

History-Social Science Middle School Instructional Materials

Recommendation to Adopt

May 2, 2019



Purpose

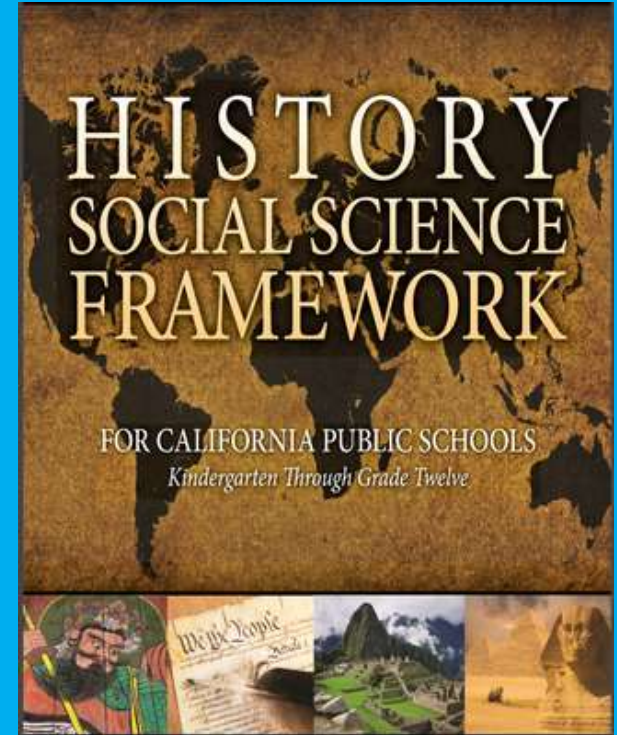
- To provide an overview of the instructional materials review process and state/local criteria;
- highlight examples re: the alignment of the TCI & Pearson materials with the FAIR Act; AND
- recommend the adoption of instructional materials published by TCI (gr. 6-7) Pearson (gr.8)

Thank You Teachers!

Grade 6	Grade 7	Grade 8
Beth DeBeech	Erin Haendel	JuliaCheri Hoos
Shelly Ehrke	Sharon Hart	Titia Murphy
Jody Berman Howard	Sara Greenfield	Amanda Valenzuela
Alex Kusion	Shannon Hale	Joe Montanez
Alva Scotland	Johanna Aviles	
Mikaela Lee-Garcia	Ari Jacobs	
Julie Jones		
Brigette Leonard		

History-Social Science Framework: *Key Themes*

- Content
- Inquiry
- Literacy
- Citizenship





District Lens:

