

**Davis Joint Unified School District
2020 Curriculum Adoption Update****History-Social Science:****Background:**

In 2016 the California Department of Education (CDE) adopted a new History-Social Science Framework. While the new Framework did not significantly change the content standards (the Civil War is still taught in 8th grade, for example), it did integrate both the Common Core English Language Arts (ELA) and English Language Development (ELD) Standards. The new Framework includes a variety of pedagogical examples to help incorporate the standards into classroom instruction. Additionally, the Framework includes features of the Fair, Accurate, Inclusive, Respectful (FAIR) Education Act passed in 2011, which includes broader representation of diverse communities that contributed to California's history. The new Framework emphasizes literacy and inquiry in addition to the focus on content and skill development. The "instructional shifts" outlined in the Framework include the following: 1) student content knowledge, 2) discipline-specific inquiry, 3) literacy, and 4) citizenship. To support these shifts, DJUSD engaged in a series of in-depth professional development opportunities to build teacher capacity prior to considering any new instructional materials.

Rationale:

DJUSD began the process of History-Social Science (H-SS) professional development before initiating any pilots. Before considering any new instructional materials, it was important to ensure that teachers had a strong foundational understanding of the Framework and instructional shifts that the Framework required. Without an in-depth understanding of the new content and practices, it is difficult for teachers to transition to new materials and give up past resources that they previously believed work well. Furthermore, in 2017 DJUSD elementary teachers adopted a new ELA curriculum, *Benchmark Advance/Adelante*, which can take up to five years to fully implement well. Although the implementation of the Benchmark program continues to gain traction, progress has taken hard work and we are careful not to detract from this progress by introducing another adoption too soon.

Additionally, training for the Next Generation Science Standards (NGSS) is happening concurrently with training for the H-SS Framework. Given limited resources for textbook adoptions, DJUSD staff are exploring creative solutions to ensure students have appropriate materials. To this end, staff are considering a growing number of free, high quality open education resources as part of the solution. The adoption process also includes an analysis of specific grades and/or subject areas where we may target adoption purchases. Finally, considering the recent direction to form a DJUSD Task Force to explore Ethnic Studies programming, it is important that any resources that are purchased align with the outcomes that emerge from the Task Force. For these reasons, DJUSD is implementing a multi-year plan for professional development and will bring a recommendation for a History-Social Science curriculum plan in the Spring of 2021. Ultimately, any materials purchased will be from the California Department of Education approved list of publishers. Any teacher created materials will align to the Framework and include primary source documents.

Process:

Year 1 (2018-19) In partnership with the UC Davis History Project (UCDHP) DJUSD teachers of History-Social Science (H-SS) in grades 4-12 focused on the following:

- Professional development on the History Social Science (H-SS) Framework instructional shifts adopted by CDE in 2016
- Deepening understanding of the FAIR Act
- Identify grade levels with the greatest content shifts and gaps in currently used materials

Year 2 (2019-20) In response to teacher feedback from the 2018-19 professional development, DJUSD continued partnering with UCDHP in 2019-20 to expand services for teachers in grades K-3. Professional development activities focused on the following:

- Continued professional development and integration of the H-SS Framework instructional shifts
- Year-long curriculum mapping, lesson design, and development of shared content resources, including teachers of grades 4-12.
- Connecting Social Science supplemental and themes to current DJUSD ELA adoption “Benchmark Advance/Adelante”
- Administering a needs-assessment survey to all teachers of H-SS to identify additional curricular and professional development needs
- Purchase of “Studies Weekly” as a supplemental, consumable resource for K-6th grade teachers, replacing outdated supplemental materials

Year 3 (2020-21) Sustained partnership with UCDHP, working with K-12 teachers, to focus on professional development and curriculum needs, including:

- Summer institute trainings to support curriculum development
- Collaboration with grade level and department leads to identify significant content needs
- Prioritizing grade levels to pilot and inform a recommendation for adoptions
- Continued professional development to support instruction and implementation of any new curriculum adoption or purchase

Next Generation Science Standards (NGSS)

Background: In 2013 the California State Board of Education adopted the Next Generation Science Standards (NGSS), which articulated a philosophy for a new model of science education. The new standards include eight science and engineering practices that are reinforced by an instructional approach based on the scientific method. The framework also introduces a strand of cross-cutting concepts, which include aspects of phenomena that can be observed across disciplines. The NGSS framework shows a progression through grade spans and developmentally gets more complex as significant themes are revisited each year in greater depth.

A consortium of 26 states, including researchers, educators and policymakers, produced the standards. In addition, the standards include new content reflecting our changing world, such as climate change, genetic evolution, and wave communications.

