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**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
Community Schools, Thriving Students

# Board Cover Memorandum

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer  
Claire Fisher, Director, Secondary Instruction  
Vonzele Reed, K-12 Social Studies Coordinator

**Meeting Date** April 24, 2024

**Subject** Curriculum Adoption for 10th-12th grade Social Studies Curriculum

- Teacher Curriculum Institute: New Social Studies/History curriculum

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**Ask of the Board** Adoption by the Board of Education of Resolution No. 2324-0019: Selection and purchase of the following curricular materials:  
*Teacher Curriculum Institute (TCI)* for High School History/Social Studies courses, grades 10-12.

**Background** **Need for Updated Social Studies Curriculum**

Providing teachers and students equitable access to high-quality, standards-based instructional materials is a responsibility of the school district and a central component of OUSD's strategy to build coherent instructional systems that improve student outcomes, particularly for students from marginalized communities. To meet the strategic plan goal of guaranteeing literacy by 3rd grade and beyond, OUSD has adopted and implemented high-quality materials in elementary and middle school in recent years. Providing this curriculum with aligned professional development and coaching has created greater alignment across schools and access to grade-level, standards-based learning.

In high school, the last curriculum adoption for social studies courses occurred in 2007. To support our students in developing reading, writing and critical thinking skills needed for college, career and community, we must provide our teachers with high-quality, relevant and engaging curriculum and the ongoing professional development and coaching they need to effectively use the materials.

**Defining High-Quality Literacy Instruction in OUSD: HS Language and Literacy Framework**

During the 2022-23 school year members of the Academics department with feedback from teachers across grade-levels developed the K-12 Social Studies framework. The group worked together to utilize their expertise, personal experience as classroom teachers and the district's mission and vision to outline a

shared framework that emphasizes Responsive Content, Inquiry, Literacy, Civic Engagement with the use of Equitable Practices. The K-12 Social Studies framework calls out the need to disrupt deficit thinking, leverage cultural and linguistic assets, nurturing and empowering narrative, and centers evidence based tasks at its core. Drafting this framework and rethinking how we teach social studies at the secondary level warrants an update not just in the resources used in the classroom, but most importantly a shift in our instructional practices that are student centered to elevate student voices in class discussions and aimed at exposing students to grade appropriate reading, writing and tasks to give them practice to master 21st century skill necessary for their lives after high school.

As the process of identifying a new curriculum for high school history social studies classes began in the summer and fall of 2022, the three core components of the TK-12 History Social Studies Framework became the initial criteria used to assess the quality of history/social studies programs.

## **Discussion**

### **Selection Process**

District leaders in the department of Academics in partnership with high school social studies teacher leaders have concluded a year and a half process of instructional materials review and piloting with extensive participation from OUSD teachers and principals, central office personnel as well as members of the community.

The High School Social Studies Curriculum Adoption Committee, composed of a group of teachers and central leaders representing different areas, began work in Fall 2022 to review and identify materials that would best support OUSD high school students in engaging in rigorous and relevant social studies instruction throughout the district. The committee's review was based on evaluation of printed and online materials against local criteria determined through student and teacher engagements, as well as expert reviews of curricula under consideration. In Spring 2023, the committee recommended classroom-based piloting of instructional units for the two finalist curricula: *Teachers Curriculum Institute (TCI)* and *Pearson's Savvas MyWorld Interactive*.

15 teachers representing 7 high schools participated in piloting starting in fall of 2023. The teachers piloted 2 lessons from suggested units and met regularly to compare unit design and outcomes based on their experience.

The Adoption Committee included piloting teachers, as well as representation from ELLMA, Office of Equity, SPED, Linked Learning, and content experts. Additional stakeholder input came from over 700 piloting students, parents, site administration, and content coaches.

In January 2024, the final deliberation brought together piloting teachers and adoption committee members to weigh all feedback collected and come to a consensus on recommendation.

## **Fiscal Impact**

The funding for the cost of instructional materials and professional learning will be from LCFF Supplemental & Concentration Carryover and annually from CA State Lottery Funds. The total cost for the purchase of curriculum and the associated professional learning, illustrated below, is \$1,125,462.00.

**Summary of Instructional Materials Costs: Years 1-6, 2024-2027**  
**4 year installment plan**

<b>Year</b>	<b>Summary of Materials to be Purchased</b>	<b>Costs</b>
<b>2024-25</b>	TCI Licenses (10th-12th grade) Printed and bound teacher resources (10th grade)	<b>\$491,231.23</b>
<b>2025-26</b>	TCI Teacher Licenses (10th-12th grade) Printed and bound teacher resources (10th/12th grade)	<b>\$163,743.74</b>
<b>2026-27</b>	TCI Teacher Licenses (10th-12th grade) Printed and bound teacher resources (10th-12th)	<b>\$163,743.74</b>
<b>TBD</b>	TCI Teacher Licenses (10th-12th grade) Printed and bound teacher resources (10th-12th)	<b>\$163,743.74</b>
<b>TBD</b>	TCI Teacher Licenses (10th-12th grade) Printed and bound teacher resources (10th-12th)	<b>\$0.00</b>
<b>TBD</b>	TCI Teacher Licenses (10th-12th grade) Printed and bound teacher resources (10th-12th)	<b>\$0.00</b>
	<b>Total=</b>	<b>\$852,462.00</b>

**Summary Table: Years 1-6, 2024-2027**  
**Professional Learning**

<b>Year</b>	<b>Summary of Professional Learning Offerings</b>	<b>Cost</b>
<b>2024-25</b>	TCI Professional Learning and Train the Trainer Services Standards & Equity Institute Foundational Curriculum Training Literacy Coaches Collaborative	<b>\$491,231.23.</b>  <b>110 history teachers</b> <b>\$50 a hour</b> <b>6.5 hours a day</b> <b>4 days=</b> <b>\$143,000.00</b>
<b>2025-26</b>	TCI Professional Learning and Train the Trainer Services	<b>20 history teachers</b>

	Standards & Equity Institute Foundational Curriculum Training Literacy Coaches Collaborative	<b>\$50 an hour</b> <b>6.5 hours a day</b> <b>4 days</b> <b>\$26,000.00</b>
<b>2026-27</b>	TCI Professional Learning and Train the Trainer Services Standards & Equity Institute Foundational Curriculum Training Literacy Coaches Collaborative	<b>20 history teachers</b> <b>\$50 an hour</b> <b>6.5 hours a day</b> <b>4 days</b> <b>\$26,000.00</b>
<b>TBD</b>	TCI Professional Learning and Train the Trainer Services Standards & Equity Institute Foundational Curriculum Training Literacy Coaches Collaborative	<b>20 history teachers</b> <b>\$50 an hour</b> <b>6.5 hours a day</b> <b>4 days</b> <b>\$26,000.00</b>
<b>TBD</b>	TCI Professional Learning and Train the Trainer Services Standards & Equity Institute Foundational Curriculum Training Literacy Coaches Collaborative	<b>20 history teachers</b> <b>\$50 an hour</b> <b>6.5 hours a day</b> <b>4 days</b> <b>\$26,000.00</b>
<b>TBD</b>	TCI Professional Learning and Train the Trainer Services Standards & Equity Institute Foundational Curriculum Training Literacy Coaches Collaborative	<b>20 history teachers</b> <b>\$50 an hour</b> <b>6.5 hours a day</b> <b>4 days</b> <b>\$26,000.00</b>
	<b>Total=</b>	<b>\$273,000.00</b>

**Attachment(s)**

- Resolution No. 2324-0019
- Services Agreement 2023-2024
- Attachment A: High School History/Social S Curriculum Proposal
- Attachment B: Budget Proposal for Instructional Materials
- Attachment C: Budget Proposal for Ongoing Professional Learning
- Attachment D: TK-12 Social Studies Framework
- Presentation - High School Social Studies 10-12 Curriculum Adoption

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**RESOLUTION  
OF THE  
BOARD OF EDUCATION  
OF THE  
OAKLAND UNIFIED SCHOOL DISTRICT  
NO. 2324-0019**

**10th-12th Grade History/Social Studies Curriculum**

**WHEREAS**, pursuant to Board Policy 6161.1, the Governing Board is responsible for selecting textbooks and other instructional materials for use in District schools;

**WHEREAS**, the State Board of Education has approved standards for curriculum, certain curriculum frameworks, and has approved a list of basic instructional materials for use in 9-12 Grade;

**WHEREAS**, the Governing Board shall select instructional materials for use in grades 9-12th or shall have otherwise determined which instructional materials align with the state academic content standards;

**WHEREAS**, the Governing Board shall select instructional materials for grades 9-12th grade upon determining that the materials are:

- Aligned to applicable academic content standards;
- Are provided by publishers that comply with legal requirements;
- Do not reflect adversely upon persons because of their race or ethnicity, gender, religion, disability, nationality, sexual orientation, occupation, or other characteristic listed in Education Code 220, nor contain any sectarian or denominational doctrine or propaganda contrary to law;
- Reflective of California's multicultural society, avoid stereotyping, and contribute to a positive learning environment;
- Are accurate, objective, current , and suited to the needs and comprehension of district students at their respective grade levels;
- With the exception of literature and trade books, use proper grammar and spelling;
- Do not expose students to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate;
- Support the district's adopted courses of study and curricular goals;
- Contribute to a comprehensive, balanced curriculum;
- Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities and developmental levels;
- Include materials that stimulate discussion of contemporary issues and improve students' thinking and decision-making skills;
- Contribute to the proper articulation of instruction through grade levels;
- Have corresponding versions available in languages other than English as appropriate;
- Include high-quality teacher's guides;
- Meet high publishing standards in terms of the quality, durability and appearance of paper, binding, text and graphics;
- Upon adoption of standards by the SBE, not exceed maximum textbook weight standards;

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- Meet the standards for social content that portray in a realistic manner democratic values, cultural pluralism, and the diversity of the state's population, and emphasize people in varied, positive, and contributing roles;

**WHEREAS**, as summarized in Attachments A-D, instructional review committees comprised of teachers, teachers on special assignment and district content specialists, with the majority of the participants being classroom teachers, reviewed instructional materials for potential use in District schools and found the following to meet the standards for adoption, therefore, the following instructional materials are recommended for adoption by the Governing Board:

- *Teacher Curriculum Institute (TCI)* for High School History/Social Studies courses, grades 10-12.

**WHEREAS**, expenditures, pursuant to an Agreements between the District and Teacher Curriculum Institute for High School History/Social Studies shall not exceed the total amount of \$1,125,462.00, for the period July 1, 2024 to June 30, 2027, for the purchase of 10-12 grades High School History/Social Studies materials related thereto;

**NOW , THEREFORE, BE IT RESOLVED** that the Board of Education hereby finds that Teacher Curriculum Institute (TCI) for High School History/Social Studies instructional materials meet the standards for adoption and hereby selects Teacher Curriculum Institute (TCI) for High School History/Social Studies for use in District schools.

**BE IT FURTHER RESOLVED** that the Board approves the Agreement between the Teacher Curriculum Institute (TCI) for High School History/Social Studies. This shall not exceed the total amount of \$1,125,462.00, for the period July 1, 2024 to June 30, 2027, for the purchase of 10-12 grades High School History/Social Studies materials.

Passed by the following vote:

PREFERENTIAL AYE:

PREFERENTIAL NOE:

PREFERENTIAL ABSTENTION:

PREFERENTIAL RECUSE:

AYES:

NOES:

ABSTAINED:

RECUSE:

ABSENT:

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### **CERTIFICATION**

We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District, held on April 24, 2024.

### **OAKLAND UNIFIED SCHOOL DISTRICT**

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Benjamin "Sam" Davis  
President, Board of Education

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Kyla Johnson-Trammell  
Secretary, Board of Education

## SERVICES AGREEMENT

This Services Agreement (“AGREEMENT”) is a legally binding contract entered into between the Oakland Unified School District (“OUSD”) and the entity or individual (“VENDOR,” together with OUSD, “PARTIES”) named in **Exhibit A**, attached hereto and incorporated herein by reference. Unless otherwise stated herein, “VENDER INDIVIDUAL” includes (to the extent they exist): VENDOR Board members, officers, trustees, and directors; VENDOR employees, agents, consultants, contractors and subcontractors, representatives, and other similar individuals; and volunteers and others unpaid persons under VENDOR’s direction, invitation, or control.

The PARTIES hereby agree as follows:

1. **Services.** VENDOR shall provide the services (“SERVICES”) as described in **Exhibit A**.
2. **Term.** The term (“TERM”) of this AGREEMENT is established in **Exhibit A**.
3. **Compensation.**
  - a. Over the TERM, OUSD agrees to pay VENDOR the amount of money stated in **Exhibit A** for satisfactorily performing the SERVICES. OUSD shall not pay and shall not be liable to VENDOR for any costs or expenses paid or incurred by VENDOR not described in **Exhibit A**.
  - b. Compensation for SERVICES performed outside of the TERM (e.g., prior to execution of this AGREEMENT or after its termination) shall be at OUSD’s sole discretion and in an amount solely determined by OUSD. VENDOR agrees that it shall not expect or demand compensation for the performance of such SERVICES.
  - c. VENDOR acknowledges and agrees not to expect or demand compensation for any SERVICES performed prior to the PARTIES, particularly OUSD, validly and properly executing this AGREEMENT and VENDOR shall not rely on verbal or written communication from any individual, other than the OUSD Superintendent or the OUSD Legal Counsel, stating that OUSD has validly and properly executed this AGREEMENT.
  - d. Payment for SERVICES shall be made for all undisputed amounts no more frequently than in monthly installment payments within sixty (60) days after VENDOR submits an invoice to OUSD, in accordance with Paragraph 4 (Invoicing), for the SERVICES actually performed and after OUSD’s written approval that the SERVICES were actually performed. The granting of any payment by OUSD, or the receipt thereof by VENDOR, shall in no way lessen the liability of VENDOR to correct unsatisfactory performance of SERVICES, even if the unsatisfactory character of the performance was not apparent or detected at the time a payment was made. If OUSD determines that VENDOR’s performance does not conform to the requirements of this AGREEMENT, VENDOR agrees to correct its performance without delay.

4. **Invoicing.** Invoices furnished by VENDOR under this AGREEMENT must be in a form acceptable to OUSD.
  - a. All amounts paid by OUSD shall be subject to audit by OUSD. Invoices shall include, without limitation: VENDOR name, VENDOR address, invoice date, invoice number, purchase order number, name of school or department to which the SERVICES were provided, name(s) of the person(s) performing the SERVICES, date(s) the SERVICES were performed, brief description of the SERVICES provided on each date, total invoice amount, and the basis for the total invoice amount (e.g., if hourly rate, the number of hours on each date and the rate for those hours).
  - b. If OUSD, at its sole discretion, determines an invoice fails to include the required elements, OUSD will not pay the invoice and will inform VENDOR of the missing items; VENDOR shall resubmit an invoice that includes the required elements before OUSD will pay the invoice.
  - c. Invoices must be submitted no more frequently than monthly, and within 30 days of the conclusion of the applicable billing period. OUSD reserves the right to refuse to pay untimely invoices.
  - d. OUSD reserves the right to add or change invoicing requirements. If OUSD does add or change invoicing requirements, it shall notify VENDOR in writing and the new or modified requirements shall be mandatory upon receipt by VENDOR of such notice.
  - e. To the extent that VENDOR has described how the SERVICES may be provided both in-person and not in-person, VENDOR's invoices shall—in addition to any invoice requirement added or changed under subparagraph (d)—indicate whether the SERVICES were provided in-person or not.
  - f. All invoices furnished by VENDOR under this AGREEMENT shall be delivered to OUSD via email unless OUSD requests, in writing, a different method of delivery.
5. **Suspension.** If OUSD, at its sole discretion, develops health and safety concerns related to VENDOR's provision of SERVICES, then the OUSD Superintendent or an OUSD Chief may, upon approval by OUSD legal counsel, issue a notice to VENDOR to suspend this AGREEMENT, in which case VENDOR shall stop providing SERVICES under this AGREEMENT until further notice from OUSD. OUSD shall compensate VENDOR for the SERVICES satisfactorily provided through the date of suspension.
6. **Termination.** Upon termination consistent with this Paragraph (Termination), VENDOR shall provide OUSD with all materials produced, maintained, or collected by VENDOR pursuant to this AGREEMENT, whether or not such materials are complete or incomplete or are in final or draft form.
  - a. For Convenience by OUSD. OUSD may at any time terminate this AGREEMENT upon thirty (30) days prior written notice to VENDOR. OUSD shall compensate VENDOR for SERVICES satisfactorily provided through the date of termination. Upon approval by OUSD legal counsel, the OUSD Superintendent or an OUSD Chief may issue the termination notice without prior approval by the OUSD Governing

Board, in which case this AGREEMENT would terminate upon ratification of the termination by the OUSD Governing Board or thirty (30) days after the notice was provided, whichever is later. VENDOR shall immediately stop providing SERVICES upon receipt of the termination notice from the OUSD Superintendent or OUSD Chief.

- b. For Cause. Either PARTY may terminate this AGREEMENT by giving written notice of its intention to terminate for cause to the other PARTY. Written notice shall contain the reasons for such intention to terminate, which shall include (i) material violation of this AGREEMENT or (ii) if either PARTY is adjudged bankrupt, makes a general assignment for the benefit of creditors, or a receiver is appointed on account of its insolvency. Upon approval by OUSD legal counsel, the OUSD Superintendent or an OUSD Chief may issue the termination notice without prior approval by the OUSD Governing Board, in which case this AGREEMENT would terminate upon ratification of the termination by the OUSD Governing Board or three (3) days after the notice was provided, whichever is later, unless the condition or violation ceases or satisfactory arrangements for its correction are made. VENDOR shall immediately stop providing SERVICES upon receipt of the termination notice from the OUSD Superintendent or OUSD Chief.
- c. Due to Unforeseen Emergency or Acts of God. Notwithstanding any other language of this AGREEMENT, if there is an unforeseen emergency or an Act of God during the TERM that would prohibit or limit, at the sole discretion of OUSD, the ability of VENDOR to perform the SERVICES, OUSD may terminate this AGREEMENT upon seven (7) days prior written notice to VENDOR. The OUSD Governing Board may issue this type of termination notice or the OUSD Superintendent, upon approval by OUSD legal counsel, may issue this type of the termination notice without the need for approval or ratification by the OUSD Governing Board. VENDOR shall immediately stop providing SERVICES upon receipt of the termination notice from the OUSD Superintendent.
- d. Due to Failure to Ratify by OUSD Board. If, consistent with Paragraph 41 (Signature Authority), this AGREEMENT is executed on behalf of OUSD by the signature of the Superintendent, a Chief, a Deputy Chief, or an Executive Director, and the Board thereafter declines to ratify this AGREEMENT, this AGREEMENT shall automatically terminate on the date that the Board declines to ratify it. OUSD shall compensate VENDOR for the SERVICES satisfactorily provided through the date of termination.

**7. Data and Information Requests.**

- a. VENDOR shall timely provide OUSD with any data and information OUSD reasonably requests related to the provision of the SERVICES.
- b. VENDOR shall register with and maintain current information within OUSD's Community Partner database unless OUSD communicates to VENDOR in writing otherwise, based on OUSD's determination that the SERVICES are not related to community school outcomes. If and when VENDOR's programs and school site(s)

change (either midyear or in subsequent years), VENDOR shall promptly update the information in the database.

8. **Confidentiality and Data Privacy.**

- a. OUSD may share information with VENDOR pursuant to this AGREEMENT in order to further the purposes thereof. VENDOR and VENDOR INDIVIDUALS shall maintain the confidentiality of all information received in the course of performing the SERVICES, provided such information is (i) marked or identified as "confidential" or "privileged," or (ii) reasonably understood to be confidential or privileged.
- b. VENDOR understands that student data is confidential. VENDOR or VENDOR INDIVIDUALS may only access or receive identifiable student data, other than directory information, in connection with this AGREEMENT only after VENDOR and OUSD execute (i) a California Student Data Privacy Agreement ("CSDPA") or CSDPA Exhibit E, if VENDOR is a software vendor, or (ii) the OUSD Data Sharing Agreement, if VENDOR is not a software vendor. Notwithstanding Paragraph 24 (Indemnification), should VENDOR or VENDOR INDIVIDUALS access or receive identifiable student data, other than directory information, without first executing such an agreement, VENDOR shall be solely liable for any and all claims or losses resulting from its access or receipt of such data.
- c. All confidentiality requirements, including those set forth in the separate data sharing agreement, extend beyond the termination of this AGREEMENT.

