommendation
May	Recommendation to BOT
June	Adoption by BOT

Process and Progress Timeline - Science

Meeting Date	Topic
December 2	Framework overview Rubric for materials review
December 11	Materials Review
December 17	Materials Review
December 18	Materials Review
January 27	Pilot 1 Training
March 9	Pilot 1 Review
March 9	Pilot 2 Training
April 20	Pilot 2 Review
April 20	Final Review and recommendation
May	Recommendation to BOT
June	Adoption by BOT

Process and Progress - Committee

Social Studies Advisory Committee

Teachers	Megan Perfect - ML Elizabeth Parry - LA Casey Kuhlrow - TH Jane Kwon- ML Jessica Chavez - BU Amy Lu - CA Zoe Sharp - ST
Instructional Coach	Cathy Patterson
Administrators	Tara Vikjord Heidi Galassi Cyndee Nguyen Vern Taylor
Parent	Jonathan Pettey

Process and Progress - Committee

Science Advisory Committee

Teachers	Laurel Shephard - BU Jaclyn Diaz - HU Karen Gordon - LA Jennifer DeGraaff - MI Allison Fassiotto - ML Theresa Lester - ST Angela Bisbee - VA Susan Papson - GR Michael Newman - CR Claire Weber - GR
Instructional Coach	Ranen Bhattacharya
Administrators	Tara Vikjord Heidi Galassi Cyndee Nguyen Swati Dagar Sonia Gomez Morales
Parents	Silja Paymer - BU Margaret Poor - CR

Process and Progress - Social Studies Training

November 2019

- Colleen Walsh, Middle School Literacy Coach, trained committee members on the Social Studies Framework and shifts
- Based on the training, framework, and our students, the team identified the following priorities when looking for new curriculum.
 - Integrated with multiple diverse perspectives
 - High quality primary sources
 - Different ways to demonstrate knowledge
 - Interactive
 - Rigorous
 - Relevant to students and communities
 - Considerate grade level text with graphic and vocabulary
 - Teacher flexibility and opportunities for further inquiry
 - Real world experiences

Process and Progress - Science Training

Middle School Science NGSS training began in 2015

Monthly training for elementary STEAM teachers in 2019-20

December 2019

Ranen Bhattacharya, District science coach, supported elementary and middle school teams to revisit shifts in NGSS and identify NGSS priorities in a new curriculum.

The team's priorities were as follows:

- Rich anchor phenomena to guide student process
- Integration of meaningful, authentic engineering practices
- Clear inquiry process with a quality storyline
- Several levels of scaffolding and differentiation
- Meaningful materials and hands on activities
- Engaging materials
- Integration of CCSS
- Clear instructional practices
- Preference for K-8 program for continuity and consistency in language, models, skills

Process and Progress - Review and Refine Evaluation Rubric

California County Superintendents Educational Services Association (CCSESA) History Social Science and Science Adoption Toolkits

- Reviewed components of rubric
- Clarified contents of rubric
- Refined format of rubric to evaluate materials
- Highlighted components of rubric based on identified priorities

Process and Progress - Social Studies Review

Reviewed all available curricula at the Santa Clara County Office of Education (2 days)
Curriculum was reviewed and evaluated based on the following rubric criteria

Content Alignment

- materials reflect and incorporate the content with **significance and depth**
- appropriately incorporates content that is new to the Framework
- includes sufficient depth of coverage to represent **multiple perspectives**
- presents race, class, ethnicity, and gender in a manner appropriate to the historical context **perspectives and experience of different groups are presented**

Inquiry Alignment

- includes the **investigation questions** from the Framework
- includes **primary sources** for students to explore the questions
- includes sufficient **depth and complexity** of coverage to demonstrate the interpretive aspect of an inquiry question
- presents debates from within history as well as different interpretations of historical events
- analysis skills are incorporated into the text and support materials

Citizenship Alignment

- text places sufficient emphasis on **civic values and democratic principles**
- materials include suggestions for **experiential activities** that can bridge classroom and content
- provides opportunities for students to critically reflect on the concept of citizenship in the topic of study

Assessment Alignment

- assessments measure students' mastery of the content, skills, literacy, and civic demands of the subject
- **multiple assessment tools** provided for each lesson/unit

Access and Equity Alignment

- offers guidance to ensure both access to the curriculum and the development of critical thought for all students
- provides guidance and activities for students below grade level and for English learners to accelerate their reading and writing skills as well as content understanding
- activities for advanced or emerging learners provide sufficient support
- materials include literacy strategies to support reading, comprehension, and analysis of primary and secondary sources
- materials include sufficient literacy support for students with diverse levels of literacy
- materials include collaborative ELD alignment

Process and Progress - Science Review

Reviewed all available curricula at the Santa Clara County Office of Education (3 days)
Curriculum was reviewed and evaluated based on the following rubric criteria

Designed for NGSS Foundations

- **Presence and accuracy of high quality Phenomena/Problems**
- **Presence of Three Dimensions (including engineering)**
- Presence of Environmental principles and Concepts
- **Presence of Logical Sequence of Learning**

Designated for NGSS: Monitoring Student Progress

- Monitoring Three Dimensional Learning and Integration of Environmental Principles and Concepts (EP&Cs)
- Capturing Student Progress
- Variety of Measures
- **Equitable Access**
- Use of Assessment

