

**Overall High School Mathematics Recommendation: 6<sup>th</sup> and 7<sup>th</sup> Grade National Geographic/Eastern Hemisphere and Western Hemisphere, 8<sup>th</sup> Grade Pearson American History: Beginnings Through Reconstruction**

We have concluded that two separate resource vendors would need to be chosen given the very different nature of the 6<sup>th</sup> and 7<sup>th</sup> grade standards, which are based up on an Eastern Hemisphere, Western Hemisphere split versus a United States focus in 8<sup>th</sup> grade. *The aforementioned curricula* best meets the expectations and needs for Denver Public Schools. Of the 4 finalists, *these two* stand out on several fronts: Spanish parity, Colorado Academic Social Studies and Common Core Standards alignment and a clear response to the shifts in practice called for by the C3 Framework for social studies. Further, the design of the lessons supports teachers in creating an integrated social studies course in a way that is joyful, rigorous, and personalized for all students.

***National Geographic/Cengage Eastern Hemisphere and Western Hemisphere***

**Committee Findings:**

These materials, received the **highest** interest and recommendation from the committee for 6<sup>th</sup> and 7<sup>th</sup> Grade (they did not submit 8<sup>th</sup> grade resources):

- Strong alignment to all four dimensions (history, geography, economics, civics) of the Colorado Academic Standards for Social Studies.
- Strong Alignment to CCSS for Writing in History, Science and Technical Subjects as well as, Reading in History.
- Consistent format for 6<sup>th</sup> and 7<sup>th</sup> grade.
- Opportunities for students to engage in a cycle of inquiry.
- Global Focus, which does not take a Eurocentric perspective.
- An instructional model that is philosophically grounded in equitable practice and in strong alignment with indicators of the LEAP framework.
- The inclusion of rigorous tasks that are engaging, relevant, and culturally responsive and provide multiple entry points for students.
- Consistent supports for building academic language.
- Embedded resources for teachers that support teachers in cooperative learning strategies and content literacy strategies

**Assessment Overview:**

- Resource Bank and myNGconnect.com
- Reviews and assessments
- Quizzes
- Unit Assessments
- Performance Tasks
- Short Document Based Assessments

**Ongoing assessments:**

- Map Lab
- Writing Lab
- Data Lab
- Viewing/Photo Lab
- Speaking Lab
- Research Lab
- Exam View Test Generator in English and Spanish

**Challenges:**

- Geographical organization (shift from historical organization)

**How will the *World Geography and Cultures* curriculum help DPS meet Denver Plan 2020 goals?**

- Inclusion of strong instructional supports and strategies for struggling learners, English learners, and advanced learners
- Support for increased rigor of classroom instruction focused on strong implementation of the H Colorado Academic Social Studies Standards, both content and practice standards
- Inclusion of learning activities that build students' academic and technical language while helping them to develop collaborative skills

***Pearson American History: Beginnings Through Reconstruction***

**Committee Findings:**

These materials, received the **highest** interest and recommendation from the committee for 8<sup>th</sup> Grade:

- Strong alignment to all four (history, geography, economics, civics) dimensions of the Colorado Academic Standards for Social Studies.
- Strong Alignment to CCSS for Writing in History, Science and Technical Subjects as well as, Reading in History due to the diversity of types of sources students will encounter.
- Increase in rigor and format that mirrors what will be used in high school.
- Thematic and chronological approach.
- Opportunities for students to engage in a cycle of inquiry.
- Deep coverage of economics.
- An instructional model that is philosophically grounded in equitable practice and in strong alignment with indicators of the LEAP framework.
- Embedded resources for teachers that support teachers in content literacy strategies.

## 2017-18 Curriculum Review Recommendation: Middle School Social Studies

### Assessment Overview:

- Assessments aligned to CMAS
- Individual unit assessments (English and Spanish)
- Chapter assessments scaffolded to build towards deep Depth of Knowledge Levels.
- Quizzes
  - Topic inquiry performance assessments
- Document Based Questions (DBQs)
- Extended writing opportunities.

### Challenges:

- Change from current resource – more literacy based vs interactive activities
- Infographics – will need to support students on how to access text
- Need to enhance vocabulary supports

### How will the *Pearson American History: Beginnings Through Reconstrucion* curriculum help DPS meet Denver Plan 2020 goals?

- Inclusion of strong instructional supports and strategies for struggling learners, English learners, and advanced learners
- Support for increased rigor of classroom instruction focused on strong implementation of the Colorado Academic Social Studies Standards, both content and practice standards
- Inclusion of learning activities that build students' academic and technical language while helping them to develop collaborative skills

### Who has weighed in on the curriculum?

Curriculum Specialists, Accountability, Research and Evaluation (ARE) Department, English Language Acquisition (ELA) Department, Gifted and Talented (GT) Department, Educational Technology Department, Student Equity and Opportunity Department, DPS middle school teachers, parents, community members.

### Background Information:

DPS shared core values, the Academic Strategic Plan, Common Core shifts, and our moral responsibility to prepare all students for college and career render imperative the need to offer quality, joyful, rigorous and personalized CCSS-aligned curriculum for high school mathematics and middle school social studies beginning in the 2017-18 school year. The out-of-date curriculum resources currently offered by the district in these grade bands are not aligned to the CCSS, thus placing schools in the difficult position of either using these resources to their students' detriment or attempting to independently create CCSS-aligned materials from scratch. This is not a fair ask of our school-based teams and has not resulted in equitable or rigorous outcomes for students. The goals of the Denver 2020 plan demand an immediate response.

### Overall Review Process

**Request for Proposal:** On September 14th, Curriculum and Instruction released [informal requests for proposals](#) for middle school social studies. For this review, we used an informal bidding process to ensure we are able to broaden the supplier pool to include: Charter management organizations, open education resources and traditional publishers for potential adoption in the 2017-2018 academic year.

**Selection Criteria:** The materials recommended for adoption will be based on quality of materials, as determined by nationally normed, customized rubrics created for each content area. These rubrics are based in the [IMET rubrics](#), with customization to fit the needs of students in Denver Public Schools. All review of materials is deeply grounded in these rubrics to ensure objectivity in the review process.

**Committee Representation:** Our priority in forming a review committee was to have exceptional teachers and staff members that are representative of the diverse needs of all Denver Public Schools. We not only selected exceptional teachers to serve on the review committee, but also targeted departments within DPS central office to collaborate on the review process, including Chief Schools Office, Assessment Research & Evaluation, English Language Acquisition, Curriculum & Instruction, Ed Tech, Gifted & Talented and Student Services.

**Review Timeline:** The review process began in September and ended in early November. All committee members spent extensive time grounding their review in rubrics and research-based resources to ensure objectivity in the selection process. From there, committee members began reviewing curricular submissions in depth. The first rounds of scoring occurred on 9/20, 9/24, 9/29, 10/8, and 10/18. From there finalists presented on 10/25 and the committee met again for a final vote on 11/1. Below is a synthesis of committee findings for each finalist, with key features, opportunities and considerations described.