9. **Copyright/Trademark/Patent/Ownership.** VENDOR understands and agrees that all matters produced under this AGREEMENT, excluding any intellectual property that existed prior to execution of this AGREEMENT, shall be works for hire as defined under Title 17 of the United States Code, and all copyrights in those works are the property of OUSD. These matters include, without limitation, drawings, plans, specifications, studies, reports, memoranda, computation sheets, the contents of computer diskettes, artwork, copy, posters, billboards, photographs, videotapes, audiotapes, systems designs, software, reports, diagrams, surveys, source codes or any other original works of authorship, or other documents prepared by VENDOR in connection with the SERVICES performed under this AGREEMENT. VENDOR cannot use, reproduce, distribute, publicly display, perform, alter, remix, or build upon matters produced under this AGREEMENT without OUSD's express written permission. OUSD shall have all right, title and interest in said matters, including the right to register the copyright, trademark, and/or patent of said matter in the name of OUSD. OUSD may, with VENDOR's prior written consent, use VENDOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

10. **Alignment and Evaluation.**

- a. VENDOR agrees to work and communicate with OUSD staff, both formally and informally, to ensure that the SERVICES are aligned with OUSD's mission and are meeting the needs of students as determined by OUSD.
  - b. OUSD may evaluate VENDOR or VENDOR INDIVIDUALS in any reasonable manner which is permissible under the law. OUSD's evaluation may include, without limitation: (i) requesting that OUSD employee(s) evaluate the performance of VENDOR or VENDOR INDIVIDUALS, and (ii) announced and unannounced observance of VENDOR or VENDOR INDIVIDUALS.
- 11. **Inspection and Approval.** VENDOR agrees that OUSD has the right and agrees to provide OUSD with the opportunity to inspect any and all aspects of the SERVICES performed including, but not limited to, any materials (physical or electronic) produced, created, edited, modified, reviewed, or otherwise used in the preparation, performance, or evaluation of the SERVICES. In accordance with Paragraph 3 (Compensation), the SERVICES performed by VENDOR must meet the approval of OUSD, and OUSD reserves the right to direct VENDOR to redo the SERVICES, in whole or in part, if OUSD, in its sole discretion, determines that the SERVICES were not performed in accordance with this AGREEMENT.
- 12. **Equipment and Materials.** VENDOR shall provide all equipment, materials, and supplies necessary for the performance of this AGREEMENT.
- 13. **Legal Notices.** Based on contact information set forth in **Exhibit A**, all legal notices provided for under this AGREEMENT shall be sent: (i) via email, (ii) personally delivered during normal business hours, or (iii) sent by U.S. Mail (certified, return receipt requested) with postage prepaid to the other PARTY. Notice shall be effective when received if personally served or emailed or, if mailed, three days after mailing. Either PARTY must give written notice of a change of mailing address or email.
- 14. **Status.**
  - a. This is not an employment contract. VENDOR, in the performance of this AGREEMENT, shall be and act as an independent contractor.
  - b. If VENDOR is a natural person, VENDOR verifies all of the following:
    - (i) VENDOR is free from the control and direction of OUSD in connection with VENDOR's work;
    - (ii) VENDOR's work is outside the usual course of OUSD's business; and
    - (iii) VENDOR is customarily engaged in an independently established trade, occupation, or business of the same nature as that involved in the work performed for OUSD.
  - c. If VENDOR is a business entity, VENDOR understands and agrees that it and any and all VENDOR INDIVIDUALS shall not be considered employees of OUSD, and are not entitled to benefits of any kind or nature normally provided employees of OUSD and/or to which OUSD's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation.

VENDOR shall assume full responsibility for payment of all Federal, State, and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to VENDOR INDIVIDUALS. VENDOR verifies all of the following:

- (i) VENDOR is free from the control and direction of OUSD in connection with the performance of the work;
- (ii) VENDOR is providing the SERVICES directly to OUSD rather than to customers of OUSD;
- (iii) the contract between OUSD and VENDOR is in writing;
- (iv) VENDOR has the required business license or business tax registration, if the work is performed in a jurisdiction that requires VENDOR to have a business license or business tax registration;
- (v) VENDOR maintains a business location that is separate from the business or work location of OUSD;
- (vi) VENDOR is customarily engaged in an independently established business of the same nature as that involved in the work performed;
- (vii) VENDOR actually contracts with other businesses to provide the same or similar services and maintains a clientele without restrictions from OUSD;
- (viii) VENDOR advertises and holds itself out to the public as available to provide the same or similar services;
- (ix) VENDOR provides its own tools, vehicles, and equipment to perform the SERVICES;
- (x) VENDOR can negotiate its own rates;
- (xi) VENDOR can set its own hours and location of work; and
- (xii) VENDOR is not performing the type of work for which a license from the Contractor's State License Board is required, pursuant to Chapter 9 (commencing with section 7000) of Division 3 of the Business and Professions Code.

**15. Qualifications, Training, and Removal.**

- a. VENDOR represents and warrants that VENDOR and all VENDOR INDIVIDUALS have the necessary and sufficient experience, qualifications, and ability to perform the SERVICES in a professional manner, without the advice, control or supervision of OUSD. VENDOR will perform the SERVICES in accordance with generally and currently accepted principles and practices of its profession for services to California school districts and in accordance with applicable laws, codes, rules, regulations, and/or ordinances.
- b. VENDOR represents and warrants that all VENDOR INDIVIDUALS are specially trained, experienced, competent and fully licensed to provide the SERVICES identified in this AGREEMENT in conformity with the laws and regulations of the State of California, the United States of America, and all local laws, ordinances and/or regulations, as they may apply.
- c. VENDOR agrees to immediately remove or cause the removal of any VENDOR INDIVIDUAL from OUSD property upon receiving notice from OUSD of such desire.

OUSD is not required to provide VENDOR with a basis or explanation for the removal request.

16. **Certificates/Permits/Licenses/Registration.** VENDOR shall ensure that all VENDOR INDIVIDUALS secure and maintain in force such certificates, permits, licenses, and registration as are required by law in connection with the furnishing of the SERVICES pursuant to this AGREEMENT.
17. **Insurance.**
  - a. **Commercial General Liability Insurance.** VENDOR shall maintain Commercial General Liability Insurance, including automobile coverage, with limits of at least one million dollars (\$1,000,000) per occurrence, and two million dollars (\$2,000,000) aggregate, sexual misconduct, harassment, bodily injury and property damage. Coverage for corporal punishment, sexual misconduct, and harassment may either be provided through General Liability Insurance or Professional Liability Insurance. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured with the additional insured endorsement provided to OUSD within 15 days of effective date of this AGREEMENT (and within 15 days of each new policy year thereafter during the TERM). Evidence of insurance shall be attached to this AGREEMENT or otherwise provided to OUSD upon request. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against VENDOR. The policy shall protect VENDOR and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured. The requirements of this subparagraph may be specifically waived as noted in **Exhibit A**.
  - b. **Workers' Compensation Insurance.** VENDOR shall procure and maintain, at all times during the TERM of this AGREEMENT, Workers' Compensation Insurance in conformance with the laws of the State of California (including, but not limited to, Labor Code section 3700) and Federal laws when applicable. Employers' Liability Insurance shall not be less than one million dollars (\$1,000,000) per accident or disease. The requirements of this subparagraph may be specifically waived as noted in **Exhibit A**.
18. **Testing and Screening.**
  - a. **Tuberculosis Screening.** VENDOR shall ensure that all VENDOR INDIVIDUALS who will be working at OUSD sites for more than six hours in total during the TERM or who work with students (regardless of the length of time) have submitted to a tuberculosis risk assessment as required by Education Code section 49406 within the prior 60 days. If tuberculosis risk factors were identified for a VENDOR INDIVIDUAL, that VENDOR INDIVIDUAL must submit to an intradermal or other approved tuberculosis examination to determine if that VENDOR INDIVIDUAL is

free of infectious tuberculosis. If the results of the examination are positive, VENDOR shall obtain an x-ray of the lungs. VENDOR, at its discretion, may choose to submit a VENDOR INDIVIDUAL to the examination instead of the risk assessment. The requirements of this subparagraph may be specifically waived as noted in **Exhibit A**.

- b. Fingerprinting/Criminal Background Investigation. For all VENDOR INDIVIDUALS providing the SERVICES, VENDOR shall ensure completion of fingerprinting and criminal background investigation and shall request and regularly review subsequent arrest records. VENDOR confirms that no VENDOR INDIVIDUAL providing the SERVICES has been convicted of a felony, as that term is defined in Education Code section 45122.1. VENDOR shall provide the results of the investigations and subsequent arrest notifications to OUSD. For purposes of this subparagraph, VENDOR shall use either California Department of Justice or Be A Mentor, Inc. (<http://beamentor.org/OUSDPartner>) finger-printing and subsequent arrest notification services. The requirements of this subparagraph may be specifically waived as noted in **Exhibit A**.

19. **Incident/Accident/Mandated Reporting.**

- a. VENDOR shall notify OUSD, via email pursuant to Paragraph 13 (Legal Notices), within twelve (12) hours of learning of any significant accident or incident in connection with the provision of the SERVICES. Examples of a significant accident or incident include, without limitation, an accident or incident that involves law enforcement, or possible or alleged criminal activity, or possible or actual exposure to a communicable disease such as COVID-19. VENDOR shall properly submit required accident or incident reports within one business day pursuant to the procedures specified by OUSD. VENDOR shall bear all costs of compliance with this Paragraph.
- b. To the extent that a VENDOR INDIVIDUAL is included on the list of mandated reporters found in Penal Code section 11165.7, VENDOR agrees to inform that VENDOR INDIVIDUAL, in writing, that they are a mandated reporter, and describing the associated obligations to report suspected cases of abuse and neglect pursuant to Penal Code section 11166.5.

20. **Health and Safety Orders and Requirements; Site Closures.**

- a. VENDOR shall adhere to any health or safety orders or requirements issued at the time of the execution of this AGREEMENT or in the future by OUSD or other public entities ("Orders").
- b. Except as possibly stated otherwise in **Exhibit A**, VENDOR is able to meet its obligations and perform the SERVICES required pursuant to this AGREEMENT in accordance with any Order; to the extent that VENDOR becomes unable to do so, VENDOR shall immediately inform OUSD in writing.
- c. Except as possibly stated otherwise in **Exhibit A**, to the extent that there may be a site closure (e.g., due to poor air quality, planned loss of power, strike) or similar event in which school sites and/or District offices may be closed or otherwise

inaccessible, VENDOR is able to meet its obligations and perform the SERVICES required pursuant to this AGREEMENT; to the extent that VENDOR becomes unable to do so, VENDOR shall immediately inform OUSD in writing.

- d. VENDOR shall bear all costs of compliance with this Paragraph, including but not limited lost compensation for failure to provide SERVICES.

21. **Conflict of Interest.**

- a. VENDOR and all VENDOR INDIVIDUALS shall abide by and be subject to all applicable, regulations, statutes, or other laws regarding conflict of interest. VENDOR shall not hire, contract with, or employ any officer or employee of OUSD during the TERM without the prior approval of OUSD Legal Counsel.
- b. VENDOR affirms, to the best of his/her/its knowledge, that there exists no actual or potential conflict of interest between VENDOR's family, business, or financial interest and the SERVICES provided under this AGREEMENT, and in the event of any change in either private interest or the SERVICES under this AGREEMENT, any question regarding a possible conflict of interest which may arise as a result of such change will be immediately brought to OUSD's attention in writing.
- c. Through its execution of this AGREEMENT, VENDOR acknowledges that it is familiar with the provisions of section 1090 *et seq.* and section 87100 *et seq.* of the Government Code, and certifies that it does not know of any facts which constitute a violation of said provisions. In the event VENDOR receives any information subsequent to execution of this AGREEMENT which might constitute a violation of said provisions, VENDOR agrees it shall immediately notify OUSD in writing.

22. **Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion.**

VENDOR certifies, to the best of its knowledge and belief, that it and its principals are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency according to Federal Acquisition Regulation Subpart 9.4, and by signing this AGREEMENT, certifies that neither it nor its principals appear on the Excluded Parties List (<https://www.sam.gov/>).

23. **Limitation of OUSD Liability.** Other than as provided in this AGREEMENT, OUSD's financial obligations under this AGREEMENT shall be limited to the compensation described in Paragraph 3 (Compensation). Notwithstanding any other provision of this AGREEMENT, in no event shall OUSD be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of, or in connection with, this AGREEMENT for the SERVICES performed in connection with this AGREEMENT.

24. **Indemnification.**

- a. To the furthest extent permitted by California law, VENDOR shall indemnify, defend and hold harmless OUSD, its Governing Board, agents, representatives, officers, consultants, employees, trustees, and volunteers ("OUSD Indemnified Parties") from any and all claims or losses accruing or resulting from injury, damage, or death of any person or entity arising out of VENDOR's performance of this AGREEMENT. VENDOR also agrees to hold harmless, indemnify, and defend OUSD Indemnified Parties from any and all claims or losses incurred by any supplier or subcontractor furnishing work, services, or materials to VENDOR arising out of the performance of this AGREEMENT. VENDOR shall, to the fullest extent permitted by California law, defend OUSD Indemnified Parties at VENDOR's own expense, including attorneys' fees and costs, and OUSD shall have the right to accept or reject any legal representation that VENDOR proposes to defend OUSD Indemnified Parties.
  - b. To the furthest extent permitted by California law, OUSD shall indemnify, defend, and hold harmless VENDOR and VENDOR INDIVIDUALS from any and all claims or losses accruing or resulting from injury, damage, or death of any person or entity arising out of OUSD's performance of this AGREEMENT. OUSD shall, to the fullest extent permitted by California law, defend VENDOR and VENDOR INDIVIDUALS at OUSD's own expense, including attorneys' fees and costs.
25. **Audit.** VENDOR shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of VENDOR transacted under this AGREEMENT. VENDOR shall retain these books, records, and systems of account during the TERM and for three (3) years after the earlier of (i) the TERM or (ii) the date of termination. VENDOR shall permit OUSD, its agent, other representatives, or an independent auditor to audit, examine, and make excerpts, copies, and transcripts from all books and records, and to make audit(s) of all billing statements, invoices, records, and other data related to the SERVICES covered by this AGREEMENT. Audit(s) may be performed at any time, provided that OUSD shall give reasonable prior notice to VENDOR and shall conduct audit(s) during VENDOR'S normal business hours, unless VENDOR otherwise consents.
26. **Non-Discrimination.** It is the policy of OUSD that, in connection with all work performed under legally binding agreements, there be no discrimination because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age; therefore, VENDOR agrees to comply with applicable Federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code section 12900 and Labor Code section 1735 and OUSD policy. In addition, VENDOR agrees to require like compliance by all its subcontractor (s). VENDOR shall not engage in unlawful discrimination in employment on the basis of actual or perceived: race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex, sexual orientation, or other legally protected class.

27. **Drug-Free/Smoke Free Policy.** No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on OUSD property. No students, staff, visitors, VENDORS, or subcontractors are to use controlled substances, alcohol or tobacco on these sites.
28. **Waiver.** No delay or omission by either PARTY in exercising any right under this AGREEMENT shall operate as a waiver of that or any other right or prevent a subsequent act from constituting a violation of this AGREEMENT.
29. **Assignment.** The obligations of VENDOR under this AGREEMENT shall not be assigned by VENDOR without the express prior written consent of OUSD and any assignment without the express prior written consent of OUSD shall be null and void.
30. **No Rights in Third Parties.** This AGREEMENT does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
31. **Litigation.** This AGREEMENT shall be deemed to be performed in Oakland, California and is governed by the laws of the State of California, but without resort to California's principles and laws regarding conflict of laws. The Alameda County Superior Court shall have jurisdiction over any litigation initiated to enforce or interpret this AGREEMENT.
32. **Incorporation of Recitals and Exhibits.** Any recitals and exhibits attached to this AGREEMENT are incorporated herein by reference. VENDOR agrees that to the extent any recital or document incorporated herein conflicts with any term or provision of this AGREEMENT, the terms and provisions of this AGREEMENT shall govern.
33. **Integration/Entire Agreement of Parties.** This AGREEMENT constitutes the entire agreement between the PARTIES and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This AGREEMENT may be amended or modified only by a written instrument executed by both PARTIES.
34. **Severability.** If any term, condition, or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
35. **Provisions Required By Law Deemed Inserted.** Each and every provision of law and clause required by law to be inserted in this AGREEMENT shall be deemed to be inserted herein and this AGREEMENT shall be read and enforced as though it were included therein.
36. **Captions and Interpretations.** Paragraph headings in this AGREEMENT are used solely for convenience, and shall be wholly disregarded in the construction of this AGREEMENT. No provision of this AGREEMENT shall be interpreted for or against a PARTY because that

PARTY or its legal representative drafted such provision, and this AGREEMENT shall be construed as if jointly prepared by the PARTIES.

37. **Calculation of Time.** For the purposes of this AGREEMENT, “days” refers to calendar days unless otherwise specified and “hours” refers to hours regardless of whether it is a work day, weekend, or holiday.
38. **Counterparts and Electronic Signature.** This AGREEMENT, and all amendments, addenda, and supplements to this AGREEMENT, may be executed in one or more counterparts, all of which shall constitute one and the same amendment. Any counterpart may be executed and delivered by facsimile or other electronic signature (including portable document format) by either PARTY and, notwithstanding any statute or regulations to the contrary (including, but not limited to, Government Code section 16.5 and the regulations promulgated therefrom), the counterpart shall legally bind the signing PARTY and the receiving PARTY may rely on the receipt of such document so executed and delivered electronically or by facsimile as if the original had been received. Through its execution of this AGREEMENT, each PARTY waives the requirements and constraints on electronic signatures found in statute and regulations including, but not limited to, Government Code section 16.5 and the regulations promulgated therefrom.
39. **W-9 Form.** If VENDOR is doing business with OUSD for the first time, VENDOR acknowledges that it must complete and return a signed W-9 form to OUSD.
40. **Agreement Publicly Posted.** This AGREEMENT, its contents, and all incorporated documents are public documents and will be made available by OUSD to the public online via the Internet.
41. **Signature Authority.**
  - a. Each PARTY has the full power and authority to enter into and perform this AGREEMENT, and the person(s) signing this AGREEMENT on behalf of each PARTY has been given the proper authority and empowered to enter into this AGREEMENT.
  - b. Notwithstanding subparagraph (a), VENDOR acknowledges, agrees, and understands (i) that only the Superintendent, and the Chiefs, Deputy Chiefs, and Executive Directors who have been delegated such authority, may validly sign contracts for OUSD and only under limited circumstances, and (ii) that all such contract still require ratification by the OUSD Governing Board. VENDOR agrees not to accept the signature of another other individual as having the proper authority to enter into this AGREEMENT on behalf of OUSD.
42. **Contract Contingent on Governing Board Approval.** The PARTIES acknowledge, agree, and understand that OUSD shall not be bound by the terms of this AGREEMENT unless and until it has been (i) formally approved by OUSD’s Governing Board or (ii) validly and properly executed by the OUSD Superintendent, a Chief, or a Deputy Chief authorized by

the Education Code or Board Policy, and no compensation shall be owed or made to VENDOR absent such formal approval or valid and proper execution.

**REST OF PAGE INTENTIONALLY LEFT BLANK**

IN WITNESS WHEREOF, the PARTIES hereto agree and execute this AGREEMENT and to be bound by its terms and conditions:

**VENDOR**

Teacher Curriculum Institute (TCI)

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Position: \_\_\_\_\_ Date: \_\_\_\_\_

*One of the terms and conditions to which VENDOR specifically agrees by its signature is subparagraph (c) of Paragraph 3 (Compensation), which states that VENDOR acknowledges and agrees not to expect or demand compensation for any SERVICES performed prior to the PARTIES, particularly OUSD, validly and properly executing this AGREEMENT and shall not rely on verbal or written communication from any individual, other than the OUSD Superintendent or OUSD Legal Counsel, stating that OUSD has validly and properly executed this AGREEMENT.*

**OUSD**

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Position: \_\_\_\_\_ Date: \_\_\_\_\_

☒ Board President (for approvals)

☐ Chief/Deputy Chief/Executive Director (for ratifications)

Name: Kyla Johnson-Trammell Signature: \_\_\_\_\_

Position: Superintendent Date: \_\_\_\_\_

**SERVICES AGREEMENT  
EXHIBIT A**

(Paragraph numbers in Exhibit A correspond to the applicable Paragraph number in this Agreement.)

**VENDOR:** Teachers' Curriculum Institute LLC (TCI)

**Services.** Describe the SERVICES VENDOR will provide: vendor will provide instructional materials which includes: student and teacher licenses to their online portal, printed and bound resources, digital and full-length World History, United States History, Government and Economics texts and materials. They will also provide up to 8 professional learning sessions.

**1. Term.**

- a. This AGREEMENT shall start on the below Start Date. If no date is entered, then this AGREEMENT shall start on the latest of the dates on which each of the PARTIES signed this AGREEMENT.

**Start Date:** July 1, 2024

- b. Unless terminated earlier, this AGREEMENT shall end on the below End Date. If no date is entered, then this AGREEMENT shall end on the first June 30 after start date listed in subparagraph (a). If the dates set forth in this subparagraph and subparagraph (a) would cause this AGREEMENT to exceed the limits set forth in state law (e.g., Education Code section 17596), this AGREEMENT shall instead automatically end upon reaching said limit.

**End date:** June 30, 2027

**2. Compensation.**

- a. The basis for payment to VENDOR shall be:

☐ Hourly Rate: \_\_\_\_\_ per hour

☐ Daily Rate: \_\_\_\_\_ per day

☐ Weekly Rate: \_\_\_\_\_ per week

☐ Monthly Rate: \_\_\_\_\_ per month

☐ Per Student Served Rate: \_\_\_\_\_ per student served

☒ Performance/Deliverable Payments: Describe below the performance and/or deliverable(s) as well as the associated rate(s): Vendor pay schedule is attached.

- b. Over the TERM, the total compensation under this AGREEMENT shall not exceed the below amount. This sum includes (but is not limited to) compensation for the full performance of this AGREEMENT and all fees, costs, and expenses incurred by VENDOR including (but not limited to) labor, materials, taxes, profit, overhead, travel, insurance, permitted subcontractor costs, and other costs.