Designed for NGSS Student Work

- **Phenomena/Problems**
- Three Dimensional Conceptual Framework
- Prior Knowledge
- Metacognitive Abilities
- **Equitable Learning Opportunities**

Designated for NGSS: Teacher Support

- **Phenomena/Problems Drive Three Dimensional Learning**
- Coherence
- Effective Teaching
- **Support for Students with Diverse Learning Needs (English Learners, Students with Disabilities, High performers)**
- Support to Monitor Student Progress

Process and Progress - Programs Reviewed

Social Studies	Science (K-8)
McGraw-Hill School Education Impact: California Social Studies	Amplify Education Amplify Science California
Pearson Scott Foresman and Prentice Hall myWorld Interactive	Discovery Education Discovery Education Science Techbook
Studies Weekly California Studies Weekly – Social Studies	Houghton Mifflin Harcourt California HMH Science Dimensions
Teachers' Curriculum Institute Social Studies Alive! California Series	Teachers' Curriculum Institute (TCI) Bring Science Alive!
	Delta Education: FOSS
	Accelerate Learning: STEMscopes
	McGraw Hill : California Inspire Science
	Pearson : California Elevate Science

Process and Progress - Social Studies Program Pilots

After reviewing all programs, two were selected to pilot

Pearson, *myWorld Interactive* (January 13 - February 7)

TCI, *History Alive* (February 10 - March 13)

- Received training and materials from publishers
- Used same components of programs
- Used curriculum evaluation tool to rate each program
 - Rigor
 - Content/Standards
 - Text Accessibility
 - Universal Access
 - Assessment
 - Online Tools and Resources
 - Teacher friendliness
 - Student accessibility

Process and Progress - Science Program Pilots

After reviewing all K-8 programs, two were selected to pilot

McGraw Hill (January 27 - March 6)

TCI (March 9 - April 17)

- Received training and materials from publishers
- Used same components of programs
- Used curriculum evaluation tool to rate each program
 - Rigor
 - Content/Standards
 - Text Accessibility
 - Universal Access
 - Assessment
 - Online Tools and Resources
 - Teacher friendliness
 - Student accessibility



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Where are we Now?

Social Studies Pilot Review

After completing the Social Studies pilots, the committee met virtually on March 23rd to review the rankings

	Pearson - myWorld	TCI - History Alive
Content/Standard Alignment	2.33	3.66
Universal Access	1.75	3.6
Text Accessibility	2	3.4
Rigor	2.33	3.33
Assessment	2	3.4
Teacher Friendliness (support for planning)	2	3.66
Student Accessibility	1.66	3.8
Online Tools and Resources	1.66	3.6

Social Studies Pilot Review

Strengths (Pearson myWorld)	Strengths - TCI History Alive
<p>K-1 alignment to standards and rigor was appropriate</p> <p>Traditional style textbook</p>	<p>High quality primary sources included for all grades</p> <p>Program focuses on depth of content</p> <p>Highly engaging</p> <p>Entry points made content more accessible to all students by providing background knowledge</p> <p>Inquiry model supports students in researching topics</p>
Challenges - Pearson myWorld	Challenges - TCI History Alive
<p>Lack of rigor and engagement for students</p> <p>Lack of quality primary sources</p> <p>Universal access included repetitive, non-specific “ideas” for English Learners, Students with Disabilities, and high performing students</p> <p>Text was overwhelming for students and teachers - too much on the page</p>	<p>Teachers will need training on the digital platform and resources</p> <p>Teachers will need to plan for the entry events and research topics</p>

Science Pilot

- The Science committee convened after the Social Studies committee and is 2 weeks behind in the process
- Schools closed at the beginning of the second science pilot
- In order to make a recommendation, the Science committee feels strongly that the pilot will need to continue in the fall in order to effectively evaluate its effectiveness for our most at risk students.



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Social Studies Recommendation

Elementary Social Studies Recommendation

On March 23, 2020, the Elementary Social Studies Curriculum Adoption Committee unanimously recommended adopting TCI, History Alive as the K-5 social studies curriculum



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Next Steps

Next Steps - Social Studies

Bring recommendation back to the Board of Trustees for approval in May

Pending Board approval

- Purchase K-5 materials (Total cost: \$391,000)
- Provide training to all elementary teachers in August 2020 in the areas of
 - inquiry based social studies instruction
 - accessing the digital curriculum and resources
- Provide pacing guides that include the grade level inquiry questions to be covered in each trimester
 - inquiry questions will be aligned to the Benchmark

Advance ELA curriculum pacing

Next Steps - Science

- Continue piloting the Science programs in fall 2020
- Share evaluation rubrics and discuss pros and cons of each pilot program
- Committee members (teachers and parents) will recommend a program for adoption
- Come back to the Board of Trustees for approval of Science curriculum once the pilot process has been completed in fall of 2020

Next Steps - Science

Pending Board approval in fall 2020

- Purchase K-8 materials
- Provide training to all elementary STEAM and Middle School science teachers in the areas of
 - inquiry based science instruction
 - accessing the digital curriculum and resources
 - utilizing the hands-on materials
- Provide pacing guides that include the grade level Disciplinary Core Ideas, Performance Expectations, and Science and Engineering Practices to be covered each trimester

Questions