Instructional Framework

Culturally
Responsive
Practices

Engagement

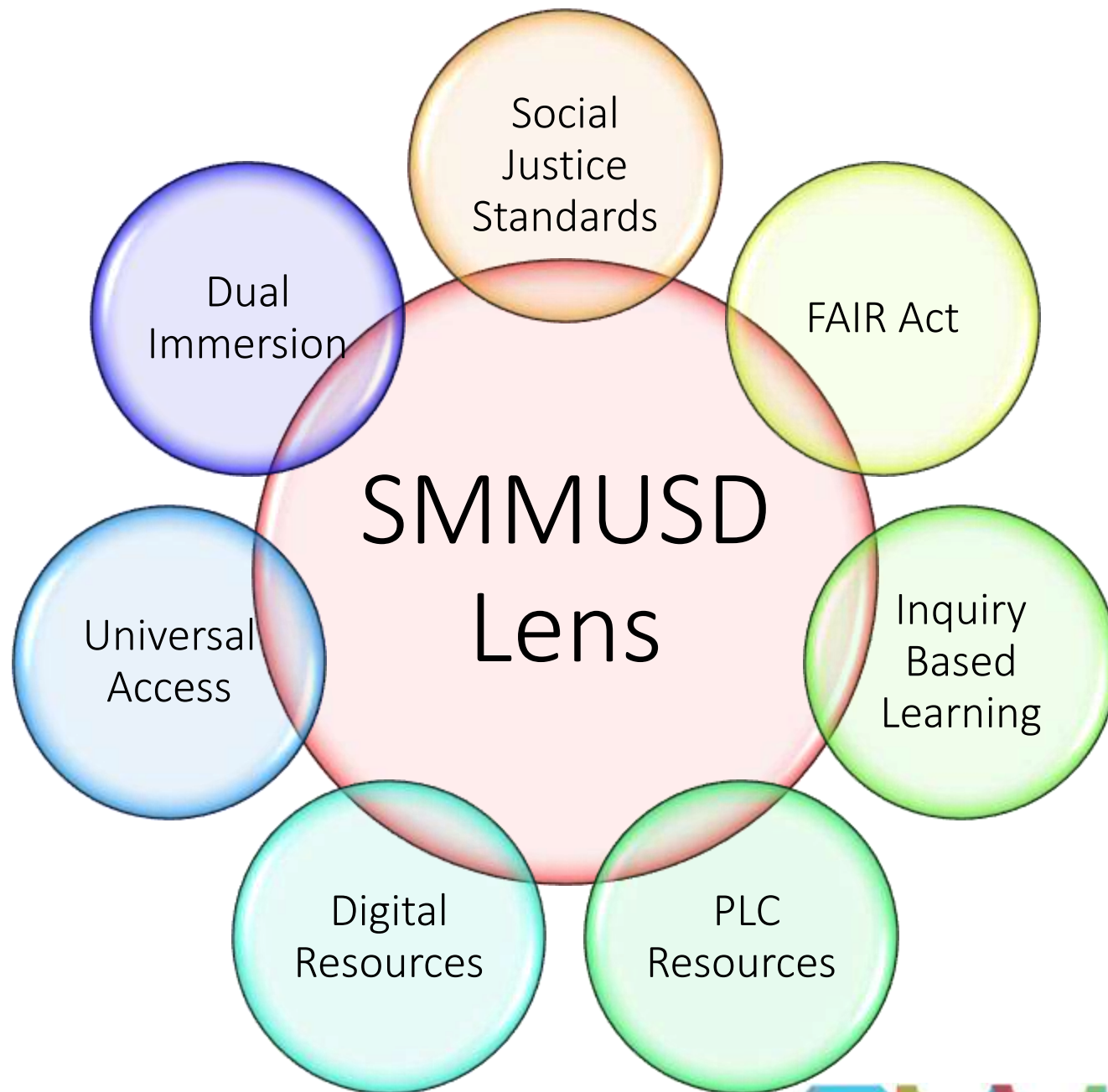
Guaranteed &
Viable
Curriculum

High
Performing
Teams



CA Program Criteria

1. Standards Alignment
2. Program Organization
3. Assessment
4. Universal Access
5. Instructional Planning & Teacher Support



HSS Adoption Collaborative Process 2018-19

Winter 2018: Professional Learning: HSS Framework



Spring 2018: Convened HSS Adoption Committee & identified promising programs to move forward.



Fall 2018: Subcommittee developed pilot process



Fall/Winter Semester 2018-19: Piloted three programs



Winter/Spring 2019: Convened HSS Adoption Committee to discuss pilot process/findings.



Spring 2019: Recommendation to adopt (Board of Education)



Spring 2019: Training date with publisher (all HSS teachers).



Why TCI for Grades 6-7?

- ✓ Engaging Student Activities
- ✓ Visuals & Accessibility
- ✓ Key Historical Content
- ✓ Instructional Planning
- ✓ Spanish Support



TCI *Brings
Learning Alive!®*

In Grade 6, Lesson 35, students learn about gender and family roles in the Roman Empire.



Lesson:

35 - Daily Life in the Roman Empire

Section:

Section 4 - Family Life

« Previous Section | Next Section »

► Play

★ Main Ideas

+ Add Note

Spanish

4. Family Life

Family life in Rome was ruled by the **paterfamilias** (pah-ter-fah-MEE-lee-us), or “father of the family.” A Roman father’s word was law in his own home. Even his grown sons and daughters had to obey him.

Roman men were expected to provide for the family. In richer families, husbands often held well-paid political positions. In poor families, both husbands and wives needed to work in order to feed and care for themselves and their children.

Wealthy Roman women ran their households. They bought and trained the family’s slaves. Many had money of their own and were active in business. They bought and sold property.

Roman babies were usually born at home. The Romans kept only strong, healthy babies. If the father didn’t approve of a newborn, it was left outside to die or to be claimed as a slave. Romans found it strange that other people, such as the Egyptians, raised all their children.

Babies were named in a special ceremony when they were nine days old. A good-luck charm called a *bullā* (BOO-lah) was placed around the baby’s neck and worn throughout their childhood.

Between the ages of 14 and 18, a Roman boy celebrated becoming a man. In a special ceremony, he offered his *bullā*, along with his childhood toys and clothes, to the gods.

Roman girls did not have a ceremony to mark the end of childhood. They became adults when they were married, usually between the ages of 12 and 18.



In Grade 7, Lesson 7, students learn about Joan of Arc, who was charged with “donning men’s clothes.”

 Lesson: 7 - The Decline of Feudalism

Section: Reading Further - The Trials of Joan of Arc

[Play](#) [Main Ideas](#) [Add Note](#) [Spanish](#)

Reading Further

The Trials of Joan of Arc

In 1429, during the weakening of Europe's feudal system, a teenage girl named Joan of Arc bravely helped a prince become the king of France. How did Joan's extraordinary life demonstrate the new ways that were about to replace old traditions in Europe?

The visions and the voices came without warning, like a flash of lightning. In 1425, Joan of Arc, the daughter of northern French peasants, had just turned 13. Until then, she had had a normal childhood, attending mass and praying frequently to God.

Then the voices and visions started when Saints Michael, Catherine, and Margaret suddenly came to her. "I was terrified," Joan remembered later. "There was a great light all about." But soon she was reassured by the sweet, kind voices and stopped being afraid.

Joan lived in a religious time, and it wasn't unheard of for people to report that saints spoke to them. But Joan's voices gave her a daunting task of helping Charles, the dauphin (DOE-fehn), or French heir to the throne, to become king. They also wanted her to free France from the English, who had conquered portions of the country.