**Not-To-Exceed Amount:** \$1,125,462.00

13. **Legal Notices.**

OUSD

Site/Dept: Legal Department

Address: 1011 Union Street, Site 946

City, ST Zip: Oakland, CA 94607

Phone: 510-879-5060

Email: [ousdlegal@ousd.org](mailto:ousdlegal@ousd.org)

VENDOR

Name/Dept: Teachers' Curriculum Institute LLC (TCI)

Address: 1049 El Monte Avenue, Ste C #607

City, ST Zip: Mountain View, CA 94040

Phone: 1-800-497-6138

Email: info@teachtci.com

17. **Insurance.** OUSD has waived the following insurance requirements. Written confirmation of a waiver (e.g., email from OUSD Risk Management Officer) is attached hereto. Failure to attach such written confirmation voids any such waiver even if otherwise properly given.

☒ *Commercial General Liability Insurance.* Waiver typically available by OUSD if no VENDOR INDIVIDUAL interacts or has contact with OUSD students (in-person or virtual) and the not-to-exceed amount is \$25,000 or less.

☒ *Workers' Compensation Insurance.* Waiver typically available by OUSD if VENDOR has no employees.

18. **Testing and Screening.** OUSD has waived the following testing and screening requirements. Written confirmation of a waiver (e.g., email from OUSD Risk Management Officer) is attached hereto. Failure to include such written confirmation voids any such waiver even if otherwise properly given.

☒ *Tuberculosis Screening.* Waiver typically available by OUSD if VENDOR INDIVIDUALS will have no in-person contact with OUSD students.

☒ *Fingerprinting/Criminal Background Investigation.* Waiver typically available by OUSD if no VENDOR INDIVIDUAL interacts or has contact with OUSD students (in-person or virtual).

20. **Health and Safety Orders and Requirements; Site Closures.** If there is an Order or event in which school sites and/or District offices may be closed or otherwise inaccessible, would the SERVICES be able to continue?

☒ Yes, the SERVICES would be able to continue as described herein.

☐ No, the SERVICES would not be able to continue.

The funding for the cost of instructional materials and professional learning will be from LCFF Supplemental & Concentration Carryover and annually from CA State Lottery Funds. The total cost for the purchase of curriculum and the associated professional learning, illustrated below, is \$1,125,462.00.

**Summary of Instructional Materials Costs: Years 1-3, 2024-2027  
installment plan**

<b>Year</b>	<b>Summary of Materials to be Purchased</b>	<b>Costs</b>
<b>2024-25</b>	TCI Licenses (10th-12th grade) Printed and bound teacher resources (10th grade)	<b>\$491,231.23</b>
<b>2025-26</b>	TCI Teacher Licenses (10th-12th grade) Printed and bound teacher resources (10th/12th grade)	<b>\$163,743.74</b>
<b>2026-27</b>	TCI Teacher Licenses (10th-12th grade) Printed and bound teacher resources (10th-12th)	<b>\$163,743.74</b>
<b>TBD</b>	TCI Teacher Licenses (10th-12th grade) Printed and bound teacher resources (10th-12th)	<b>\$163,743.74</b>
<b>TBD</b>	TCI Teacher Licenses (10th-12th grade) Printed and bound teacher resources (10th-12th)	<b>\$0.00</b>
<b>TBD</b>	TCI Teacher Licenses (10th-12th grade) Printed and bound teacher resources (10th-12th)	<b>\$0.00</b>
	<b>Total=</b>	<b>\$852,462.00</b>

**Summary Table: Years 1-3, 2024-2027  
Professional Learning**

<b>Year</b>	<b>Summary of Professional Learning Offerings</b>	<b>Cost</b>
<b>2024-25</b>	TCI Professional Learning and Train the Trainer Services Standards & Equity Institute Foundational Curriculum Training Literacy Coaches Collaborative	<b>\$491,231.23</b>  <b>110 history teachers</b> <b>\$50 a hour</b> <b>6.5 hours a day</b>

		<b>4 days=</b> <b>\$143,000.00</b>
<b>2025-26</b>	TCI Professional Learning and Train the Trainer Services Standards & Equity Institute Foundational Curriculum Training Literacy Coaches Collaborative	<b>20 history teachers</b> <b>\$50 an hour</b> <b>6.5 hours a day</b> <b>4 days</b> <b>\$26,000.00</b>
<b>2026-27</b>	TCI Professional Learning and Train the Trainer Services Standards & Equity Institute Foundational Curriculum Training Literacy Coaches Collaborative	<b>20 history teachers</b> <b>\$50 an hour</b> <b>6.5 hours a day</b> <b>4 days</b> <b>\$26,000.00</b>
<b>TBD</b>	TCI Professional Learning and Train the Trainer Services Standards & Equity Institute Foundational Curriculum Training Literacy Coaches Collaborative	<b>20 history teachers</b> <b>\$50 an hour</b> <b>6.5 hours a day</b> <b>4 days</b> <b>\$26,000.00</b>
<b>TBD</b>	TCI Professional Learning and Train the Trainer Services Standards & Equity Institute Foundational Curriculum Training Literacy Coaches Collaborative	<b>20 history teachers</b> <b>\$50 an hour</b> <b>6.5 hours a day</b> <b>4 days</b> <b>\$26,000.00</b>
<b>TBD</b>	TCI Professional Learning and Train the Trainer Services Standards & Equity Institute Foundational Curriculum Training Literacy Coaches Collaborative	<b>20 history teachers</b> <b>\$50 an hour</b> <b>6.5 hours a day</b> <b>4 days</b> <b>\$26,000.00</b>
	<b>Total=</b>	<b>\$273,000.00</b>

# Attachment A:

# 10th-12th HS/SS Curriculum

# Proposal

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## Executive Summary

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In summer 2022, the Academics & Instruction team and the high school history social studies community were charged with selecting instructional materials for adoption across OUSD 10-12 history/social studies classrooms. The High School Social Studies Curriculum Adoption Committee, composed of a group of teachers and central leaders representing different areas, began work in Fall 2022 to review and identify materials that would best support OUSD high school students in engaging in rigorous and relevant social studies instruction throughout the district. The committee's review was based on evaluation of printed and online materials against local criteria determined through student and teacher engagements, as well as expert reviews of curricula under consideration. In Spring 2023, the committee recommended classroom-based piloting of instructional units for the two finalist curricula: Savvas MyWorld Interactive, and Teacher Curriculum Institute (TCI).

In the first semester of 2023, 14 teachers representing 9 of our high schools participated in the curriculum pilot, with each classroom piloting one or two of the curricula in consideration. In January 2024, pilot teachers voted to recommend TCI as the adopted high school history social studies curriculum. The newly adopted curriculum will be rolled out over the next three years, with 10th grade courses starting the curriculum in fall 2024. An Implementation Committee with teachers from across our high school programs will support roll-out planning.

## 2022-23 Materials Review

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### Context of the materials review

In 2007, Oakland Unified adopted social studies materials from three different publishers; 10th grade: World History: The Modern World c. 2007 (Pearson), 11th Grade: US History: American Anthem (Holt Rinehart, Winston) 12th Grade: Magruder's American Government c.2007 (Pearson) and 12th Grade: Contemporary Economics c. 2007 (Thomson) as the core history/social studies curriculum for high schools. Since that time, the Common Core State Standards for history social studies were adopted, which called for shifts in the way history/social studie is taught, in order to support students to be College and Career ready. There has not been an adoption of new materials since the adoption of the CCSS, and survey data from 10-12 history/social studies teachers in Fall 2022 showed that over 60% of teachers who completed the survey primarily used curricular materials that they developed themselves, in collaboration with colleagues or found on the Internet. Only 4.5% of teachers reported using the textbook for all units, with no teachers saying it was their primary social studies resource.

In the last few years, a wide array of CCSS-aligned curriculum has been made available from commercial publishers. The California State Board of Education, which has adopted social studies programs for K-8, has not adopted instructional materials for 10-12, giving local educational agencies the authority and responsibility to adopt instructional materials for use in high schools.

During the 2022-23 school year members of the Academics and Innovation department with feedback from teachers across grade-levels developed the K-12 social studies framework. The group worked together to utilize their expertise, personal experience as classroom teachers and the district's mission and vision to outline a shared framework that emphasizes Responsive Content, Inquiry, Literacy, Civic Engagement with the use of Equitable Practices. The K-12 social studies framework calls out the need to disrupt deficit thinking, leverage cultural and linguistic assets, nurturing and empowering narrative, and centers evidence based tasks at its core. Drafting this framework and rethinking how we teach social studies at the secondary level warrants an update not just in the resources used in the classroom, but most importantly a shift in our instructional practices that are student centered and aimed at exposing students to grade appropriate reading, writing and tasks to give them practice to master 21st century skills necessary for their lives after high school.

In this context, the Academics team was charged with leading an Instructional Materials Review in Summer 2022. As the process of identifying a new curriculum for high school social studies classes began in the summer and fall of 2022, the three core components of the K-12 Social studies Framework became the initial criteria used to assess the quality of history/social studies programs.

## Materials Review Process and Timeline

The Academics team began engaging the Oakland Unified high school Social Studies community around adopting materials for high school courses in fall 2022. Working under the charge to make a curriculum recommendation to the Superintendent and Board of Education in time for adoption and purchase for use starting in fall 2024, the Academics team solicited applications from teachers to join a High School Social Studies Curriculum Adoption Committee and began surveying district stakeholders about what they most wanted in an adopted primary Social Studies resource. What follows is a timeline of stakeholder engagements in this materials review process.

Date	Activity
<b>August-September 2022</b>	<p>Stakeholder Engagements</p> <ul style="list-style-type: none"> <li>• Visited Social Studies departments and meet with teacher leaders at all OUSD high school</li> <li>• Survey district stakeholders about priorities for an adopted primary Social Studies resource</li> <li>• Build vendor assessment tool for teacher steering committee to vet materials by content area</li> <li>• Recruit teachers to join a High School Social Studies Curriculum Adoption Committee</li> </ul> <p>Identify 10-12 programs for review:</p> <ul style="list-style-type: none"> <li>• Reach out to districts across CA to learn about their curriculum experience</li> <li>• Research independent curricula review of 9-12 social studies materials</li> <li>• Identify programs currently being used in OUSD high school social studies classrooms</li> <li>• Contact publishers to get review copies of materials</li> </ul>
<b>October 2022</b>	<p>High School Social Studies Curriculum Adoption Teacher Info Sessions</p> <ul style="list-style-type: none"> <li>• Understand the reasons and process for the high school social studies curriculum adoption</li> <li>• Give input on your priorities for curriculum features</li> <li>• Recruit for High School social studies Curriculum Adoption Committee</li> <li>• Continue to meet with high school social studies department to raise awareness about the adoption</li> <li>• Survey High school social studies teachers to learn what materials are currently used to teach the core courses.</li> </ul> <p>High School Adoption Meeting # 1</p> <ul style="list-style-type: none"> <li>• Review responses to Vendor Questionnaire</li> <li>• Convened steering committee to hear their 1st presentation</li> <li>• Steering committee members review materials and submit their assessment form.</li> </ul>
<b>November 2022</b>	<p>High School Curriculum Adoption Meeting #2</p> <ul style="list-style-type: none"> <li>• Review responses to Vendor Questionnaire</li> <li>• Convened steering committee to hear 2nd presentation</li> <li>• Steering committee members review materials and submit their assessment form.</li> </ul>
<b>December 2022</b>	<p>High School Curriculum Adoption Meeting #3</p> <ul style="list-style-type: none"> <li>• Review responses to Vendor Questionnaire</li> <li>• Convened steering committee to hear 3rd presentation</li> <li>• Steering committee members review materials and submit their assessment form.</li> <li>• Review steering committee form submissions to identify data trends</li> </ul> <p>High School Social Studies Curriculum Adoption Teacher Info Sessions</p> <ul style="list-style-type: none"> <li>• Provide updates about the steering committee process</li> <li>• Give departments time to look at resources previously reviewed by the committee</li> </ul>

	<ul style="list-style-type: none"> <li>Start the teacher pilot recruitment.</li> </ul>
<b>January 2023</b>	<p>High School Curriculum Adoption Meeting #4</p> <ul style="list-style-type: none"> <li>Review responses to Vendor Questionnaire</li> <li>Convened steering committee to hear 4th presentation</li> <li>Steering committee members review materials and submit their assessment form.</li> <li>Review steering committee form submissions to identify data trends</li> </ul> <p>High School Curriculum Adoption Meeting #5</p> <ul style="list-style-type: none"> <li>Review responses to Vendor Questionnaire</li> <li>Convened steering committee to hear 5th presentation</li> <li>Steering committee members review materials and submit their assessment form.</li> <li>Review steering committee form submissions to identify data trends</li> </ul>
<b>February 2023</b>	<p>High School Curriculum Adoption Meeting #6</p> <ul style="list-style-type: none"> <li>Review responses to vendor questionnaire</li> <li>Convened steering committee to hear 6th presentation</li> <li>Steering committee members review materials and submit their assessment form.</li> <li>Review steering committee form submissions to identify data trends</li> </ul> <p>High School Curriculum Adoption Meeting #7</p> <ul style="list-style-type: none"> <li>Review responses to Vendor Questionnaire</li> <li>Convened steering committee to hear 7th presentation</li> <li>Steering committee members review materials and submit their assessment form.</li> <li>Review steering committee form submissions to identify data trends</li> </ul> <p>High School Social Studies Curriculum Adoption Teacher Info Sessions</p> <ul style="list-style-type: none"> <li>Provide updates about the steering committee process</li> <li>Give departments time to look at resources previously reviewed by the committee</li> <li>Start the teacher pilot recruitment.</li> </ul>
<b>March 2023</b>	<p>High School Curriculum Adoption Meeting #8</p> <ul style="list-style-type: none"> <li>Review the data trends of all vendors</li> <li>Lead the steering committee through a structured conversation using data to identify 2 of the 8 vendors to elect for a pilot in the 2023-24 school year.</li> </ul>
<b>April 2023</b>	<p>High School Curriculum Adoption Meeting #9</p> <p>Schedule two pilot informationals for high school social studies teachers to attend to learn, provide an update and recruit teachers to participate in the pilot.</p> <p>High School Social Studies Curriculum Adoption Teacher Info Sessions</p> <ul style="list-style-type: none"> <li>Circled back to social studies departments to provide and update about the adoption process</li> <li>Teachers who attended social studies meetings received access to the 2 recommendations for pilot to conduct a self review.</li> <li>Worked with the two recommended vendors to organize the pilots to start in August of 2023.</li> </ul>

### *Committee Membership*

The Academics team received 10 applications from teachers to be on the High School Curriculum Adoption Committee for the initial materials review. All applicants were invited to join the committee, but not all were able to join given time conflicts. The 8-member committee included social studies teachers from Skyline, Oakland Tech, McClymonds, Fremont, Rudsdale and Ralph Bunche high schools.

The Academics team structured the process to focus on establishing criteria for 10-12 Social Studies curriculum and reviewing printed and online materials against these criteria in 2022-23, and a shift to piloting materials in the fall of 2023.

### *Establishing Criteria for Review*

To establish criteria against which to evaluate materials, the committee drew from surveys of teachers, site and central office leaders, and students about the features they valued in instructional materials, as well as the Social Studies and Literacy Framework.

#### *Teacher and Admin Survey Data*

22 teachers responded to the survey, identifying how important different criteria were to them in curriculum selection.

The top 3 priorities for teachers were:

1. Access to primary and secondary sources (86% ranked very important)
2. Opportunities to engage students at a high level (86% ranked very important)
3. Cultural relevance (81% ranked very important)

### *Criteria for Evaluating Materials*

Using data from the surveys and other engagements, and the High School Language and Literacy Framework, the committee organized criteria into four categories for evaluation:

- Meaningful Student Engagement
- Inquiry
- Skillful Language and Literacy Instruction

- Curriculum Usability, Design and Flexibility
- Access to primary and secondary sources
- Citizenship
- Usability
- Transformational Social Emotional Learning

### **Evaluation of Materials**

The Committee began with an initial list of 7 curricula, identified through EdReports.org, discussions with surrounding districts, and programs that teachers had used or were interested in exploring. The curricula on the initial list for review were:

1. *Gale National Geographic*
2. *Savvas MyWorld Interactive*
3. *Teacher Curriculum Institute (TCI)*
4. *NewsELA*
5. *McGraw Hill*
6. *Document Based Question Project*
7. *Facing History and Ourselves.*

### **Vendor Review Process**

In order to provide committee members with baseline information related to the above programs in consideration, and potentially eliminate programs that did not deserve to be considered for a pilot, the social studies coordinator provided the steering committee with a high school social studies curriculum rubric. This rubric was created with input from history teacher leaders as a standard against which to compare curricula. Teacher leaders synthesized the criteria from their knowledge of the 2016 CA History-Social Science Framework. It represents our OUSD hopes for a high quality, framework-aligned curriculum adoption that meets the needs of our diverse students and supports teachers in their long term and daily planning and instruction. We also acknowledge that no single curriculum will be able to meet all criteria, and that ongoing collaboration and teacher input will be necessary to our work. The criteria used at this stage were designed to be easy to assess, but baseline to any program we would consider for use in OUSD.

### **Content:**

**Primary and Secondary Sources:** The curriculum includes consistent access to lessons that incorporate. primary and secondary sources.

**Cultural Relevance:** Materials reflect multiple sources and perspectives. Includes histories of people of color and challenges

### **Inquiry:**

**Curriculum Design:** Backwards-design curriculum Curriculum can be organized around recurring themes Inquiry questions create opportunities to draw connections to the present and students' experiences

**Student Engagement:** Includes varied activities including hands-on and original/meaningful, student generated projects that are guided throughout the curriculum. Discussion prompts and protocols are woven into curriculum

**Meaningful Assessments:** High quality formative and summative assessments with a variety of DOK. As according to UDL principles, provides for multiple means of expressing learning, i.e. varied culminating projects (not all essays)

### **Literacy**

**Common Core Alignment:** Opportunities to read complex, grade level texts and reading at student independent level. Lessons provide explicit instruction and repeated practice of reading and writing strategies in the discipline.

**English Language Development (ELD) Alignment:** Lessons incorporate language resources (e.g. sentence frames, tier 2 and tier 3 vocabulary, concept maps, etc.

**Access and Equity:** Differentiation of supplemental materials accessible to all students. Lessons have built in differentiation options for ELLs and students with IEPs

### **Usability**

**Ease of use for Teachers:** Could serve as an anchor text for instruction. Lessons as written would support a new teacher. Materials can be flexibly used or modified by seasoned teachers (lesson resources such as graphic organizers are editable). Includes digital supplements.

### **Transformational Social Emotional Learning (SEL)**

**SEL Alignment:** Opportunities to develop Identity/Self Awareness by identifying personal, cultural, and linguistic assets and examining prejudices and biases. Opportunities to develop Belonging/Social Awareness by engaging in healthy interactions, and taking the perspectives of diverse people.

### **Citizenship**

**Support for Civic Engagement:** Includes opportunities to make connections between historical content and current events. Opportunities for students to discuss and practice civic values along with course content

Data from each review submitted by the teachers were captured in a google form. The social studies coordinator organized the data from the tool to create a visual heat map to help teachers see where each vendor presentation and assessment of the materials fared. This allowed the

steering committee to identify which vendors to recommend to be piloted in the 2023-2024 school year.

In addition to the deeper review of materials, the social studies coordinator went to high schools social studies department meetings to present information about the process and the programs in consideration, giving teachers time to look at program materials and assess the programs for themselves. Additionally, the social studies coordinator attended High School Principal Professional Learning sessions to share updates and solicit site leaders support to recruit social studies teachers to participate in this process and to raise awareness about the importance of this work in service of supporting students and teachers. Teachers received surveys to assess their instructional needs, what they would like to see in a new curriculum in addition to what resources they currently used to teach their course(s).

**Overall, how would you rate this program? Would you recommend that OUSD use this program for all high school English classes?**

This process engaged:

- Over 60 Social teachers in OUSD high schools.
- 40 teachers responded to the instructional needs assessment.
- High school principals were encouraged to attend vendor presentations.

The High School Social Studies Curriculum Adoption Committee reviewed survey data and comments, as well as their own investigations of the curricula.

*Selection of Materials for Piloting*

At the end of the 7 vendor presentations, the committee voted to pilot 2 programs in the fall of the 23-24 school year: Teacher Curriculum Institute (TCI) and Savvas Myworld Interactive.

- TCI scored well with teachers due to the curriculum providing multiple ways to engage students on a consistent basis, curriculum design, ease of teacher use, and variety of primary and secondary sources.
- Savvas Myworld Interactive was recommended by the committee for pilot due to its access to primary and secondary sources, civic engagement, student engagement and curriculum design.

## Fall 2023 Curriculum Pilot

### Pilot Timeline and Process

In Spring and Summer 2023, the social studies coordinator recruited teachers to participate in a pilot of our two finalist programs: Teacher Curriculum Institute and Savvas MyWorld Interactive. Pilot teachers participated in a 1 or 2-day in person training that included an overview of the piloting process and each curriculum being piloted, and curriculum-specific training from each provider. During the pilot, participating teachers engaged in meetings to get support from curriculum providers, share feedback with the larger committee, and reflect on their experiences using student work and videos of classroom practice.