Rationale:

Similar to the History-Social Science adoption process, DJUSD approached the work of NGSS professional development through a multi-year sequence. While the framework for NGSS was drafted, it was clear that the new content and pedagogy was significant enough to demand broad, state-wide professional

development. Following the adoption of the NGSS Framework in 2016 and after years of professional development offerings across the state, the State Board of Education approved materials for Districts to purchase in 2018. DJUSD teachers in grades four through eight were the first to engage in NGSS trainings where model lessons existed and where professional development was available. All elementary sites have Science Specialists; these teachers provide instruction for students rotating in and out of class in grades four through six as opposed to each elementary teacher teaching science. All nine Junior High School science teachers also attended professional development and are currently participating in pilots. While funding is finite, the content and pedagogy shift of NGSS is so significant that teachers need supplemental phenomena-based materials to adequately address the standards. DJUSD primary teachers (K-3) have been working to learn and implement ELA/ELD in addition to Math adoptions over the past four years. To avoid “adoption fatigue” among these teachers, supplemental materials are being produced to align with adopted ELA materials for ease of use and coherence. Teachers in grades 9-12 will identify curriculum needs in the Spring of 2021.

Process:

Year 1 (2015-16): In partnership with leading Science educators, a cohort of 20 elementary and secondary science teachers, representing grades 4-12 and all sites, met monthly to engage in professional development for ELA Common Core and NGSS. The process included:

- Professional development by Sacramento Area Science Project (SASP) on the NGSS Framework
- Training for Elementary Science Specialists and Middle School (4-8) to support NGSS Framework pedagogical shifts
- Arthur Beauchamp, Senior Director of Professional Learning Systems in the Department of Education at UC Davis and leader of ISTAR, a STEM-based grant supporting Davis and Dixon teachers, provided trainings on NGSS implementation
- Training that encouraged the integrated science sequence model for middle school, which DJUSD adopted for grades 6-8
- How to launch NGSS for implementation (4-8) in fall of 2015

Year 2 and 3 (2016-18) Create professional learning communities in collaboration with DJUSD staff and partnerships with leading Science educators staff to share NGSS practices and outcomes. The process included:

- Quarterly meetings of teachers, grades four through twelve, to compare practices and outcomes
- Staff participation in Science in the River City (SIRC) to augment professional development in NGSS
- Formation of the NGSS Science coordinator position to facilitate training, gather resources, and support instructional shifts

Year 4 (2018-19) Identify materials for pilot and potential adoption for NGSS. The process included:

- DJUSD participated on the state NGSS committee to review curricular materials for adoption or rejection as NGSS curriculum for California.
- DJUSD sent a team of five science educators to Reno for a National Science Teachers Conference, to review prospective materials.
- ToolKit for Instructional Materials Evaluation (TIME) training to implement assessment tools for evaluating adoption materials
- DJUSD teachers attended a curriculum fair at Sacramento County Office of Education and as a group narrowed down curriculum choices

- Publishers presented to DJUSD staff at the Curriculum Faire at YCOE in spring
- Staff identified choices for piloting include Amplify and National Geographic (grades 4 and 5); Amplify, Lab Aids and Discovery (grades 6-8)
- Staff have since revised evaluation tools and criteria to help the selection process

Year 5: (2019-20) Pilot materials with integrity to standards and NGSS framework to identify strengths and weaknesses of publisher materials. Provide professional development for K-3 and high school teachers.

The process included:

- All teachers in grades 4-8 are participating in the pilot of materials
- Materials in Spanish are provided for Chavez and Montgomery; although most are still in development, they will be available by Fall 2020
- Professional development through Sacramento in the River City (SIRC) for primary teachers
- All 1st grade teachers are implementing NGSS Amplify materials as part of a study funded by the U.S. Department of Education
- Training in partnership with U.C. Davis and Sacramento State School of Education to integrate the earth sciences into biology
- DJUSD Instructional coaches working to integrate NGSS with Benchmark Advance/Adelante materials
- Piloting teachers will inform a recommendation for a limited purchase grades 4-8 for implementation in the fall

Year 6 (2020-21) Implementation and sustained training for teachers with adopted materials, and professional development for high school science teachers.

- Professional development to support implementation of new materials (grades 4-8), identifying any additional supplemental lessons, and design or coordination of shared assessments
- Training of all DJUSD 9-12 staff in grades 9-12 on NGSS to include integration of Earth Sciences in 9-12 courses
- Professional development for all teachers in grades 9-12 to review existing materials and identify needs for new materials
- Training of all teachers in grades K-3 in NGSS, including use of materials that compliment Benchmark Advance/Adelante
- Amplify research project will extend to the “control group” 1st grade teachers participating in the research study, which will complete the training of all DJUSD teachers of grade 1