

DATE: April 29, 2024

TO: Kristen Quesada, Churchill High School
Andrew Pesci, Franklin High School
Pete Mazzoni, Stevenson High School

FROM: Lindsay Rousseau, 7-12 ELA & Social Studies Curriculum Coordinator

SUBJECT: Textbook Recommendation for the High School World History Course

This memo recommends the adoption of *History Alive! World Connections* by TCI Publishing digital and physical textbook for the high school World History course. The details below provide more information about the adoption process and information to support the recommendation.

Committee Members

Churchill: John Filiatraut, Traci Romeo
Franklin: Nicole Young, Kiley Stempky
Stevenson: Maria Houstoulakis

Recommended Materials for Adoption

History Alive! World Connections, TCI Publishing, Copyright 2023

Cost proposal is attached.

Summary of Course(s)

The high school World History course covers Era 4 (300-1500) through modern times and is a required course for graduation; students take this course during their 9th grade year. This course develops a student's understanding of the political, economic, religious, social, intellectual, and geographic development in civilizations of both the Eastern and Western hemispheres.

Overview

The current textbook used in the high school World History course is *World History: Patterns of Interaction* by Holt McDougal, Copyright 2012. Because of the nature of the social studies content area and the World History course, it is imperative that updated materials be used, as much has changed in the world since this book was published twelve years ago. Also, this text is so outdated that the publisher no longer updates the online text/resources for the physical textbook; this negatively impacts students and teachers alike because teachers can't differentiate the reading level of the text, nor can they differentiate the learning activities, for students to meet them where they are to make proficiency on the state standards attainable for all students.

Evaluation Process

The committee created their shared vision for the course, examined the textbook and online platform, completed a rubric for the text and online platform, checked the text for standard alignment, and had their students evaluate the texts and online platforms. The committee then came back together after the materials were piloted to discuss how the pilot went with staff and students for each text and online resource. They used the student and staff data and feedback to make the determination for which of the piloted texts to adopt.

Shared Vision

In LPS, we have a vision for the high school World History course where students will understand the events from our past, and how those events have shaped our current world, through student-centered activities and instruction that is differentiated to meet the needs of all students. The materials used will allow for some teacher autonomy so teachers can

use the standards-based lessons that will work the best with the students in front of them and there will be an interactive technology component to increase the level of student engagement in the classroom. It is also very important that the materials used in the World History classroom are multicultural and sensitive to changes in racial, gender, and women's issues.

Evaluation Criteria

We evaluated the textbooks using a rubric with the following criteria:

- Alignment to the C3 Framework, Inquiry Arc, and the Michigan Social Studies standards
- Balance of skill development, conceptual understanding, and applicable tasks
- Reflect the needs and diversity of LPS students
- Offer reteaching and extensions opportunities
- Discourse, engagement, critical thinking
- Assessment (formative and summative)
- Digital platform

Textbooks Considered

- *Modern World History, Houghton Mifflin Harcourt (HMH) Publishing, Copyright 2018*
- *Essential World History, Perfection Learning, Copyright 2006*
- *World History: Modern Times, McGraw-Hill Publishing, Copyright 2023*
- *World History Interactive: The Modern Era, Savvas Learning Company, Copyright 2022*
- *History Alive! World Connections, TCI Publishing, Copyright 2019*

Independent Evaluation

The committee of high school World History teachers began by looking at all five of the textbook options listed above. They individually completed a horizontal trace summary form which had them document their overall reactions to the textbooks and online platforms, had them complete the horizontal trace for the priority standards where they documented the strongest evidence that best supported the development of the selected standard, their areas of concern related to each publisher and its horizontal trace to the standards, and any/all adaptations that teachers would need to make to the materials to increase their usability with all students. The last step of the horizontal trace summary process was for the committee members to rank each textbook based on whether or not the text and materials matched our vision for the World History course. The committee members then came together to talk through their documentation of the horizontal trace to see where commonalities arose between the members. Through this process, the committee used their horizontal trace documentation and discussion to narrow down the five possible textbooks to three, which were the materials they piloted with their students during the third marking period. The textbooks/resources that were piloted with students were *World History: Modern Times* by McGraw-Hill Publishing, *World History Interactive: The Modern Era* by Savvas Learning Company, and *History Alive! World Connections* by TCI Publishing.

Evaluation Rubric Outcome

The results of the rubric that was created by the committee, prior to piloting, showed *History Alive! World Connections* by TCI Publishing to be the frontrunner of the three texts that were piloted in the classroom. This resource was chosen because it does an exemplary job of aligning the text/skills with the standards, connecting ideas and concepts to one another, providing resources that reflect the needs and diversity of LPS students, providing lessons that promote classroom discourse and entry points for all students, providing resources that promote student inquiry, reflection, critical thinking, problem solving, and sense-making, and has provided teachers with opportunities to differentiate instructional activities to meet student needs.

Student Response

Students favored *History Alive! World Connections* by TCI Publishing over the McGraw-Hill and Savvas texts. Where the online platforms of McGraw-Hill and Savvas were difficult for students to navigate to locate information, were overwhelming to read, and were underwhelming with the lessons included, over 75% of the students said the TCI platform and text were easy to read and comprehend, navigate, locate the information they were seeking, and included engaging activities, review games, and interactive tools to assist with reading comprehension. Students reported that the TCI materials encouraged classroom and group discussion, engaged them in challenging tasks, and increased their enjoyment of learning World History.

Professional Development Needs

TCI offers professional development that will support the classroom teachers to ensure they are able to locate and use all of the tools available to them and their students. With the adoption of the *History Alive! World Connections* resources by TCI Publishing, teachers and administrators will have access to a plethora of in-app professional development. These PD options include starter courses that show teachers how to get the most out of the features that include a mix of watching a model, practicing right in their teacher/admin accounts at a point of need, and then answering challenge questions. TCI also provides PD on integrating with Google Classroom, if a teacher or admin should need that support. The PD courses save the work along the way, allowing teachers and administrators to start/stop when they have time; they can also restart and return to the course at any time. In addition, administrators can track the completion of PD right in their administrator's account. Brian Thomas, the TCI representative that has been working with the committee during the adoption, is incredibly attentive and will offer additional assistance if/when it is needed.

For additional information on the adoption recommendation, contact Lindsay Rousseau at x42594.

CC
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