Below is a timeline of key events for the fall 2023 piloting process:

Date	Activity
<b>March-April 2023</b>	Piloting Recruitment <ul style="list-style-type: none"> <li>Recruit a team of piloting teachers reflecting a broad cross-section of schools, grade levels, and teaching experience</li> </ul>
<b>June-July 2023</b>	Piloting Coordination <ul style="list-style-type: none"> <li>Work with each vendor to organize Pilot orientation, PD and scheduling support dates for each cycle</li> <li>Schedule shipment of materials to each participating teacher's school site</li> <li>Sent communications to teachers about PD dates, pacing guides and reminders about PD sessions</li> </ul>
<b>August-September 2023</b>	Pilot Orientation and Cycle One Training: TCI <ul style="list-style-type: none"> <li>Scheduled and facilitated Pilot teacher orientation               <ul style="list-style-type: none"> <li>Build Community among pilot teachers</li> <li>Review pilot expectations</li> <li>Review pilot process</li> <li>Review pilot timeline</li> </ul> </li> <li>Scheduled in person TCI training               <ul style="list-style-type: none"> <li>Teachers get oriented to online content and value of the teacher handbook.</li> </ul> </li> <li>4 week TCI pilot begins</li> </ul>
<b>September - October 2023</b>	Cycle One Pilot <ul style="list-style-type: none"> <li>Scheduled classroom visits to observe the teaching and student experience</li> <li>Captured images and anecdotal notes of the experience</li> </ul> Piloting/Adoption Monthly Committee Meeting #1 and #2: Reflection on Pilot Curriculum #1 <ul style="list-style-type: none"> <li>Teachers shared their experiences,</li> <li>Offices hours were scheduled for teachers to connect with the vendor to provide feedback and receive support</li> </ul> Classroom Visits and Data Collection <ul style="list-style-type: none"> <li>Continued to visit classrooms to capture anecdotal data</li> <li>Teachers and students were given a survey to capture their experience with TCI</li> </ul>
<b>October-November 2023</b>	Cycle Two Pilot: Training Savvas MyWorld Interactive <ul style="list-style-type: none"> <li>Two training sessions were provided to prepare teachers for the 2nd cycle.</li> </ul> Classroom Visits and Data Collection

	<ul style="list-style-type: none"> <li>Classroom visits and teacher interviews were scheduled</li> </ul> <p>Piloting/Adoption Monthly Committee Meeting #2 and #3: Reflection on Pilot Curriculum #2</p> <ul style="list-style-type: none"> <li>Teachers shared their experiences,</li> <li>Offices hours were scheduled for teachers to connect with the vendor to provide feedback and receive support</li> <li>Surveyed the larger teacher community to collect data to inform our selection.</li> </ul>
<b>November-December 2023</b>	<p>Piloting/Adoption Committee Meeting #4: Teacher Reflect 1</p> <ul style="list-style-type: none"> <li>Teachers met in their course team reflection session to identify pluses and deltas of each curriculum</li> <li>Central office staff and high AP's and instructional coaches attended a vendor presentation</li> </ul> <p>Final Survey and Empathy Interview Collection</p> <ul style="list-style-type: none"> <li>Individual interviews with piloting teachers and participating students</li> </ul>
<b>January 2024</b>	<p>Piloting/Adoption Committee Meeting #5: Deliberation and Final Recommendation</p> <ul style="list-style-type: none"> <li>Review qualitative teacher and student feedback</li> <li>Use a consensus protocol to come to a final decision about which curriculum to recommend to the board</li> </ul>

## Student and Teacher Reflection Data

As the pilot cycles came to an end, the teachers completed a reflection to identify pluses and deltas of each curriculum. The criteria of the pluses and delta reflection process are as follows; Curriculum Design, High Expectations, Student Engagement, Access to Complex Text and Teacher Usability. Prior to the January deliberation meeting, the pilot team met to share and compile their pluses and deltas within course teams.

Over 300 students completed a qualitative survey to account for their experience for both TCI and Savvas MyWorld. The criteria for this survey are as follows; What did you like most about the program(s), What did you like least about the program(s), Did the lessons help you engage in reading, writing, speaking and class discussion, Did you feel like the texts and materials were engaging and help you understand the content? Overall which of the two vendors would you recommend for adoption?

## Qualitative Themes from TCI Surveys and Empathy Interviews

Both teachers and students were asked to respond to several free response questions in relation to the programs they piloted. These responses teachers and students made about their experiences working with TCI materials made it clear as to why this vendor should move to a board recommendation to become the adopted curriculum for grades 10-12 social studies courses.

### Teacher Survey Themes:

### **Curriculum Design:**

- Interactive classroom activities were engaging for students
- Clear instructional guide Essential questions teacher moves, how to use the text.
- Lessons have flexible teaching options
- Built in classroom activities in all lessons
- Units and lesson use common language: Preview, Activity, Vocab and Process
- Slide decks are built and ready for immediate use.
- Teacher toolkit available for pacing, suggestions on how to teach

#### **Student Engagement:**

- The processing activity at the end of each lesson is student centered.
- Requires students to produce, reflect on their learning.
- Consistent intentional opportunities to get students to read, write, think and participate.
- Intentional opportunities for students to collaborate and share their thinking.

#### **Access the Complex Text:**

- Includes a lot of primary source materials that are built into the curriculum.
- Supplemental texts are available
- All readings are grade level appropriate and standards aligned.
- Pictures and graphs also have audio features available. Multiple languages offered.

#### **Teacher Usability:**

- Teacher user friendly with the lesson plans
- Liked the powerpoint slide that students can access as we discuss the material. Also

liked that the activity was provided on that powerpoint.

- User-friendly especially for first year teachers

### **High Expectations:**

- The interactive notebook to engage with the reading. The questions are more history focus or process oriented
- Objective is clear and the activity is aligned to that objective.
- Guiding questions provided for each unit. Wide range of question response formats at the end of each section
- Texts and tasks were grade-level? (Though all/ primarily secondary source textbook narratives).
- Units and lessons are designed for students to read and write consistently.

### **Student Survey Themes-What I liked most about TCI**

#### **Student Engagement:**

- "It helped me learn in an efficient way."
- What I liked most about this program is that we get to learn a lot about history and the people who made big impacts that led to the outcome that still affects today's society.
- I like how it includes current events and past events constantly and consistently
- I like the videos, they are quick and very informative. I also enjoy that I can zoom in on the pictures.
- Helps students and allows them to get deeper into certain history topics.
- Doing fun activities, meeting new people and learning things to unlock learning.
- Activities allowed me to work with other students and understand the work.
- I liked TCI's mini-activities mid text. It facilitates reflection of what I just read.
- I like the TCI readings + reflection questions that made sure that we remembered what we learned.

**Access the Complex Text:**

- “I think it covers information well and is very clear. I also like how you can change the reading setting to make it easier or harder.”
- “I liked that there were different sections so I could do the work in parts.”
- “It’s detailed and you can hear the reading.”

**Student Usability:**

- “I like that there are different ways to interact with the text, either by annotating it, having it read to you, or how there are interactive games after each lesson/unit.”
- “It’s very interactive which makes it easier for me to obtain the knowledge I am being taught. I like the pre-quiz/game that I can take and that it makes flash cards”.
- “It’s not confusing or all over the place. I like how I can access material easily”.
- “I can see my assignments easily and can login directly through clever”.
- “I can see my assignments easily and can login directly through clever”.
- “It’s really organized and it gives an easier way to read articles and answer them”.

**Committee Evaluation of Teacher Curriculum Institute (TCI):**

Upon review of the artifacts from the curriculum pilot, the committee named the following strengths and opportunities of adopting TCI:

- Engages students in authentic learning activities authentically
- Consistent opportunities for students to grow as readers, speakers, and writers.
- Built in support for teachers of all years of service.
- Helps to create consistency and collaboration of teachers across the district.

The committee also named some weaknesses and risks:

- Given the high level of challenge in implementing the curriculum, OUSD would need to invest heavily in teacher professional learning and supports, focused on:
  - Navigating TCI units and lessons
  - Scaffolding and pacing guidance to support student access to texts and tasks

**Final Recommendation**

Ultimately, the committee agreed that TCI's strength and support for teachers to facilitate meaningful learning social studies experiences outweigh the weaknesses. Many of the weaknesses can be attended to through ongoing professional learning and collaboration, as well as the feedback offered to the curriculum designers throughout the revision of the next edition of the curriculum.

It is the recommendation of the 10-12 Social Curriculum Adoption Committee to proceed with the adoption of Teacher Curriculum Institute across our high school programs, and to begin implementation of the 10-11th grade curriculum in the fall of 2024, with an additional grade level rolling out each subsequent year.

Thank you for the consideration of our proposal.

Submitted by the High School Social Studies Curriculum Adoption Committee

**2022-2023 Social Studies Steering Committee**

Paul Murphy, Oakland Tech High School  
Elizabeth Haugen, Oakland Tech High School  
Patrick Friedman, Oakland Tech High School  
Michelle Xia, Skyline High School  
Matt Caniglia, McClymonds High School  
Navjeet Banga, Bunche Academy  
Alfredo Gutierrez, Rudsdale Continuation School  
Leo Lobertracey, McClymonds High School

### **2023-2024 High School Social Studies Piloting Team**

Alexander Rounds, Madison Park High School  
Andres DeRosales, MetWest High School  
Roberta Rodriguez-Havens, MetWest High School  
Patrick Friedman, Oakland Technical High School  
Joshua Harris, Fremont High School  
Meredyth Floyd, Fremont High School  
Darielle Vigay, McClymonds High School  
Derek Eure, McClymonds High School  
Isabel Toscano, Oakland High School  
Megan Ong, Oakland High School  
Corbin Dodd, Skyline High School  
Lydia Ropp, Skyline High School  
Kisasi Brooks, Skyline High School  
Kameelah Rahmaan, Skyline High School

### **Central Office Staff Support and Consultation about the Adoption**

Vonzele Reed, Office of Academics  
Dr. Zaia Vera, Office of Academics  
Lizzie Humphries, Linked Learning  
Jamal Muhammad, Office of Equity  
Claire Fisher, Office of Academics  
Sonia Hansra, ELLMA Office  
Steven Raser, Special Education Department  
Berta Guillien, MetWest TSA

# Appendices

## Appendix A: OUSD Social Studies Framework

# OUSD Social Studies Framework

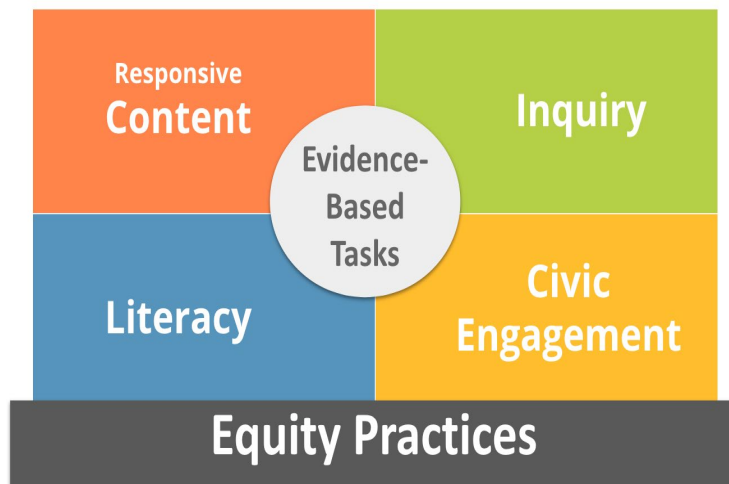
Summary 1-Pager [[Full-length version](#)]

### About the Framework:

#### Purpose and Vision

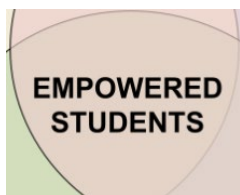
The study of history and the social sciences is essential to preserving human dignity, justice and democracy. Courses encourage students to be introduced to human cultures through an understanding of the universal concerns among people who differ in many respects. The varied course selections and graduation requirements reflect these goals. The diversity of the OUSD student body is a unique asset for teaching history and social studies.

Through inquiry, literacy, content and civic engagement students are given opportunities to exchange ideas, and to learn the facts, concepts and skills necessary to become effective citizens. Through Social Studies, students learn to explore and think critically about the world around them, ultimately becoming engaged and contributing members to their community.



In OUSD our history / social studies curriculum is rooted in learning about our community and aligned to the [California History-Social Studies Framework](#). History / Social Studies instruction is: Based in equity practices, evidence based tasks, and the essential components of inquiry, literacy, content, and civic engagement.

### At the Center/Our Why: Empowered Students



We envision each student graduating from OUSD:

- Grounded in their own story
- As a joyful reader
- Equipped with college- and career-ready reading, writing, listening, and speaking skills
- Critically literate, and ready to create change in the world and in their communities

### How do we get there?

#### In the Classroom: Three Components of Equitable Literacy Instruction

These three elements overlap and reinforce one another. Effective and equitable instruction results from the combination of these three elements, not from any one of the elements in isolation.

#### High Expectations with High Support

# High Academic Expectations & High Support

## Asset-Based Pedagogy

# Culturally Relevant, Responsive, & Asset-Based Pedagogy

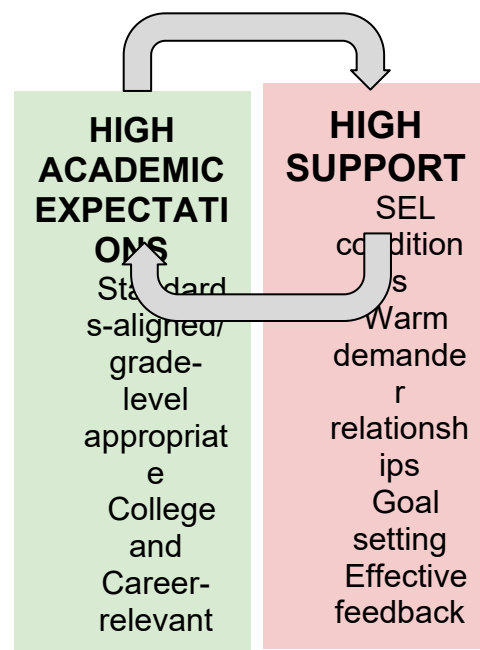
- The **tasks** that students do every day are the best predictors of the knowledge, skills, and dispositions they will develop over time.
- The [Common Core State Standards for Literacy](#) were backwards-mapped from college and career-level texts and tasks - so aligning daily tasks to **grade-level standards** is one of the most powerful shifts teachers can make in service of students' access to college and career.
- To rise to the challenge of grade-level tasks, students need the support of strong **warm-demonstrator relationships** with their teachers, SEL conditions in the classroom, and **appropriate scaffolds**.
- See examples and further resources in the [full-length framework](#)

## Culturally Relevant, Responsive, and Asset-

- **Asset-Based Pedagogies** such as culturally relevant and responsive teaching and Universal Design for Learning (UDL) are rooted in the belief that students bring rich knowledge, skills, and language into the classroom, and that teaching is most effective when educators recognize and build off of these assets in their instruction. These pedagogies are a direct response to the deficit-based narratives we internalize as a result of racism, sexism, ableism, etc., and require educators to engage in critical self-reflection about their own beliefs.
- Culturally relevant and responsive teaching ensures that students' **identities and cultures** are reflected in classroom **content and practices**. In literacy instruction, this might look like selecting relevant texts, engaging in communal reading and discussion, or embracing multiple forms of literacy.
- Universal Design for Learning leverages students' assets by offering **multiple means** of engagement, representation, and action/expression.
- See examples and further resources in the [full-length framework](#).

## Skillful Language and Literacy Instruction

- Students grow their language and literacy skills through practice. Skillful teachers embrace, rather than shy away from, opportunities for students to stretch their

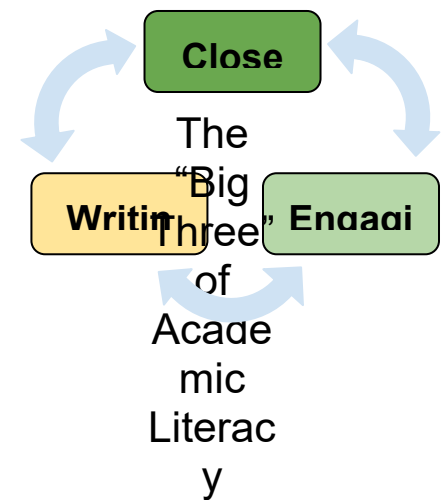


### Equity Learning Questions

How can we build <b>Empowering Narratives</b> off/for our students?	How do we identify and counter deficit thinking with <b>Asset-Based Practices</b> ?
How can we integrate students' <b>Linguistic and Cultural Assets</b> into instruction?	What does <b>Self-Work</b> look like for me/my team?

## Skillful Language & Literacy Instruction

- skills and engage with challenging texts, concepts, and tasks.
- Students need daily opportunities to practice **“The Big Three”** of academic literacy:
  - Close reading of complex texts
  - Academic discussion
  - Writing with evidence
- Teachers support ELLs and ALLs (academic language learners) by amplifying (not simplifying) the language of texts and tasks **before, during, and after reading**
- Teachers can also support **knowledge and vocabulary** by teaching units that focus on one topic deeply, and providing students with text sets - a series of texts (including multimedia sources) related to the same topic.
- When students aren’t comprehending when they read, teachers can employ Tier 1 strategies that support **fluency and comprehension**.
- See examples and further resources in the [full-length framework](#).



## Beyond the Classroom: Essential Conditions

## Essential Conditions

Educators alone cannot address our literacy inequities. The entire system must be in alignment in order to support our students. The following conditions are necessary to make the three components of instruction possible:

- Collective responsibility:** From our central office, to our classrooms, to our families - all adults must take responsibility for students’ language and literacy development.
- Student and family partnerships:** We must build strong partnerships with our students and families, grounded in mutual trust and respect, with the shared goal of supporting student learning.
- Foundational and sustaining professional development:** If we expect all teachers to implement the practices described above, we must support them with foundational and ongoing training that is high quality, differentiated, and whenever possible, led by their peers.
- Aligned curriculum:** Similarly, as we adopt new curriculum materials for ELA and other subject areas, we must consider both rigor (alignment with the demands of college and career as well as student aspirations for their future; resources for supporting language development) and relevance (alignment with the identities, cultures, experiences, and interests of our students).

## Appendix B: High School Social Studies Curriculum Adoption Committee Agendas

### 10/06/22 High School Curriculum Adoption Meeting

#### Steering Committee Informational [Slide Deck](#)

Time	Topic	Outcome
4:00-4:10	Introductions- (Share about feelings regarding recent wave of violence) Share who you are and what school and courses	To build community and acknowledge the the impact of violence in our learning communities

	you teach.	
4:10-4:20	5 things about you (partnered in break out rooms)	To build community among colleagues across the district
4:20-4:25	Team Norms:	To establish trust, accountability and equity of voice
4:55-5:00	Break	Brain Break
5:00-5:05	Review Goals and Timeline	To focus on the steering committee objectives
5:05-5:50	Rubric review and practice activity & Textbook practice debrief	To provide the team an opportunity to practice with the tool.
5:50-6:00	Logistics and next steps	To ensure all are on the same page and have appropriate info for up and coming meetings/

**10-27-22**

**Steering Committee Presentation Gale National Geographic [Slide Deck](#)**

Time	Topic	Outcomes
4:00-4:10	Introductions, Norms, Timeline	Focus the teams attention on the task and deliverables,  Build trust and accountability
4:10- 4:40	National Geographic Presentation	Here the overview and unique qualities of the Gale National Geographic curriculum
4:40- 4:45	Break	Brain Break

4:45-4:50	Rubric review	Review how to complete the rubric form and to answer and clarifying questions
4:50-5:55	Curriculum Review and Assessment <a href="#">RUBRIC</a>	Begin reviewing National Geographic materials
5:55- 6:00	Closing/identify meeting location for November	Set a calendar and location for the next meeting.

**November 10th 2022**

**Teacher Curriculum Institute Presentation**

Time	Task	Outcome
4:00-4:10	Arrival/Food	Nurishment
4:10-4:15	<b>Check in Question:</b> Favorite Activity when it rains?	Build community and acknowledge who is in the room
4:15-4:45	TCI Presentation: Christy Sanders TCI Rep	
4:45-4:50	Break/Eat	Brain Break
4:50-6:00pm	Review Materials <a href="#">Vendor Questionnaire Responses</a>  <a href="#">Vetting Form</a> Remember to Click TCI  Materials <a href="#">Access</a>  <a href="#">Attendance form</a>  Who will review US History World History Government Economic	
6pm	Closing Next Month's Meeting December 8th 4-6pm in-person same location.	