France in Chaos

The year when Joan's voices began, France was in chaos. Since 1337, the English and French had been fighting the Hundred Years' War, and, in 1420, English king Henry V obtained the French throne. Upon Henry's death in 1422, the dauphin Charles insisted that he, and not Henry's infant son, was the rightful king. His claim led to even bloodier fighting between the English and French.

Tensions within the borders were also high, as France itself was deeply divided. The feudal lords of the powerful province of Burgundy helped the English seize northern France. Those loyal to Charles controlled the southern half of the country. Even though Charles was the dauphin, he hadn't been crowned.

Since the 11th century, all French kings had been crowned in





In Grade 7, Lesson 24, students analyze Lady Murasaki's role in Japan's history by reading a series of primary and secondary sources.

► Play ★ Main Ideas ➕ Add Note 🗨️ Speech

Investigating Primary Sources

Why Was Lady Murasaki an Important Figure in Japan's History?

Many great works of art and literature came out of Japan's Heian period, from the late 8th to the late 12th centuries. One woman writer, Murasaki Shikibu, became so famous that one of her books is today known as a great masterpiece of world literature. You will examine four primary sources about "Lady Murasaki" and write a claim about why she was an important figure in Japan's history.

Murasaki Shikibu was born in Japan around 978 into a lower branch of the noble Fujiwara family. Historians do not know her real name since women in Heian Japan used nicknames. While growing up, she was taught to read and write in Chinese, skills that usually were taught only to boys. In the year 1005, she became a lady-in-waiting to a queen who was also one of the daughters of the powerful leader, Fujiwara Michinaga. Before and during her life in the royal court, Murasaki spent many hours writing poetry and keeping a very detailed diary of the daily life around her. These finely detailed writings became famous throughout the world.

This artifact shows an image of Lady Murasaki with one of her poems. It is a hand-colored woodblock print from a page of a Japanese book whose title translates to "One Hundred Poems by One Hundred Poets." The print was created by Hishikawa Moronobu in Japan around 1670. Lady Murasaki's poem is translated as:

*"I WANDERED forth this moonlight night,
And some one hurried by;
But who it was I could not see. —
Clouds driving o'er the sky
Obscured the moon on high."*

As you examine the woodblock, what details from the poem do you see in the art? What do you notice about the clothing that





Why Pearson for Grade 8?

- ✓ Breadth of Content
- ✓ Primary Sources
- ✓ Infographics, Visuals & Videos
- ✓ Downloadable Online Materials
- ✓ PBL/*Inquiry Quests*
- ✓ ELA/ELD Connections
- ✓ Assessment Options
- ✓ Leveled Reading



Pearson

Grade 8 FAIR Act Example

Grade 8:

In Topic 6, Lesson 5, the text describes the experiences of women who lived a order to serve in the army during the Civil War.

In Topic 9, Lesson 2, in the discussion of the work of Jane Addams and Hull House the text mentions that Addams had a female romantic partner, Ellen Starr.

In the **Interactive Primary Sources** section, the introduction to two poems by Langston Hughes identifies Hughes as gay, while describing his work about how it felt to be African American.

The program also presents stories and pictures of people with disabilities. In the Review Topic, Lesson 2, an image and caption describes the prosthetic leg of Peter Stuyvesant, a leader of New Netherlands. In Topic 8, Lesson 6 in the discussion of 19th century inventors, the text mentions Alexander Graham Bell's background as a teacher of the deaf and Thomas Edison's childhood loss of hearing and its influence on his later work.



Jane Addams, Neighboring With the Poor

realize reader

Topic 8, Lesson 6: 19th Century Inventors

Who Was Thomas Edison?

Lesson 6

Who Was Thomas Edison?

In an age of invention, Thomas Edison was right at home. In 1876, he opened a research laboratory in Menlo Park, New Jersey. There, Edison invented that he and his co-workers created a "minor" invention every 10 days and "a big thing every six months or so."

Edison, who lost most of his hearing during childhood, sometimes pushed to deafness with allowing him to focus on his work.

The "Wizard of Menlo Park" The key to Edison's success lay in his method of inventing into a system. "Groups of experts refined Edison's ideas into practical inventions. The work was long and grueling, but it was a process of inspiration and ninety-nine percent perspiration."

The results were amazing. Edison became known as the "Wizard of Menlo Park" for inventing the light bulb, the phonograph, and hundreds of other devices.

One invention from Edison's laboratory launched a new industry. Edison introduced his first machine for showing moving pictures by looking through a peephole in a cabinet. Later, Edison's picture projector, making it possible for many people to watch a movie, thousands of silent movie houses had opened in cities around the world.

The Age of Electricity One of Edison's most important creations was the electric power plant. He built the first power plant in New York City in 1882. His invention of the electric power plant made it possible for many people to have electricity in their homes.



Our Next Steps:

- ☐ Order Materials (pending Board approval)
- ☐ Teacher Training
- ☐ Curriculum Guide Development