**12-08-22-Savvas My World Presentation**

Time	Topic	Outcomes
4pm-4:10	Welcome to all Savvas introduction to team Team shares their name school and subject they teach	Introduce the committee to the Savvas team
4:10-5pm	Savvas presents about their socials studies materials Q&A	Learn about Savvas Platform and curriculum
5-6pm  Call will end after presentation Please complete review of materials and participation form by 12/14/22	Team reviews online materials  Note-Click My library to review playlist  <a href="#">Vetting Form</a>  <a href="#">Participation Form</a>  <a href="#">Savvas Online Access</a>  <a href="#">Vendor Questionnaire</a>  Brenda's email: Brenda.carlson@savvas.com	Work time to assess the Savvas materials
	Closing	Share appreciations and next steps

**01-12-23-McGraw Hill Presentation**

Time	Topic	Outcomes
4:00-4:10	Check-in with the Team?  One word to describe this process?  Who is going to review what subject?  Begin to rank the vendors?  Remember our Why?	Build community and create space for reflection
4:10-4:50	McGraw Presentation/Q&A	Learn about the McGraw hill curriculum

4:55-6pm	Materials Review <a href="#">Vetting Form</a> <a href="#">Participation Form</a>	Work time to complete the course review

#### 01-26-22-NewsELA Presentation

Time	Topic	Outcomes
4:00-4:15	Check in Question: Favorite meal to eat during winter months?  Rank your top two vendors thus far.  Facing History update.	Build Community
4:10-4:50	NewsELA Presentation/Q&A	Learn about the NewsELA curriculum
4:55-6pm	<b>Debrief and next steps</b>  Pros about NewsELA Cons about NewsELA  Any Follow up questions for NewsELA.  Meetings with your departments.  23-24 SY pilot recruitment <b>Due Date to complete the review Feb 3rd</b>  <a href="#">Vetting Form</a>  <a href="#">Participation Form</a>  <a href="#">NewsELA Presentation</a>  <a href="#">NewsELA Access</a>	Check-in about the materials review and work time to complete curriculum assessment
	Appreciations	

## 02-09-23- The DBQ Project

Time	Topic	Outcome
4:00-4:30	<p>Team Check-in: What is exciting about identifying new materials for social studies? What is challenging about identifying new materials for social studies?</p> <p>4-4:30-Check-in with the group.</p> <p>What two vendors would you eliminate at this point? Share in the chat. <a href="#">Data</a></p> <p>DBQ Access email</p>	Build community and reflection about our work thus far
4:30-5:15	DBQ Project Presentation	To learn about the DBQ material
5:20-6pm	<p>Debrief and Next steps</p> <p><a href="#">Vetting Form</a> <a href="#">Participation Form</a> <a href="#">DBQ Website</a></p>	Reflection on the presentation and work time to begin the course material review

## 02-16-23 Facing History Presentation

Time	Topic	Outcomes
4pm-4:10	Attendance/Team Check: 2 minutes of Silence	Build community and focus
4:10-4:25pm	Review the <a href="#">materials data</a> : What is another vendor we can eliminate from our list?	Discuss the previous presentations and reflect on our work thus far
4:25-4:30	<p>Next meeting dates 03/02 03/30</p> <p>Please work with me to schedule a time to meet with your colleagues/departments before the 30th</p>	Discuss next steps after our vendor presentations
4:30-5:30	Facing History Presentation	Learn about the Facing History

		Social Studies materials
5:30-6pm	Debrief/next steps	Reflect on the facing history presentations
	<a href="#">Vetting Form</a> <a href="#">Participation Form</a> <a href="#">Publisher Questionnaire</a>	

03-09-23

### High School Social Studies Pilot Selection Meeting [Slide Deck](#)

Time	Topic	Outcome
5 minutes	Check in	Build Community
10 minutes	<ul style="list-style-type: none"> <li>Revisit our Why for adopting new curriculum</li> </ul>	Review our purpose and objective for this adoption
10 minutes	<ul style="list-style-type: none"> <li>Connecting the opportunity myth to our work</li> </ul>	Ground ourselves in research to provide context
10 minutes	<ul style="list-style-type: none"> <li>Review the presentation data</li> </ul>	Review data to support making an inform decision of which vendors to recommend for a pilot
20 minutes	<ul style="list-style-type: none"> <li>Identifying 2 vendors and one supplement to pilot</li> </ul>	Narrow our focus to identify two vendors who meet the OUSD criteria
5 minutes	<ul style="list-style-type: none"> <li>Piloting next steps</li> </ul>	Raise awareness about pilot process and next steps

### High School Pilot Recruitment Informational

April 18th and April 27th 2023 [Slide Deck](#)

Time	Topic	Outcomes
10 mins	<ul style="list-style-type: none"> <li>Welcome-Instros and check-in</li> </ul>	Build community and connection

10 minutes	<ul style="list-style-type: none"> <li>Some context about the adoption/pilot process</li> </ul>	Bring teachers up to speed about the work
10 minutes	<ul style="list-style-type: none"> <li>Pilot timeline</li> </ul>	Share the dates and deliverables for each pilot cycle
10 minutes	<ul style="list-style-type: none"> <li>Vendors we will work with</li> </ul>	Provide opportunity to learn about why vendors were selected
10 minutes	<ul style="list-style-type: none"> <li>Teacher Pilot Expectations</li> </ul>	Create transparency about what teachers can expect and what is expected of them.
10 minutes	Questions and next steps	Clarify ant misconceptions and review what was discussed.

### Pre Pilot Check-in

August 15th 2023 [Slide Deck](#)

Time	Topic	Outcomes
5 minutes	Introduction and Check-in	Meet other colleagues around the district and build community
15 minutes	Objective and Overview of the Pilot Process	Ground the team in our work
10 minutes	Pilot Cycle and Important dates	Provide a heads up about

		important dates for meetings and office hours
10 minutes	Post Pilot Overview	Establish transparency about the pilot objective
15 minutes	Course team break out rooms	Allow for course teams to meet and decide on unit to teach for cycle II
5 minutes	Closing and Appreciation	Share and acknowledge people and their contributions to this work

**Pilot Reflection 11-29-23** [Slide Deck](#)

Time	Topic	Outcomes
5 minutes	Introduction and Check-in	Meet other colleagues around the district and build community
15 minutes	<p>Zoom Polls</p> <p>I used the TCI materials in each pilot with fidelity (Agree or Disagree)</p> <p>I used the Savvas materials in each pilot with fidelity (Agree or Disagree)</p> <p>Which vendor's materials did you see a positive shift in student participation? TCI or Savvas</p> <p>I believe my department would choose... TCI or Savvas</p> <p>Which vendor would you continue to teach with for the remainder of the year? TCI or Savvas</p>	Take a temperature of what teachers would recommend for adoption
10 minutes	2x2 Reflection	Create space for teachers to reflect on their piloting experience in pairs
10 minutes	Course Team Reflection	Create space for teachers to reflect in their course teams

15 minutes	Whole Group Share Out	Allow for other teachers to learn from one another from different content areas
5 minutes	Pilot Next Steps/ Appreciations	Set the focus on next steps and share and acknowledge people and their contributions to this work

## High School Social Studies Adoption Deliberation

### 01-25-24 [Slide Deck](#)

#### Outcomes

1. Build Community and reflect on our work
2. Review data from stakeholders to inform our decision
3. Remember our why
4. Come to consensus using a consensus protocol

Time	Topic	Outcomes	Notes
(On Going)	Arrival & Food	Nurishment	
4:10-4:15 <b>5 mins</b>	Check-in Question	Building Community	
4:15-4:25 <b>10 mins</b>	Pilot adoption Summary of Events	Provide context and review of the adoption process	
4:25-4:35 <b>10 mins</b>	Framing the WHY	To provide context to why this work is happening	
4:35-4:55 <b>20 mins</b>	Qualitative Data Dive	Review data to help make an informed decision to reach consensus	
4:55-5:15 <b>20 mins</b>	Level Up & Share Out	Collaborate with colleagues to make a prediction of each vendors impact on students and teachers	<p>Amazing summary:</p> <ul style="list-style-type: none"> <li>• SAVVAS works for when teachers already know what they're doing; provides lots of options and materials w/o "strict" guidelines;</li> <li>• TCI seems to have the structure that new teachers need and provide opportunities for students to work together and real-world application</li> </ul> <p>Awesome summary:</p>

			<ul style="list-style-type: none"> <li>• SAVVAS has high quality/interactive materials for [veteran] teachers to pull from; information was organized, which made it potentially easier for students to locate relevant info</li> <li>• TCI is organized and easy to follow (new teachers)</li> </ul> <p>Other factors:</p> <ul style="list-style-type: none"> <li>• Common assessments or other components that might help us advocate at sites and larger network</li> <li>• We have the ability to make adjustments—we aren't looking for full fidelity</li> <li>• <b><i>How we actually roll out the curriculum and ways we support teachers is going to have biggest impact on students</i></b></li> <li>• The mapping provided for SAVVAS was for pilot purposes; not something built into curriculum guides</li> <li>• Which option puts the student voice at the center of learning?</li> </ul>												
5:15-5:20 <b>5 mins</b>	Break	Brain break to recharge and take space from the group													
5:20-5:35 <b>15 mins</b>	Consensus Building/Voting	To come to a collective decision on a recommendation for adoption.	<p>Vote (9 teachers):</p> <table border="1"> <thead> <tr> <th></th><th>Up</th><th>Down</th><th>?</th></tr> </thead> <tbody> <tr> <td>SAVVAS</td><td>2</td><td>1</td><td>6</td></tr> <tr> <td>TCI</td><td>5</td><td></td><td>4</td></tr> </tbody> </table> <p><b>Reservations and Questions:</b> SAVVAS</p> <ul style="list-style-type: none"> <li>• Best for me, but NOT necessarily for the order/rest of teachers++</li> <li>• This provides resources</li> <li>• If we go with this, then A&amp;I and SS team will need to create guide similar to what we got for pilot</li> </ul>		Up	Down	?	SAVVAS	2	1	6	TCI	5		4
	Up	Down	?												
SAVVAS	2	1	6												
TCI	5		4												

			<ul style="list-style-type: none"> <li>• Assignments get “pushed out” quickly and as-is</li> </ul> TCI <ul style="list-style-type: none"> <li>• Hard time accessing e-materials (user interface), but students seem to navigate easily</li> <li>• PD needs to address technical issues (less of an issue with SAVVAS)</li> <li>• Teacher has opportunity to see draft before something is assigned to Google Classroom</li> </ul>
5:35-5:40 <b>5 mins</b>	Pilot Adoption Next Steps	Provide information about implementation and opportunities to support	
5:40-5:45 <b>5 mins</b>	Appreciations and Closing	Show gratitude and thanks and complete forms for feedback and compensation.	

## Appendix C HS Family Engagement- Instructional Listening Session

**February 22, 5-6 pm**

Join Zoom Meeting:

<https://ousd.zoom.us/j/81138741818?pwd=T0pNdmx0RHNRtU14R3IzQjI0cTlGZz09>

Outcomes:

- Discuss our hopes and dreams for college and career success with high school families to learn more about their experience and feedback
- Present future curriculum adoptions to share key information.
- Listen to high school families to gather feedback and questions

<u><a href="#">Deck for the session</a></u>	
Time	Agenda
5 minutes  Claire	<b>Opening:</b> <ul style="list-style-type: none"> <li>• Welcome!</li> <li>• Outcomes, norms, and translation support</li> <li>• In the chat: What is a hope or dream you have for your child after they graduate from OUSD?</li> </ul>
10	<b>HS Experience Panel</b>

minutes  Sara	<ul style="list-style-type: none"> <li>What were your family's hopes and dreams for your child for college and career success after high school?</li> <li>In what ways were your children prepared to meet their goals?</li> </ul>
20 min.  Claire	<p><b>Focus Groups round #1- listening session, Hopes and Dreams</b></p> <ul style="list-style-type: none"> <li>Break out groups of 5-8 people a piece</li> <li>Central office in partners, one facilitates and one takes notes</li> </ul> <p>Key questions:</p> <ul style="list-style-type: none"> <li>What are your hopes and dreams for your child for college and career success after high school?</li> <li>How well do you feel like they are being prepared to meet those goals?</li> </ul>
10 min  Claire Vonzele Chris	<p><b>Current State of Instruction in High Schools</b></p> <ul style="list-style-type: none"> <li>Claire presents some key information around the state of high school instruction <ul style="list-style-type: none"> <li>"Why" are we making a change in high schools</li> <li>What are our hopes and dreams for our high school students</li> </ul> </li> <li>Presentation around curriculum adoptions: <ul style="list-style-type: none"> <li>Biology</li> <li>History</li> </ul> </li> </ul>
10 min  Team	<p><b>Focus Groups round #2- listening session, curriculum feedback</b></p> <ul style="list-style-type: none"> <li>What have you noticed about what your child is currently learning? <ul style="list-style-type: none"> <li>What have you noticed specifically around their History or Science courses?</li> </ul> </li> <li>What would you like to be happening in your child's classes? This can include anything about curriculum.</li> <li>What other feedback or questions do you have around the curriculum, either current or future adoptions?</li> </ul>
3 min  Nicole and Sara	<p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>We want to engage high school families more in the work of improving our high schools- please support this effort! <ul style="list-style-type: none"> <li><b>Offerings:</b> <ul style="list-style-type: none"> <li>site supports-FE Linked to Learning; SSC, SELLS, Affinity Committee's, Tier 1 family engagement structures (coffee chats, parent/teacher communication, academic workshops)</li> <li>District spaces: DELLs, LCAP, CAC, Foster Youth</li> </ul> </li> </ul> </li> </ul>
2 min	<p><b>Closing</b></p> <ul style="list-style-type: none"> <li>Name next steps</li> <li>appreciations</li> </ul>

## Appendix C- Review Criteria and Ratings

### HS Social Studies Curriculum Rubric:

This rubric was created with input from History Teacher Leaders as a standard against which to compare curricula. Teacher leaders synthesized the criteria from their knowledge of the 2016 CA History-Social Science Framework. It represents our OUSD hopes for a high quality, framework-aligned curriculum adoption that meets the needs of our diverse students and supports teachers in their long term and daily planning. We also acknowledge that no single curriculum will be able to meet all criteria, and that ongoing collaboration and teacher input will be necessary to our work.

Category	Sub-Category	Criteria Rating (0=no, 1=partially, 2=yes, 3=exceeds)	Notes
Content	Primary and Secondary Sources	<ol style="list-style-type: none"> <li>Includes primary and secondary sources</li> <li>Lessons/activities utilize the sources</li> </ol>	
	Cultural Relevance	<ol style="list-style-type: none"> <li>Materials reflect multiple sources and perspectives</li> <li>Includes histories of people of color and challenges historically inaccurate, stereotypical representations</li> <li>Presents roles and contributions of LGBTQ people and people with disabilities (FAIR Act)</li> <li>Reflects current historical scholarship</li> </ol>	
Inquiry	Curriculum Design	<ol style="list-style-type: none"> <li>Backwards-design curriculum</li> <li>Curriculum can be organized around recurring themes</li> <li>Inquiry questions create opportunities to draw connections to the present and students' experiences</li> </ol>	
	Student Engagement	<ol style="list-style-type: none"> <li>Includes varied activities including hands-on and original/meaningful, student generated projects that are guided throughout the curriculum (interactive timelines, manipulatives for centers, project work to practice process of learning about history, creative ways to present and learn information) opportunities for students to prepare and participate in debates or academic conversations</li> </ol>	

		<ol style="list-style-type: none"> <li>2. Discussion prompts and protocols are woven into curriculum</li> <li>3. As according to UDL principles, provides for multiple means of engagement accessible to all students.</li> </ol>	
	<b>Meaningful Assessments</b>	<ol style="list-style-type: none"> <li>1. High quality formative and summative assessments with a variety of DOK</li> <li>2. As according to UDL principles, provides for multiple means of expressing learning, i.e. varied culminating projects (not all essays)</li> <li>3. Assessments are aligned with unit inquiry questions</li> </ol>	
<b>Transformational Social Emotional Learning</b>	<b>SEL Alignment</b>	<ol style="list-style-type: none"> <li>1. Opportunities to develop Identity/Self Awareness by identifying personal, cultural, and linguistic assets and examining prejudices and biases</li> <li>2. Opportunities to develop Agency/Self Management by setting personal and collective goals and using planning and organizational skills</li> <li>3. Opportunities to develop Belonging/Social Awareness by engaging in healthy interactions, and taking the perspectives of diverse people</li> <li>4. Tasks/Activities include Collaborative Problem Solving/Relationship skills by practicing teamwork, collaborative problem-solving, and conflict resolution</li> <li>5. Tasks/Activities include Curiosity/Responsible Decision Making by providing opportunities to make a reasoned judgment after analyzing information, data, and facts and Identifying solutions for personal and social problems</li> </ol>	
<b>Literacy</b>	<b>Common Core Alignment</b>	<ol style="list-style-type: none"> <li>1. Opportunities to read complex, grade level texts and reading at student independent level</li> <li>2. Lessons provide explicit instruction and repeated practice of reading and writing strategies in the discipline.</li> <li>3. Lessons provide frequent opportunities to integrate into the</li> </ol>	

		<p>reading and writing block</p> <ol style="list-style-type: none"> <li>4. A classroom library that can be companion texts to units of study</li> <li>5. Includes maps, graphics, or other print materials (especially geography)</li> </ol>	
	<b>ELD Alignment</b>	<ol style="list-style-type: none"> <li>1. Lessons incorporate language resources (e.g. sentence frames, tier 2 and tier 3 vocabulary, concept maps, etc.)</li> <li>2. Discussion activities support language acquisition</li> </ol>	
	<b>Access and Equity</b>	<ol style="list-style-type: none"> <li>1. Differentiation of supplemental materials accessible to all students</li> <li>2. Lessons have built in differentiation options for ELLs and students with IEPs</li> </ol>	
<b>Citizenship</b>	<b>Supports for Civic Engagement</b>	<ol style="list-style-type: none"> <li>1. Includes opportunities to make connections between historical content and current events</li> <li>2. Curriculum includes access to news/current event materials</li> <li>3. Opportunities for students to discuss and practice civic values along with course content</li> </ol>	
<b>Usability</b>	<b>Ease of use for teachers</b>	<ol style="list-style-type: none"> <li>1. Could serve as an anchor text for instruction</li> <li>2. Lessons as written would support a new teacher</li> <li>3. Materials can be flexibly used or modified by seasoned teachers (lesson resources such as graphic organizers are editable)</li> <li>4. Includes digital supplements</li> <li>5. Does not require a lot of photocopying</li> </ol>	

## Curriculum Ratings

Note: All curricula were reviewed by at least three different committee members. The scores displayed below represent the averages of all scorer's ratings in each category.

Vendor	Gale	TCI	Saavas	McGraw	NewsELA	DBQ Project	Facing History
Primary and Secondary Resources	2	2	2.21	1.93	1.4	2.8	DNS
Cultural Relevance	1.39	1.36	1.17	1.07	2	1.5	DNS
Curriculum Design	1.52	2.0	1.72	1.62	1.1	1.9	DNS
Student Engagement	1.5	2.0	1.46	1.71	0.75	1.8	DNS
SEL Alignment	1	1.17	0.95	1.03	0.8	1.1	DNS
Common Core	1.47	2.0	1.72	1.52	1.13	2.1	DNS
ELD Alignment	1.14	1.43	1.33	1.31	1.5	1.8	DNS
Access & Equity	1.29	1.36	1.13	1.44	1.83	1.5	DNS
Civic Engagement	1.86	2.0	1.95	1.42	1	0.8	DNS
Ease of Use	1.43	2.43	1.68	1.71	1.625	1.4	DNS
Overall Average	1.43	1.78	1.49	1.44	1.3135	1.67	DNS
Recommend for Pilot	No	Yes Recommend for Pilot Lead Curriculum	MostlyYes Recommend for Pilot Lead Curriculum	Maybe, Recommend for Pilot Lead Curriculum	No, Not Recommend for Pilot Lead Curriculum Possible Supplement	Yes Recommend for Pilot Supplement	Recommend for PD

#### Appendix D Community Events

## HS Family Engagement- Instructional Listening Session

February 22, 5-6 pm

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10 minutes  Sara	<b>HS Experience Panel</b> <ul style="list-style-type: none"><li>• What were your family's hopes and dreams for your child for college and career success after high school?</li><li>• In what ways were your children prepared to meet their goals?</li></ul>
20 min.  Claire	<b>Focus Groups round #1- listening session, Hopes and Dreams</b> <ul style="list-style-type: none"><li>• Break out groups of 5-8 people a piece</li><li>• Central office in partners, one facilitates and one takes notes</li></ul> <p>Key questions:</p> <ul style="list-style-type: none"><li>• What are your hopes and dreams for your child for college and career success after high school?</li></ul>

	<ul style="list-style-type: none"> <li>How well do you feel like they are being prepared to meet those goals?</li> </ul>
10 min  Claire Vonzele Chris	<b>Current State of Instruction in High Schools</b> <ul style="list-style-type: none"> <li>Claire presents some key information around the state of high school instruction <ul style="list-style-type: none"> <li>"Why" are we making a change in high schools</li> <li>What are our hopes and dreams for our high school students</li> </ul> </li> <li>Presentation around curriculum adoptions: <ul style="list-style-type: none"> <li>Biology</li> <li>History</li> </ul> </li> </ul>
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2 min	<b>Closing</b> <ul style="list-style-type: none"> <li>Name next steps</li> <li>appreciations</li> </ul>

# Attachment B:

## High School 10th-12th HS/SS

### Budget Proposal for Instructional Materials

**Oakland Unified School District  
March 2024**

**(4 year Installment Plan)**

**Summary Table: Years 1-3, 2024-2027**

<b>Year</b>	<b>Summary of Materials to be Purchased</b>	<b>Costs</b>
<b>2024-25</b>	Teacher Licenses (10th & 12th grade) Printed teacher resources (10th-12th grade) 10th-12th grade texts 10th-12th online licenses	<b>\$491,231.23.</b>
<b>2025-26</b>	TCI Plus Teacher Licenses (10th-12th grade) Printed teacher resources (10th-12th grade) 10th-12th grade text 10-12th online licenses	<b>\$163,743.74</b>
<b>2026-27</b>	TCI Plus Teacher Licenses (10th-12th grade) Printed teacher resources (10th-12th grade) 10th-12th grade text 10th-12th grade online licenses	<b>\$163,743.74</b>
<b>2027-28</b>	TCI Teacher Licenses (10th-12th grade) 10th-12th grade text 10th-12th online licenses	<b>\$163,743.74.</b>
<b>2028-29</b>	TCITeacher Licenses (9th-12th grade) 10th-12th grade text 10th-12th online licenses	<b>\$0.00</b>
<b>2029-30</b>	TCITeacher Licenses (9th-12th grade) 10th-12th grade text	<b>\$0.00</b>

	10th-12th online license	
	<b>TOTAL =</b>	<b>\$982,462.46</b>

### Budget Proposal for 2024-25

10th-12th Grade HS/SS TCI Curriculum Implementation			
Instructional Material	Quantity	Price per unit	Total Cost
TCI Teacher Licenses (10-12th grade)	125	\$825.00	\$0.00
HA! World Connections: Teacher'sGuide 10th-12th grade	110	\$149.00	\$0.00
HA! World Connections: High School Student Bundle (6 Yrs) Grade 10th-12th	7,157	\$117.00	\$491,231.23
Reproducible pages and Placards	110	\$0.00	\$0.00
<b>SUB TOTAL</b>			<b>\$491,231.23</b>

### Budget Proposal for 2025-26

10th-12th Grade HS/SS TCI Curriculum Implementation			
Instructional Material	Quantity	Price per unit	Total Cost
TCI Teacher Licenses (10th-12th grade)	125	825.00	\$0.00
HA! World Connections: Teacher'sGuide 10th-12th grade	110	\$149.00	\$0.00
HA! World Connections: High School Student Bundle (6 Yrs) Grade 10th-12th	7,157	\$117.00	\$163,743.74
Reproducible pages and Placards	110	\$0.00	\$0.00
<b>SUB TOTAL</b>			<b>\$163,743.74</b>

## Budget Proposal for 2026-27

10th-12th Grade HS/SS TCI Curriculum Implementation			
Instructional Material	Quantity	Price per unit	Total Cost
TCI Teacher Licenses (9th-12th grade)	125	825.00	\$0.00
HA! World Connections: Teacher'sGuide 10th-12th grade	110	\$149.00	\$0.00
HA! World Connections: High School Student Bundle (6 Yrs) Grade 10th-12th	7,157	\$117.00	\$163.743.74
Reproducible pages and Placards	110	\$0.00	\$0.00
SUB TOTAL			\$163.743.74

## Budget Proposal (TBD)

10th-12th Grade HS/SS TCI Curriculum Implementation			
Instructional Material	Quantity	Price per unit	Total Cost
TCI Teacher Licenses (9th-12th grade)	125	825.00	\$0.00
HA! World Connections: Teacher'sGuide 10th-12th grade	110	\$149.00	\$0.00
HA! World Connections: High School Student Bundle (6 Yrs) Grade 10th-12th	7,157	\$117.00	\$163.743.74
Reproducible pages and Placards	110	\$0.00	\$0.00
SUB TOTAL			\$163.743.74

## Budget Proposal (TBD)

10th-12th Grade HS/SS TCI Curriculum Implementation			
Instructional Material	Quantity	Price per unit	Total Cost
TCI Teacher Licenses (9th-12th grade)	125	825.00	\$0.00

HA! World Connections: Teacher'sGuide 10th-12th grade	110	\$149.00	\$0.00
HA! World Connections: High School Student Bundle (6 Yrs) Grade 10th-12th	7,157	\$117.00	\$0.00
Reproducible pages and Placards	110	\$0.00	\$0.00
<b>SUB TOTAL</b>			<b>\$0.00</b>

## Budget Proposal (TBD)

10th-12th Grade HS/SS TCI Curriculum Implementation			
Instructional Material	Quantity	Price per unit	Total Cost
TCI Teacher Licenses (9th-12th grade)	125	825.00	\$0.00
HA! World Connections: Teacher'sGuide 10th-12th grade	110	\$149.00	\$0.00
HA! World Connections: High School Student Bundle (6 Yrs) Grade 10th-12th	7,157	\$117.00	\$0.00
Reproducible pages and Placards	110	\$0.00	\$0.00
<b>SUB TOTAL</b>			<b>\$0.00</b>

# Attachment C:

## High School HS/SS Budget Proposal for Ongoing Professional Learning

Oakland Unified School District

March 2024

**Summary Table: Years 1-3, 2024-2027**

Year	Summary of Professional Learning Offerings	Costs
<b>2024-25</b>	<ol style="list-style-type: none"> <li>10-12 grade TCI Professional Learning and Train the Trainer Services &amp; Instructional Materials</li> <li>Standards &amp; Equity Institute Foundational Curriculum Training</li> <li>Literacy Coaches Collaborative</li> <li>Monthly 2nd Wednesday Series</li> <li>September &amp; January PD Days</li> </ol>	<b>110 history teachers</b> <b>\$50 a hour</b> <b>6.5 hours a day</b> <b>4 days</b> <b>\$143,000.00</b>
<b>2025-26</b>	<ol style="list-style-type: none"> <li>10-12 grade TCI Professional Learning and Train the Trainer Services &amp; Instructional Materials</li> <li>Standards &amp; Equity Institute Foundational Curriculum Training</li> <li>Literacy Coaches Collaborative</li> <li>Monthly 2nd Wednesday Series</li> </ol>	<b>20 history teachers</b> <b>\$50 an hour</b> <b>6.5 hours a day</b>

	5. September & January PD Days	4 days \$26,000.00
<b>2026-27</b>	1. 10-12 grade TCI Professional Learning and Train the Trainer Services & Instructional Materials 2. Standards & Equity Institute Foundational Curriculum Training 3. Literacy Coaches Collaborative 4. Monthly 2nd Wednesday Series 5. September & January PD Days	20 teachers \$50 an hour 6.5 hours a day 4 days \$26,000.00
<b>TBD</b>	1. 10-12 grade TCI Professional Learning and Train the Trainer Services & Instructional Materials 2. Standards & Equity Institute Foundational Curriculum Training 3. Literacy Coaches Collaborative 4. Monthly 2nd Wednesday Series 5. September & January PD Days	20 teachers \$50 an hour 6.5 hours a day 4 days \$26,000.00
<b>TBD</b>	1. 10-12 grade TCI Professional Learning and Train the Trainer Services & Instructional Materials 2. Standards & Equity Institute Foundational Curriculum Training 3. Literacy Coaches Collaborative 4. Monthly 2nd Wednesday Series 5. September & January PD Days	20 teachers \$50 an hour 6.5 hours a day 4 days \$26,000.00
<b>TBD</b>	6. 10-12 grade TCI Professional Learning and Train the Trainer Services & Instructional Materials 7. Standards & Equity Institute Foundational Curriculum Training 8. Literacy Coaches Collaborative 9. Monthly 2nd Wednesday Series 10. September & January PD Days	20 teachers \$50 an hour 6.5 hours a day 4 days \$26,000.00
	<b>TOTAL =</b>	<b>\$273,000.00</b>

## Budget Proposal for 2024-25

OUSD High School Social Studies Budget Proposal for Ongoing Professional Learning, March 2024

Professional Learning	Purpose	Quantity	Price per unit	Total Cost
<b>2024-25: (year-round access, timing may vary)</b>	TCI's professional learning team will meet with and train a team of instructional leaders so they can facilitate professional learning with Oakland teachers using the online PL platform. Access to the platform is provided for the entire year so that PL can take place at any time.	Varies - see purpose	<b>Cost of 1-year access to material</b>	\$
<b>June and July 2024:</b> TCI Curriculum Trainings - TCI will facilitate trainings to support teachers, to access online platform	Prepare 10th-12th grade teachers to implement TCI curriculum in 2024-25. Prepare grades 10-12 teachers with fundamental mindsets and practices that will support their implementation of TCI curriculum in future years.	100 teachers and literacy coaches	<b>110 history teachers \$50 a hour 6.5 hours a day 4 days \$143,000</b>  <i>*These costs are already reflected in annual planning for summer Standards and Equity institutes.</i>	\$143,000.00
<b>High School Literacy Coach Collaborative</b>	Monthly collaborative to support teacher leaders from each site to coordinate and facilitate collaboration around the implementation of new curriculum.	10 coaches	\$0 (embedded in work day)	\$0
<b>Professional Learning Days in September and January:</b> Cross-site collaboration in course teams, facilitated by Secondary SS Coordinator and Literacy Coaches	Analyze district assessment data and compare it to site-level data. Backwards plan units and lessons. Engage in shared learning around instructional routines to foster student discourse and equitable participation.	teachers and coaches	\$0	\$0

<b>2024-25: Monthly 2nd Weds Sessions</b>	Best practices that support curriculum implementation.	100 HS/SS teachers and coaches	\$0	\$0
<b>TOTAL</b>				<b>\$143,000.00</b>

## Budget Proposal for 2025-26

Professional Learning	Purpose	Quantity	Price per unit	Total Cost
<b>2025-26: (year-round access, timing may vary)</b> TCI PL: Train the Trainer and additional professional learning modules	TCI's professional learning team will meet with and train a team of instructional leaders so they can facilitate professional learning with Oakland teachers using the online PL platform. Access to the platform is provided for the entire year so that PL can take place at any time.	Varies - see purpose	<b>Cost of 1-year access to material</b>	\$
<b>June and July 2026:</b> TCI Curriculum Trainings - Embedded in 10-12 HS/SS Standards and Equity Institutes	Prepare 10th-12th grade teachers to implement TCI curriculum in 2024-25. Prepare grades 10-12 teachers with fundamental mindsets and practices that will support their implementation of TCI curriculum in future years.	20 HS/SS teachers	<b>20 teachers</b> <b>\$50 an hour</b> <b>6.5 hours a day</b> <b>4 days</b> <b>\$26,000</b>  <b>Cost of PL facilitators:</b> \$0  <i>*These costs are already reflected in annual planning for summer Standards and Equity institutes.</i>	\$26,000.00

<b>High School Literacy Coach Collaborative</b>	Monthly collaborative to support teacher leaders from each site to coordinate and facilitate collaboration around the implementation of new curriculum.	10 coaches	\$0 (embedded in work day)	\$0
<b>Professional Learning Days in September and January:</b> Cross-site collaboration in course teams, facilitated by Secondary ELA Coordinator and Literacy Coaches	Analyze district assessment data and compare to site-level data. Backwards plan units and lessons. Engage in shared learning around instructional routines to foster student discourse and equitable participation.	140 ELA teachers and coaches	\$0	\$0
<b>2025-26: Monthly 2nd Weds Sessions</b>	Best practices that support curriculum implementation.	100 ELA teachers and coaches	\$0	\$0
				\$
<b>TOTAL</b>				<b>\$26,000.00</b>

## Budget Proposal for 2026-27

Professional Learning	Purpose	Quantity	Price per unit	Total Cost
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<b>2026-27: (year-round access, timing may vary)</b> TCI PL: Train the Trainer and additional professional learning modules	TCI's professional learning team will meet with and train a team of instructional leaders so they can facilitate professional learning with Oakland teachers using the online PL platform. Access to the platform is provided for the entire year so that PL can take place at any time.	Varies - see purpose	<b>Cost of 1-year access to TCI material</b> \$	\$
<b>June and July 2027:</b> TCI Curriculum Trainings - Embedded in 10-12 SS/HS Standards and Equity Institutes	Prepare 10th-12th grade teachers to implement TCI curriculum in 2026-27. Prepare grades 10-12 teachers with fundamental mindsets and practices that will support their implementation of TCI curriculum in future years.	100 teachers and literacy coaches	<b>20 teachers</b> <b>\$50 an hour</b> <b>6.5 hours a day</b> <b>4 days</b> <b>\$26,000</b>  <b>Cost of PL facilitators:</b> \$0  <i>*These costs are already reflected in annual planning for summer Standards and Equity institutes.</i>	\$26,000.00
<b>High School Literacy Coach Collaborative</b>	Monthly collaborative to support teacher leaders from each site to coordinate and facilitate collaboration around the implementation of new curriculum.	10 coaches	\$0? Embedded in work day?	\$0
<b>Professional Learning Days in September and January:</b> Cross-site collaboration in course teams, facilitated by Secondary HS/SS Coordinator and Literacy	Analyze district assessment data and compare to site-level data. Backwards plan units and lessons. Engage in shared learning around instructional routines to foster student discourse and equitable participation.	110 SS/HS teachers and coaches	\$0	\$0

Coaches				
<b>2026-27: Monthly 2nd Weds Sessions</b>	Best practices that support curriculum implementation.	110 SS/HS teachers and coaches	\$0	\$0
<b>TOTAL</b>				<b>\$26,000.00</b>

## Budget Proposal for 2027-28

Professional Learning	Purpose	Quantity	Price per unit	Total Cost
<b>TBD: (year-round access, timing may vary)</b> TCI PL: Train the Trainer and additional professional learning modules	TCI's professional learning team will meet with and train a team of instructional leaders so they can facilitate professional learning with Oakland teachers using the online PL platform. Access to the platform is provided for the entire year so that PL can take place at any time.	Varies - see purpose	<b>Cost of 1-year access to TCI material</b>	\$
<b>TBD:</b> TCI Curriculum Trainings - Embedded in 10-12 HS/SS Standards and Equity Institutes	Prepare 10th-12th grade teachers to implement TCI curriculum in 2027-28. Prepare grades 10-12 teachers with fundamental mindsets and practices that will support their implementation of TCI curriculum in future years.	20 SS/HS teachers	<b>20 teachers</b> <b>\$50 an hour</b> <b>6.5 hours a day</b> <b>4 days</b> <b>\$26,000</b>  <b>Cost of PL facilitators:</b> \$0  <i>*These costs are already reflected in annual planning for summer Standards and Equity institutes.</i>	\$26,000.00

<b>High School Literacy Coach Collaborative</b>	Monthly collaborative to support teacher leaders from each site to coordinate and facilitate collaboration around the implementation of new curriculum.	10 coaches	\$0? Embedded in work day?	\$0
<b>Professional Learning Days in September and January:</b> Cross-site collaboration in course teams, facilitated by Secondary HS/SS Coordinator and Literacy Coaches	Analyze district assessment data and compare it to site-level data. Backwards plan units and lessons. Engage in shared learning around instructional routines to foster student discourse and equitable participation.	110 SS/HS teachers and coaches	\$0	\$0
<b>TBD: Monthly 2nd Weds Sessions</b>	Best practices that support curriculum implementation.	110 ELA teachers and coaches	\$0	\$0
<b>TOTAL</b>				<b>\$26,000.00</b>

## Budget Proposal (TBD)

Professional Learning	Purpose	Quantity	Price per unit	Total Cost
<b>TBD (year-round access, timing may vary)</b> TCI PL: Train the Trainer and additional professional learning modules	TCI's professional learning team will meet with and train a team of instructional leaders so they can facilitate professional learning with Oakland teachers using the online PL platform. Access to the platform is provided for the entire year so that PL can take place at any time.	Varies - see purpose	<b>Cost of 1-year access to TCI material</b> \$	\$
	Prepare 10th-12th grade teachers to	20 teachers and	<b>20 teachers</b>	\$26,000.00

<b>TBD:</b> TCI Curriculum Trainings - Embedded in 10-12 HS/SS Standards and Equity Institutes	implement TCI curriculum in 2028-29. Prepare grades 10-12 teachers with fundamental mindsets and practices that will support their implementation of TCI curriculum in future years.	literacy coaches	<b>\$50 an hour 6.5 hours a day 4 days \$26,000</b>  <b>Cost of PL facilitators:</b> \$0  <i>*These costs are already reflected in annual planning for summer Standards and Equity institutes.</i>	
<b>High School Literacy Coach Collaborative</b>	Monthly collaborative to support teacher leaders from each site to coordinate and facilitate collaboration around the implementation of new curriculum.	10 coaches	\$0? Embedded in work day?	\$0
<b>Professional Learning Days in September and January:</b> Cross-site collaboration in course teams, facilitated by Secondary ELA Coordinator and Literacy Coaches	Analyze district assessment data and compare to site-level data. Backwards plan units and lessons. Engage in shared learning around instructional routines to foster student discourse and equitable participation.	110 HS/SS teachers and coaches	\$0	\$0
<b>TBD: Monthly 2nd Weds Sessions</b>	Best practices that support curriculum implementation.	110 HS/SS teachers and coaches	\$0	\$0
<b>TOTAL</b>				<b>\$26,000.00</b>

## Budget Proposal (TBD)

Professional Learning	Purpose	Quantity	Price per unit	Total Cost
<b>TBD: (year-round access, timing may vary)</b> TCI PL: Train the Trainer and additional professional learning modules	TCI's professional learning team will meet with and train a team of instructional leaders so they can facilitate professional learning with Oakland teachers using the online PL platform. Access to the platform is provided for the entire year so that PL can take place at any time.	Varies - see purpose	<b>Cost of 1-year access to TCI material:</b>	\$
<b>TBD:</b> TCI Curriculum Trainings - Embedded in 10-12 HS/SS Standards and Equity Institutes	Prepare 10th-12th grade teachers to implement the TCI curriculum in 2029-30.	20 teachers and literacy coaches	<b>20 teachers</b> <b>\$50 an hour</b> <b>6.5 hours a day</b> <b>4 days</b> <b>\$26,000</b>  <b>Cost of PL facilitators:</b> \$0	\$26,000.00

			<i>*These costs are already reflected in annual planning for summer Standards and Equity institutes.</i>	
<b>High School Literacy Coach Collaborative</b>	Monthly collaborative to support teacher leaders from each site to coordinate and facilitate collaboration around the implementation of new curriculum.	10 coaches	\$0? Embedded in work day?	\$0
<b>Professional Learning Days in September and January:</b> Cross-site collaboration in course teams, facilitated by Secondary ELA Coordinator and Literacy Coaches	Analyze district assessment data and compare to site-level data. Backwards plan units and lessons. Engage in shared learning around instructional routines to foster student discourse and equitable participation.	110 HS/SS teachers and coaches	\$0	\$0
<b>TBD: Monthly 2nd Weds Sessions</b>	Best practices that support curriculum implementation.	110 HS/SS teachers and coaches	\$0	\$0
<b>TOTAL</b>				<b>\$26,000.00</b>

# OUSD History and Social Studies Framework (TK-12)

April 2023

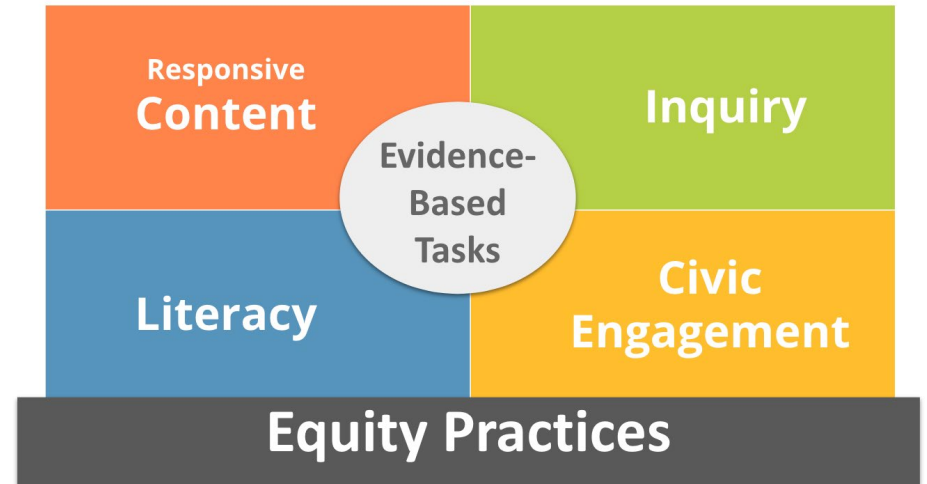
## Overview: Social Studies--Access. Discourse. Action.

### Purpose and Vision

The study of history and the social sciences is essential to preserving human dignity, justice and democracy. Courses encourage students to be introduced to human cultures through an understanding of the universal concerns among people who differ in many respects. The varied course selections and graduation requirements reflect these goals. The diversity of the OUSD student body is a unique asset for teaching history and social studies.

Through inquiry, literacy, content and civic engagement students are given opportunities to exchange ideas, and to learn the facts, concepts and skills necessary to become effective citizens. Through Social Studies, students learn to explore and think critically about the world around them, ultimately becoming engaged and contributing members to their community.

In OUSD our history / social studies curriculum is rooted in learning about our community and aligned to the [California History-Social Studies Framework](#). History / Social Studies instruction is: Based in equity practices, evidence based tasks, and the essential components of inquiry, literacy, content, and civic engagement.



**1. Based in Equity Practices:** Culturally sustaining strategies to *interrupt deficit thinking*, *leverage students' linguistic and cultural assets*, and *nurture empowering narratives* with and for our students and families.

**2. At the Core: Evidence-based tasks** for every student, every day!

### 3. Essential Components:

- **Inquiry:** involves a process of asking questions, interpreting multiple sources and perspectives, along with the ability to to develop a claim and take action accordingly.
- **Literacy** - engaging with texts from multiple perspectives as opportunities to reveal how language works, how historians and social scientists write, or how students can identify and critique an author's bias using historical sources that support their claim.
- **Content:** use of primary and secondary sources to grapple with content from multiple perspectives and form interpretations based on evidence, learn about how to place information in its appropriate context, and connect it to issues of broader significance.
- **Civic Engagement:** civic engagement is a tool to help students understand and participate with the world around them. Students connect the past to present issues, debate, and actively promote justice in local and global communities.

# OUSD History and Social Studies Framework (TK-12)

April 2023

**1. EQUITY PRACTICES** establish the necessary conditions for learning, guiding our planning and implementation of a high-expectations environment where our students' diversity is celebrated and leveraged in the service of powerful learning, cultural competence and belonging.

U.S. schooling exists in a broader context of systemic, interpersonal, and internalized oppression. Students from historically marginalized backgrounds are least likely to receive quality instruction that affirms their experiences and capacity as learners. History/social studies instruction must be based on culturally sustaining practices that build on student assets and empower them to become engaged readers, writers, and critical thinkers. OUSD is committed to infusing ethnic studies pedagogy and curriculum into our history/social studies classrooms to support the critical consciousness, self-determination, agency, and humanization of all people by:

1. honoring histories and cultures of racially marginalized groups,
2. by employing multiple disciplines and perspectives to critically analyze systems of oppression, and
3. by promoting action in solidarity,
4. ultimately to positively transform students' lives and communities.

## **Disrupting Deficit Thinking**

We must all engage in self work to understand our biases and how we participate in systems of oppression. The language we use is a manifestation of our mindset and has the capacity to either interrupt or perpetuate bias. For example, speaking about students as having “unfinished learning” instead of describing them as “low students” communicates a belief in their capacity to grow and excel. One way school teams can disrupt deficit thinking is by building and practicing community agreements regarding use of language that empowers and uplifts. By shifting from the language of complaint to language of commitment, we can express what we stand for and take responsibility for addressing inequities ([Benson, 2020](#)).

Another way that deficit plays out is through teacher simplification of texts and tasks when students are not perceived as ready for grade level materials. Although sometimes well intentioned, this often results in students of color being denied access to rich instruction that promotes higher order thinking. Rather than lowering the rigor, our focus must be to provide access to standards-based instruction by scaffolding instruction and building on student understandings ([OUSD Asset-Based Cards](#)).

## **Leveraging Cultural and Linguistic Assets**

Students who can access their lived experiences and cultural assets are confident and productive learners who achieve amazing, accelerated results ([Jackson, 2011](#)). Unfortunately the cultures of language Black, Brown and Indigenous students are often not represented or considered in instruction. That is why we must look for opportunities to affirm and integrate culturally-based ways of communicating and understanding ([Yasso, 2005](#)). For example, many cultures represented in OUSD have a strong oral storytelling and performance narrative traditions which can be reflected in history / social studies instruction. These practices help connect home, community and classroom learning and ensure all students feel a sense of belonging.

“Classroom studies document the fact that underserved multilingual learners, students living in poverty and students of color routinely receive less instruction in higher order thinking and skills development than other students... This type of instruction denies students the opportunity to engage in what neuroscientists call **productive struggle** that actually grows brainpower.”

- Zaretta Hammond

# OUSD History and Social Studies Framework (TK-12)

April 2023

## ***Nurturing Empowering Narratives***

Dominant cultural narratives about our students and families are often deficit-oriented and limiting. These negative messages can be internalized by students, affecting their sense of cultural and academic belonging and determination. To promote narrative change, we must ensure that students see themselves and other members of their community represented in the curriculum through stories of creativity, resistance, collaboration and humanity. Rich texts should serve as both mirrors to reflect students' culture and experiences and windows into the backgrounds of others. We can also partner with students, families and community members to create and elevate stories that honor the brilliance, resilience and richness of our communities.

## **2. Evidence based TASKS *at the Core***

History and the social sciences are rooted in reading, writing, speaking and thinking. **The tasks that students do every day are the best predictors of the knowledge, skills and dispositions they will develop over time.** Therefore students must be engaging with rich historical and social science texts that build academic language and require to write and speak grounded in evidence (as a historian). To plan and assess history and social studies lessons, we ask three essential questions:

### **1. Does the lesson focus on high-quality text(s)?**

- Primary or secondary sources that are complex and grade appropriate
- Academic language used in context
- Sources that offer or present a diverse perspectives that provide an opportunity for a comparative analysis

### **2. Does the teacher employ questions and tasks that are text-dependent?**

- Questions require students to attend to the text and its unique features
- Daily text-dependent questions require students to use evidence from the text to demonstrate their understanding and support their ideas
- Evaluating texts from multiple perspectives considering speaker, occasion, audience, purpose, subject, and tone or Questions and task are organized to build on knowledge aligned to appropriate scaffolds to guide students to delve deeper.

### **3. Are all students provided an opportunity to engage in the task of the lesson?**

- Tasks are designed with a specific objective where students to the majority of the work
- High quality tasks that are designed to promote skill practice in reading, writing, thinking, speaking and collaboration.
- Student discourse, using evidence, responding to ideas from peers and the text

**This is our collective commitment — relevant and rigorous tasks for every student, every day!**



# OUSD History and Social Studies Framework (TK-12)

April 2023

## 3. ESSENTIAL COMPONENTS

### Inquiry

History is an inquiry into events and people and involves a process of asking questions about the past and making conclusions. Students use inquiry to understand the world around them, seeking out information, interpret multiple sources to develop a claim and take action accordingly.

An inquiry approach creates opportunities for students to explore evidence, ask questions, and practice using the same tools and ways of thinking that a historian. Students develop and defend informed positions of their own. This process prepares students to make sense of the issues they face in their contemporary world.

### Literacy

Students make meaning of the past by reading, discussing, and writing about complex texts - primary sources, secondary sources, and a variety of media created by historians and other social scientists. Students use investigations and questions to frame inquiry in order to unlock the meaning of these texts, students develop a critical understanding of our past and our world today.

Teachers embrace challenging texts from multiple perspectives as opportunities to reveal how language works, how historians and social scientists write, or how students can identify and critique an author's bias using historical sources that support their claim. These experiences support students to develop background knowledge, grow as critical readers, to produce stronger writing, and ultimately, to be able to independently read and interpret texts and media they encounter beyond the classroom.

### Responsive Content

Content reflects the expanding historical narrative. The trend toward globalization, breakthroughs in environmental history, and the impact of the science of genomes in uncovering the past are but a few examples of how our understanding of history-social science is changing. State laws, such as the 2012 FAIR Act, expand the narrative to include the history of people with disabilities and people with LGBT identities. Content should offer information that helps students answer essential questions by representing multiple perspectives, source reliability, and accessibility.

Culturally and community-centered content prioritizes student interest and identity. In the words of James Banks, strong teachers “make effective instructional use of the personal and cultural knowledge of students while at the same time helping them reach beyond their cultural boundaries”.

# OUSD History and Social Studies Framework (TK-12)

April 2023

History-social science content impacts student identity formation, and teachers' content choices seek to challenge the stereotypes and harmful ideologies that reinforce racism, sexism, heteronormativity, and ableism.

Teachers position students to do the work of historians and social scientists. Students learn from primary and secondary sources, grapple with content from multiple perspectives and form interpretations based on evidence, and how to place information in its appropriate context and connect it to issues of broader significance.

## Civic Engagement

Our students are the next generation of civic actors, and their history-social science education should, in the words of Paulo Friere, prepare them to “read the world,” That is, to use literacy and civic engagement as a tool to help students understand and engage with the world around them. Students connect the past to present issues, debate, and actively promote justice in local and global communities. Teachers support the development of our students' moral compasses by creating opportunities for students to discuss their responsibilities as members of society and how justice and the law may overlap or contradict one another. Historical examples of tactics and strategies for change serve as jumping-off points for discussion. Issues and people in the community play a central role in history-social science education, either by coming *into* the classroom as guest speakers or curriculum topics or by drawing students *out* of the classroom for field trips, field research, and actions.



# Attachment A:

# 10th-12th HS/SS Curriculum

# Proposal

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## Executive Summary

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In summer 2022, the Academics & Instruction team and the high school history social studies community were charged with selecting instructional materials for adoption across OUSD 10-12 history/social studies classrooms. The High School Social Studies Curriculum Adoption Committee, composed of a group of teachers and central leaders representing different areas, began work in Fall 2022 to review and identify materials that would best support OUSD high school students in engaging in rigorous and relevant social studies instruction throughout the district. The committee's review was based on evaluation of printed and online materials against local criteria determined through student and teacher engagements, as well as expert reviews of curricula under consideration. In Spring 2023, the committee recommended classroom-based piloting of instructional units for the two finalist curricula: Savvas MyWorld Interactive, and Teacher Curriculum Institute (TCI).

In the first semester of 2023, 14 teachers representing 9 of our high schools participated in the curriculum pilot, with each classroom piloting one or two of the curricula in consideration. In January 2024, pilot teachers voted to recommend TCI as the adopted high school history social studies curriculum. The newly adopted curriculum will be rolled out over the next three years, with 10th grade courses starting the curriculum in fall 2024. An Implementation Committee with teachers from across our high school programs will support roll-out planning.

## 2022-23 Materials Review

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### Context of the materials review

In 2007, Oakland Unified adopted social studies materials from three different publishers; 10th grade: World History: The Modern World c. 2007 (Pearson), 11th Grade: US History: American Anthem (Holt Rinehart, Winston) 12th Grade: Magruder's American Government c.2007 (Pearson) and 12th Grade: Contemporary Economics c. 2007 (Thomson) as the core history/social studies curriculum for high schools. Since that time, the Common Core State Standards for history social studies were adopted, which called for shifts in the way history/social studie is taught, in order to support students to be College and Career ready. There has not been an adoption of new materials since the adoption of the CCSS, and survey data from 10-12 history/social studies teachers in Fall 2022 showed that over 60% of teachers who completed the survey primarily used curricular materials that they developed themselves, in collaboration with colleagues or found on the Internet. Only 4.5% of teachers reported using the textbook for all units, with no teachers saying it was their primary social studies resource.

In the last few years, a wide array of CCSS-aligned curriculum has been made available from commercial publishers. The California State Board of Education, which has adopted social studies programs for K-8, has not adopted instructional materials for 10-12, giving local educational agencies the authority and responsibility to adopt instructional materials for use in high schools.

During the 2022-23 school year members of the Academics and Innovation department with feedback from teachers across grade-levels developed the K-12 social studies framework. The group worked together to utilize their expertise, personal experience as classroom teachers and the district's mission and vision to outline a shared framework that emphasizes Responsive Content, Inquiry, Literacy, Civic Engagement with the use of Equitable Practices. The K-12 social studies framework calls out the need to disrupt deficit thinking, leverage cultural and linguistic assets, nurturing and empowering narrative, and centers evidence based tasks at its core. Drafting this framework and rethinking how we teach social studies at the secondary level warrants an update not just in the resources used in the classroom, but most importantly a shift in our instructional practices that are student centered and aimed at exposing students to grade appropriate reading, writing and tasks to give them practice to master 21st century skills necessary for their lives after high school.

In this context, the Academics team was charged with leading an Instructional Materials Review in Summer 2022. As the process of identifying a new curriculum for high school social studies classes began in the summer and fall of 2022, the three core components of the K-12 Social studies Framework became the initial criteria used to assess the quality of history/social studies programs.

## Materials Review Process and Timeline

The Academics team began engaging the Oakland Unified high school Social Studies community around adopting materials for high school courses in fall 2022. Working under the charge to make a curriculum recommendation to the Superintendent and Board of Education in time for adoption and purchase for use starting in fall 2024, the Academics team solicited applications from teachers to join a High School Social Studies Curriculum Adoption Committee and began surveying district stakeholders about what they most wanted in an adopted primary Social Studies resource. What follows is a timeline of stakeholder engagements in this materials review process.

Date	Activity
<b>August-September 2022</b>	<p>Stakeholder Engagements</p> <ul style="list-style-type: none"> <li>• Visited Social Studies departments and meet with teacher leaders at all OUSD high school</li> <li>• Survey district stakeholders about priorities for an adopted primary Social Studies resource</li> <li>• Build vendor assessment tool for teacher steering committee to vet materials by content area</li> <li>• Recruit teachers to join a High School Social Studies Curriculum Adoption Committee</li> </ul> <p>Identify 10-12 programs for review:</p> <ul style="list-style-type: none"> <li>• Reach out to districts across CA to learn about their curriculum experience</li> <li>• Research independent curricula review of 9-12 social studies materials</li> <li>• Identify programs currently being used in OUSD high school social studies classrooms</li> <li>• Contact publishers to get review copies of materials</li> </ul>
<b>October 2022</b>	<p>High School Social Studies Curriculum Adoption Teacher Info Sessions</p> <ul style="list-style-type: none"> <li>• Understand the reasons and process for the high school social studies curriculum adoption</li> <li>• Give input on your priorities for curriculum features</li> <li>• Recruit for High School social studies Curriculum Adoption Committee</li> <li>• Continue to meet with high school social studies department to raise awareness about the adoption</li> <li>• Survey High school social studies teachers to learn what materials are currently used to teach the core courses.</li> </ul> <p>High School Adoption Meeting # 1</p> <ul style="list-style-type: none"> <li>• Review responses to Vendor Questionnaire</li> <li>• Convened steering committee to hear their 1st presentation</li> <li>• Steering committee members review materials and submit their assessment form.</li> </ul>
<b>November 2022</b>	<p>High School Curriculum Adoption Meeting #2</p> <ul style="list-style-type: none"> <li>• Review responses to Vendor Questionnaire</li> <li>• Convened steering committee to hear 2nd presentation</li> <li>• Steering committee members review materials and submit their assessment form.</li> </ul>
<b>December 2022</b>	<p>High School Curriculum Adoption Meeting #3</p> <ul style="list-style-type: none"> <li>• Review responses to Vendor Questionnaire</li> <li>• Convened steering committee to hear 3rd presentation</li> <li>• Steering committee members review materials and submit their assessment form.</li> <li>• Review steering committee form submissions to identify data trends</li> </ul> <p>High School Social Studies Curriculum Adoption Teacher Info Sessions</p> <ul style="list-style-type: none"> <li>• Provide updates about the steering committee process</li> <li>• Give departments time to look at resources previously reviewed by the committee</li> </ul>

	<ul style="list-style-type: none"> <li>Start the teacher pilot recruitment.</li> </ul>
<b>January 2023</b>	<p>High School Curriculum Adoption Meeting #4</p> <ul style="list-style-type: none"> <li>Review responses to Vendor Questionnaire</li> <li>Convened steering committee to hear 4th presentation</li> <li>Steering committee members review materials and submit their assessment form.</li> <li>Review steering committee form submissions to identify data trends</li> </ul> <p>High School Curriculum Adoption Meeting #5</p> <ul style="list-style-type: none"> <li>Review responses to Vendor Questionnaire</li> <li>Convened steering committee to hear 5th presentation</li> <li>Steering committee members review materials and submit their assessment form.</li> <li>Review steering committee form submissions to identify data trends</li> </ul>
<b>February 2023</b>	<p>High School Curriculum Adoption Meeting #6</p> <ul style="list-style-type: none"> <li>Review responses to vendor questionnaire</li> <li>Convened steering committee to hear 6th presentation</li> <li>Steering committee members review materials and submit their assessment form.</li> <li>Review steering committee form submissions to identify data trends</li> </ul> <p>High School Curriculum Adoption Meeting #7</p> <ul style="list-style-type: none"> <li>Review responses to Vendor Questionnaire</li> <li>Convened steering committee to hear 7th presentation</li> <li>Steering committee members review materials and submit their assessment form.</li> <li>Review steering committee form submissions to identify data trends</li> </ul> <p>High School Social Studies Curriculum Adoption Teacher Info Sessions</p> <ul style="list-style-type: none"> <li>Provide updates about the steering committee process</li> <li>Give departments time to look at resources previously reviewed by the committee</li> <li>Start the teacher pilot recruitment.</li> </ul>
<b>March 2023</b>	<p>High School Curriculum Adoption Meeting #8</p> <ul style="list-style-type: none"> <li>Review the data trends of all vendors</li> <li>Lead the steering committee through a structured conversation using data to identify 2 of the 8 vendors to elect for a pilot in the 2023-24 school year.</li> </ul>
<b>April 2023</b>	<p>High School Curriculum Adoption Meeting #9</p> <p>Schedule two pilot informationals for high school social studies teachers to attend to learn, provide an update and recruit teachers to participate in the pilot.</p> <p>High School Social Studies Curriculum Adoption Teacher Info Sessions</p> <ul style="list-style-type: none"> <li>Circled back to social studies departments to provide and update about the adoption process</li> <li>Teachers who attended social studies meetings received access to the 2 recommendations for pilot to conduct a self review.</li> <li>Worked with the two recommended vendors to organize the pilots to start in August of 2023.</li> </ul>

### *Committee Membership*

The Academics team received 10 applications from teachers to be on the High School Curriculum Adoption Committee for the initial materials review. All applicants were invited to join the committee, but not all were able to join given time conflicts. The 8-member committee included social studies teachers from Skyline, Oakland Tech, McClymonds, Fremont, Rudsdale and Ralph Bunche high schools.

The Academics team structured the process to focus on establishing criteria for 10-12 Social Studies curriculum and reviewing printed and online materials against these criteria in 2022-23, and a shift to piloting materials in the fall of 2023.

### *Establishing Criteria for Review*

To establish criteria against which to evaluate materials, the committee drew from surveys of teachers, site and central office leaders, and students about the features they valued in instructional materials, as well as the Social Studies and Literacy Framework.

#### *Teacher and Admin Survey Data*

22 teachers responded to the survey, identifying how important different criteria were to them in curriculum selection.

The top 3 priorities for teachers were:

1. Access to primary and secondary sources (86% ranked very important)
2. Opportunities to engage students at a high level (86% ranked very important)
3. Cultural relevance (81% ranked very important)

### *Criteria for Evaluating Materials*

Using data from the surveys and other engagements, and the High School Language and Literacy Framework, the committee organized criteria into four categories for evaluation:

- Meaningful Student Engagement
- Inquiry
- Skillful Language and Literacy Instruction

- Curriculum Usability, Design and Flexibility
- Access to primary and secondary sources
- Citizenship
- Usability
- Transformational Social Emotional Learning

### **Evaluation of Materials**

The Committee began with an initial list of 7 curricula, identified through EdReports.org, discussions with surrounding districts, and programs that teachers had used or were interested in exploring. The curricula on the initial list for review were:

1. *Gale National Geographic*
2. *Savvas MyWorld Interactive*
3. *Teacher Curriculum Institute (TCI)*
4. *NewsELA*
5. *McGraw Hill*
6. *Document Based Question Project*
7. *Facing History and Ourselves.*

### **Vendor Review Process**

In order to provide committee members with baseline information related to the above programs in consideration, and potentially eliminate programs that did not deserve to be considered for a pilot, the social studies coordinator provided the steering committee with a high school social studies curriculum rubric. This rubric was created with input from history teacher leaders as a standard against which to compare curricula. Teacher leaders synthesized the criteria from their knowledge of the 2016 CA History-Social Science Framework. It represents our OUSD hopes for a high quality, framework-aligned curriculum adoption that meets the needs of our diverse students and supports teachers in their long term and daily planning and instruction. We also acknowledge that no single curriculum will be able to meet all criteria, and that ongoing collaboration and teacher input will be necessary to our work. The criteria used at this stage were designed to be easy to assess, but baseline to any program we would consider for use in OUSD.

### **Content:**

**Primary and Secondary Sources:** The curriculum includes consistent access to lessons that incorporate. primary and secondary sources.

**Cultural Relevance:** Materials reflect multiple sources and perspectives. Includes histories of people of color and challenges

### **Inquiry:**

**Curriculum Design:** Backwards-design curriculum Curriculum can be organized around recurring themes Inquiry questions create opportunities to draw connections to the present and students' experiences

**Student Engagement:** Includes varied activities including hands-on and original/meaningful, student generated projects that are guided throughout the curriculum. Discussion prompts and protocols are woven into curriculum

**Meaningful Assessments:** High quality formative and summative assessments with a variety of DOK. As according to UDL principles, provides for multiple means of expressing learning, i.e. varied culminating projects (not all essays)

### **Literacy**

**Common Core Alignment:** Opportunities to read complex, grade level texts and reading at student independent level. Lessons provide explicit instruction and repeated practice of reading and writing strategies in the discipline.

**English Language Development (ELD) Alignment:** Lessons incorporate language resources (e.g. sentence frames, tier 2 and tier 3 vocabulary, concept maps, etc.

**Access and Equity:** Differentiation of supplemental materials accessible to all students. Lessons have built in differentiation options for ELLs and students with IEPs

### **Usability**

**Ease of use for Teachers:** Could serve as an anchor text for instruction. Lessons as written would support a new teacher. Materials can be flexibly used or modified by seasoned teachers (lesson resources such as graphic organizers are editable). Includes digital supplements.

### **Transformational Social Emotional Learning (SEL)**

**SEL Alignment:** Opportunities to develop Identity/Self Awareness by identifying personal, cultural, and linguistic assets and examining prejudices and biases. Opportunities to develop Belonging/Social Awareness by engaging in healthy interactions, and taking the perspectives of diverse people.

### **Citizenship**

**Support for Civic Engagement:** Includes opportunities to make connections between historical content and current events. Opportunities for students to discuss and practice civic values along with course content

Data from each review submitted by the teachers were captured in a google form. The social studies coordinator organized the data from the tool to create a visual heat map to help teachers see where each vendor presentation and assessment of the materials fared. This allowed the

steering committee to identify which vendors to recommend to be piloted in the 2023-2024 school year.

In addition to the deeper review of materials, the social studies coordinator went to high schools social studies department meetings to present information about the process and the programs in consideration, giving teachers time to look at program materials and assess the programs for themselves. Additionally, the social studies coordinator attended High School Principal Professional Learning sessions to share updates and solicit site leaders support to recruit social studies teachers to participate in this process and to raise awareness about the importance of this work in service of supporting students and teachers. Teachers received surveys to assess their instructional needs, what they would like to see in a new curriculum in addition to what resources they currently used to teach their course(s).

**Overall, how would you rate this program? Would you recommend that OUSD use this program for all high school English classes?**

This process engaged:

- Over 60 Social teachers in OUSD high schools.
- 40 teachers responded to the instructional needs assessment.
- High school principals were encouraged to attend vendor presentations.

The High School Social Studies Curriculum Adoption Committee reviewed survey data and comments, as well as their own investigations of the curricula.

*Selection of Materials for Piloting*

At the end of the 7 vendor presentations, the committee voted to pilot 2 programs in the fall of the 23-24 school year: Teacher Curriculum Institute (TCI) and Savvas Myworld Interactive.

- TCI scored well with teachers due to the curriculum providing multiple ways to engage students on a consistent basis, curriculum design, ease of teacher use, and variety of primary and secondary sources.
- Savvas Myworld Interactive was recommended by the committee for pilot due to its access to primary and secondary sources, civic engagement, student engagement and curriculum design.

## Fall 2023 Curriculum Pilot

### Pilot Timeline and Process

In Spring and Summer 2023, the social studies coordinator recruited teachers to participate in a pilot of our two finalist programs: Teacher Curriculum Institute and Savvas MyWorld Interactive. Pilot teachers participated in a 1 or 2-day in person training that included an overview of the piloting process and each curriculum being piloted, and curriculum-specific training from each provider. During the pilot, participating teachers engaged in meetings to get support from curriculum providers, share feedback with the larger committee, and reflect on their experiences using student work and videos of classroom practice.

Below is a timeline of key events for the fall 2023 piloting process:

Date	Activity
<b>March-April 2023</b>	Piloting Recruitment <ul style="list-style-type: none"> <li>Recruit a team of piloting teachers reflecting a broad cross-section of schools, grade levels, and teaching experience</li> </ul>
<b>June-July 2023</b>	Piloting Coordination <ul style="list-style-type: none"> <li>Work with each vendor to organize Pilot orientation, PD and scheduling support dates for each cycle</li> <li>Schedule shipment of materials to each participating teacher's school site</li> <li>Sent communications to teachers about PD dates, pacing guides and reminders about PD sessions</li> </ul>
<b>August-September 2023</b>	Pilot Orientation and Cycle One Training: TCI <ul style="list-style-type: none"> <li>Scheduled and facilitated Pilot teacher orientation               <ul style="list-style-type: none"> <li>Build Community among pilot teachers</li> <li>Review pilot expectations</li> <li>Review pilot process</li> <li>Review pilot timeline</li> </ul> </li> <li>Scheduled in person TCI training               <ul style="list-style-type: none"> <li>Teachers get oriented to online content and value of the teacher handbook.</li> </ul> </li> <li>4 week TCI pilot begins</li> </ul>
<b>September - October 2023</b>	Cycle One Pilot <ul style="list-style-type: none"> <li>Scheduled classroom visits to observe the teaching and student experience</li> <li>Captured images and anecdotal notes of the experience</li> </ul> Piloting/Adoption Monthly Committee Meeting #1 and #2: Reflection on Pilot Curriculum #1 <ul style="list-style-type: none"> <li>Teachers shared their experiences,</li> <li>Office hours were scheduled for teachers to connect with the vendor to provide feedback and receive support</li> </ul> Classroom Visits and Data Collection <ul style="list-style-type: none"> <li>Continued to visit classrooms to capture anecdotal data</li> <li>Teachers and students were given a survey to capture their experience with TCI</li> </ul>
<b>October-November 2023</b>	Cycle Two Pilot: Training Savvas MyWorld Interactive <ul style="list-style-type: none"> <li>Two training sessions were provided to prepare teachers for the 2nd cycle.</li> </ul> Classroom Visits and Data Collection

	<ul style="list-style-type: none"> <li>Classroom visits and teacher interviews were scheduled</li> </ul> <p>Piloting/Adoption Monthly Committee Meeting #2 and #3: Reflection on Pilot Curriculum #2</p> <ul style="list-style-type: none"> <li>Teachers shared their experiences,</li> <li>Offices hours were scheduled for teachers to connect with the vendor to provide feedback and receive support</li> <li>Surveyed the larger teacher community to collect data to inform our selection.</li> </ul>
<b>November-December 2023</b>	<p>Piloting/Adoption Committee Meeting #4: Teacher Reflect 1</p> <ul style="list-style-type: none"> <li>Teachers met in their course team reflection session to identify pluses and deltas of each curriculum</li> <li>Central office staff and high AP's and instructional coaches attended a vendor presentation</li> </ul> <p>Final Survey and Empathy Interview Collection</p> <ul style="list-style-type: none"> <li>Individual interviews with piloting teachers and participating students</li> </ul>
<b>January 2024</b>	<p>Piloting/Adoption Committee Meeting #5: Deliberation and Final Recommendation</p> <ul style="list-style-type: none"> <li>Review qualitative teacher and student feedback</li> <li>Use a consensus protocol to come to a final decision about which curriculum to recommend to the board</li> </ul>

## Student and Teacher Reflection Data

As the pilot cycles came to an end, the teachers completed a reflection to identify pluses and deltas of each curriculum. The criteria of the pluses and delta reflection process are as follows; Curriculum Design, High Expectations, Student Engagement, Access to Complex Text and Teacher Usability. Prior to the January deliberation meeting, the pilot team met to share and compile their pluses and deltas within course teams.

Over 300 students completed a qualitative survey to account for their experience for both TCI and Savvas MyWorld. The criteria for this survey are as follows; What did you like most about the program(s), What did you like least about the program(s), Did the lessons help you engage in reading, writing, speaking and class discussion, Did you feel like the texts and materials were engaging and help you understand the content? Overall which of the two vendors would you recommend for adoption?

## Qualitative Themes from TCI Surveys and Empathy Interviews

Both teachers and students were asked to respond to several free response questions in relation to the programs they piloted. These responses teachers and students made about their experiences working with TCI materials made it clear as to why this vendor should move to a board recommendation to become the adopted curriculum for grades 10-12 social studies courses.

### Teacher Survey Themes:

### **Curriculum Design:**

- Interactive classroom activities were engaging for students
- Clear instructional guide Essential questions teacher moves, how to use the text.
- Lessons have flexible teaching options
- Built in classroom activities in all lessons
- Units and lesson use common language: Preview, Activity, Vocab and Process
- Slide decks are built and ready for immediate use.
- Teacher toolkit available for pacing, suggestions on how to teach

#### **Student Engagement:**

- The processing activity at the end of each lesson is student centered.
- Requires students to produce, reflect on their learning.
- Consistent intentional opportunities to get students to read, write, think and participate.
- Intentional opportunities for students to collaborate and share their thinking.

#### **Access the Complex Text:**

- Includes a lot of primary source materials that are built into the curriculum.
- Supplemental texts are available
- All readings are grade level appropriate and standards aligned.
- Pictures and graphs also have audio features available. Multiple languages offered.

#### **Teacher Usability:**

- Teacher user friendly with the lesson plans
- Liked the powerpoint slide that students can access as we discuss the material. Also

liked that the activity was provided on that powerpoint.

- User-friendly especially for first year teachers

### **High Expectations:**

- The interactive notebook to engage with the reading. The questions are more history focus or process oriented
- Objective is clear and the activity is aligned to that objective.
- Guiding questions provided for each unit. Wide range of question response formats at the end of each section
- Texts and tasks were grade-level? (Though all/ primarily secondary source textbook narratives).
- Units and lessons are designed for students to read and write consistently.

### **Student Survey Themes-What I liked most about TCI**

#### **Student Engagement:**

- "It helped me learn in an efficient way."
- What I liked most about this program is that we get to learn a lot about history and the people who made big impacts that led to the outcome that still affects today's society.
- I like how it includes current events and past events constantly and consistently
- I like the videos, they are quick and very informative. I also enjoy that I can zoom in on the pictures.
- Helps students and allows them to get deeper into certain history topics.
- Doing fun activities, meeting new people and learning things to unlock learning.
- Activities allowed me to work with other students and understand the work.
- I liked TCI's mini-activities mid text. It facilitates reflection of what I just read.
- I like the TCI readings + reflection questions that made sure that we remembered what we learned.

**Access the Complex Text:**

- “I think it covers information well and is very clear. I also like how you can change the reading setting to make it easier or harder.”
- “I liked that there were different sections so I could do the work in parts.”
- “It’s detailed and you can hear the reading.”

**Student Usability:**

- “I like that there are different ways to interact with the text, either by annotating it, having it read to you, or how there are interactive games after each lesson/unit.”
- “It’s very interactive which makes it easier for me to obtain the knowledge I am being taught. I like the pre-quiz/game that I can take and that it makes flash cards”.
- “It’s not confusing or all over the place. I like how I can access material easily”.
- “I can see my assignments easily and can login directly through clever”.
- “I can see my assignments easily and can login directly through clever”.
- “It’s really organized and it gives an easier way to read articles and answer them”.

**Committee Evaluation of Teacher Curriculum Institute (TCI):**

Upon review of the artifacts from the curriculum pilot, the committee named the following strengths and opportunities of adopting TCI:

- Engages students in authentic learning activities authentically
- Consistent opportunities for students to grow as readers, speakers, and writers.
- Built in support for teachers of all years of service.
- Helps to create consistency and collaboration of teachers across the district.

The committee also named some weaknesses and risks:

- Given the high level of challenge in implementing the curriculum, OUSD would need to invest heavily in teacher professional learning and supports, focused on:
  - Navigating TCI units and lessons
  - Scaffolding and pacing guidance to support student access to texts and tasks

**Final Recommendation**

Ultimately, the committee agreed that TCI's strength and support for teachers to facilitate meaningful learning social studies experiences outweigh the weaknesses. Many of the weaknesses can be attended to through ongoing professional learning and collaboration, as well as the feedback offered to the curriculum designers throughout the revision of the next edition of the curriculum.

It is the recommendation of the 10-12 Social Curriculum Adoption Committee to proceed with the adoption of Teacher Curriculum Institute across our high school programs, and to begin implementation of the 10-11th grade curriculum in the fall of 2024, with an additional grade level rolling out each subsequent year.

Thank you for the consideration of our proposal.

Submitted by the High School Social Studies Curriculum Adoption Committee

**2022-2023 Social Studies Steering Committee**

Paul Murphy, Oakland Tech High School  
Elizabeth Haugen, Oakland Tech High School  
Patrick Friedman, Oakland Tech High School  
Michelle Xia, Skyline High School  
Matt Caniglia, McClymonds High School  
Navjeet Banga, Bunche Academy  
Alfredo Gutierrez, Rudsdale Continuation School  
Leo Lobertracey, McClymonds High School

### **2023-2024 High School Social Studies Piloting Team**

Alexander Rounds, Madison Park High School  
Andres DeRosales, MetWest High School  
Roberta Rodriguez-Havens, MetWest High School  
Patrick Friedman, Oakland Technical High School  
Joshua Harris, Fremont High School  
Meredyth Floyd, Fremont High School  
Darielle Vigay, McClymonds High School  
Derek Eure, McClymonds High School  
Isabel Toscano, Oakland High School  
Megan Ong, Oakland High School  
Corbin Dodd, Skyline High School  
Lydia Ropp, Skyline High School  
Kisasi Brooks, Skyline High School  
Kameelah Rahmaan, Skyline High School

### **Central Office Staff Support and Consultation about the Adoption**

Vonzele Reed, Office of Academics  
Dr. Zaia Vera, Office of Academics  
Lizzie Humphries, Linked Learning  
Jamal Muhammad, Office of Equity  
Claire Fisher, Office of Academics  
Sonia Hansra, ELLMA Office  
Steven Raser, Special Education Department  
Berta Guillien, MetWest TSA

# Appendices

## Appendix A: OUSD Social Studies Framework

# OUSD Social Studies Framework

Summary 1-Pager [[Full-length version](#)]

### About the Framework:

#### Purpose and Vision

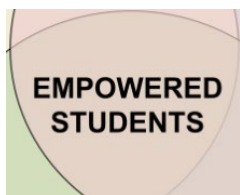
The study of history and the social sciences is essential to preserving human dignity, justice and democracy. Courses encourage students to be introduced to human cultures through an understanding of the universal concerns among people who differ in many respects. The varied course selections and graduation requirements reflect these goals. The diversity of the OUSD student body is a unique asset for teaching history and social studies.

Through inquiry, literacy, content and civic engagement students are given opportunities to exchange ideas, and to learn the facts, concepts and skills necessary to become effective citizens. Through Social Studies, students learn to explore and think critically about the world around them, ultimately becoming engaged and contributing members to their community.



In OUSD our history / social studies curriculum is rooted in learning about our community and aligned to the [California History-Social Studies Framework](#). History / Social Studies instruction is: Based in equity practices, evidence based tasks, and the essential components of inquiry, literacy, content, and civic engagement.

### At the Center/Our Why: Empowered Students



We envision each student graduating from OUSD:

- Grounded in their own story
- As a joyful reader
- Equipped with college- and career-ready reading, writing, listening, and speaking skills
- Critically literate, and ready to create change in the world and in their communities

### How do we get there?

#### In the Classroom: Three Components of Equitable Literacy Instruction

These three elements overlap and reinforce one another. Effective and equitable instruction results from the combination of these three elements, not from any one of the elements in isolation.

#### High Expectations with High Support

# High Academic Expectations & High Support

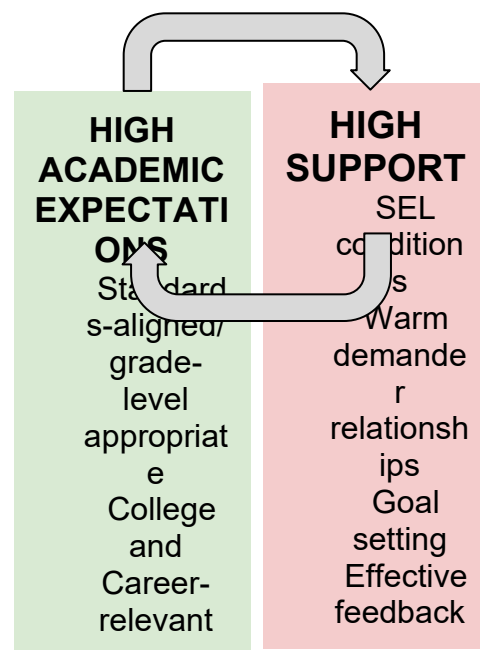
- The **tasks** that students do every day are the best predictors of the knowledge, skills, and dispositions they will develop over time.
- The [Common Core State Standards for Literacy](#) were backwards-mapped from college and career-level texts and tasks - so aligning daily tasks to **grade-level standards** is one of the most powerful shifts teachers can make in service of students' access to college and career.
- To rise to the challenge of grade-level tasks, students need the support of strong **warm-demonstrator relationships** with their teachers, SEL conditions in the classroom, and **appropriate scaffolds**.
- See examples and further resources in the [full-length framework](#)

## Culturally Relevant, Responsive, and Asset-

### Based Pedagogy

# Culturally Relevant, Responsive, & Asset-Based Pedagogy

- **Asset-Based Pedagogies** such as culturally relevant and responsive teaching and Universal Design for Learning (UDL) are rooted in the belief that students bring rich knowledge, skills, and language into the classroom, and that teaching is most effective when educators recognize and build off of these assets in their instruction. These pedagogies are a direct response to the deficit-based narratives we internalize as a result of racism, sexism, ableism, etc., and require educators to engage in critical self-reflection about their own beliefs.
- Culturally relevant and responsive teaching ensures that students' **identities and cultures** are reflected in classroom **content and practices**. In literacy instruction, this might look like selecting relevant texts, engaging in communal reading and discussion, or embracing multiple forms of literacy.
- Universal Design for Learning leverages students' assets by offering **multiple means** of engagement, representation, and action/expression.
- See examples and further resources in the [full-length framework](#).



### Equity Learning Questions

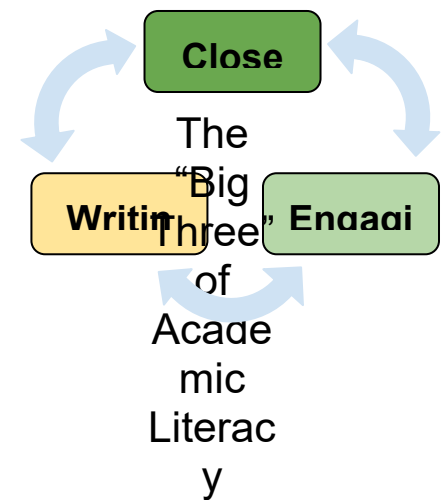
How can we build <b>Empowering Narratives</b> off/for our students?	How do we identify and counter deficit thinking with <b>Asset-Based Practices</b> ?
How can we integrate students' <b>Linguistic and Cultural Assets</b> into instruction?	What does <b>Self-Work</b> look like for me/my team?

## Skillful Language and Literacy Instruction

- Students grow their language and literacy skills through practice. Skillful teachers embrace, rather than shy away from, opportunities for students to stretch their

## Skillful Language & Literacy Instruction

- skills and engage with challenging texts, concepts, and tasks.
- Students need daily opportunities to practice “The Big Three” of academic literacy:
  - Close reading of complex texts
  - Academic discussion
  - Writing with evidence
- Teachers support ELLs and ALLs (academic language learners) by amplifying (not simplifying) the language of texts and tasks **before, during, and after reading**
- Teachers can also support **knowledge and vocabulary** by teaching units that focus on one topic deeply, and providing students with text sets - a series of texts (including multimedia sources) related to the same topic.
- When students aren’t comprehending when they read, teachers can employ Tier 1 strategies that support **fluency and comprehension**.
- See examples and further resources in the [full-length framework](#).



## Beyond the Classroom: Essential Conditions

## Essential Conditions

Educators alone cannot address our literacy inequities. The entire system must be in alignment in order to support our students. The following conditions are necessary to make the three components of instruction possible:

- Collective responsibility:** From our central office, to our classrooms, to our families - all adults must take responsibility for students’ language and literacy development.
- Student and family partnerships:** We must build strong partnerships with our students and families, grounded in mutual trust and respect, with the shared goal of supporting student learning.
- Foundational and sustaining professional development:** If we expect all teachers to implement the practices described above, we must support them with foundational and ongoing training that is high quality, differentiated, and whenever possible, led by their peers.
- Aligned curriculum:** Similarly, as we adopt new curriculum materials for ELA and other subject areas, we must consider both rigor (alignment with the demands of college and career as well as student aspirations for their future; resources for supporting language development) and relevance (alignment with the identities, cultures, experiences, and interests of our students).

## Appendix B: High School Social Studies Curriculum Adoption Committee Agendas

### 10/06/22 High School Curriculum Adoption Meeting

#### Steering Committee Informational [Slide Deck](#)

Time	Topic	Outcome
4:00-4:10	Introductions- (Share about feelings regarding recent wave of violence) Share who you are and what school and courses	To build community and acknowledge the the impact of violence in our learning communities

	you teach.	
4:10-4:20	5 things about you (partnered in break out rooms)	To build community among colleagues across the district
4:20-4:25	Team Norms:	To establish trust, accountability and equity of voice
4:55-5:00	Break	Brain Break
5:00-5:05	Review Goals and Timeline	To focus on the steering committee objectives
5:05-5:50	Rubric review and practice activity & Textbook practice debrief	To provide the team an opportunity to practice with the tool.
5:50-6:00	Logistics and next steps	To ensure all are on the same page and have appropriate info for up and coming meetings/

**10-27-22**

**Steering Committee Presentation Gale National Geographic [Slide Deck](#)**

Time	Topic	Outcomes
4:00-4:10	Introductions, Norms, Timeline	Focus the teams attention on the task and deliverables,  Build trust and accountability
4:10- 4:40	National Geographic Presentation	Here the overview and unique qualities of the Gale National Geographic curriculum
4:40- 4:45	Break	Brain Break

4:45-4:50	Rubric review	Review how to complete the rubric form and to answer and clarifying questions
4:50-5:55	Curriculum Review and Assessment <a href="#">RUBRIC</a>	Begin reviewing National Geographic materials
5:55- 6:00	Closing/identify meeting location for November	Set a calendar and location for the next meeting.

**November 10th 2022**

**Teacher Curriculum Institute Presentation**

Time	Task	Outcome
4:00-4:10	Arrival/Food	Nurishment
4:10-4:15	<b>Check in Question:</b> Favorite Activity when it rains?	Build community and acknowledge who is in the room
4:15-4:45	TCI Presentation: Christy Sanders TCI Rep	
4:45-4:50	Break/Eat	Brain Break
4:50-6:00pm	Review Materials <a href="#">Vendor Questionnaire Responses</a>  <a href="#">Vetting Form</a> Remember to Click TCI  Materials <a href="#">Access</a>  <a href="#">Attendance form</a>  Who will review US History World History Government Economic	
6pm	Closing Next Month's Meeting December 8th 4-6pm in-person same location.	

**12-08-22-Savvas My World Presentation**

Time	Topic	Outcomes
4pm-4:10	Welcome to all Savvas introduction to team Team shares their name school and subject they teach	Introduce the committee to the Savvas team
4:10-5pm	Savvas presents about their socials studies materials Q&A	Learn about Savvas Platform and curriculum
5-6pm  Call will end after presentation Please complete review of materials and participation form by 12/14/22	Team reviews online materials  Note-Click My library to review playlist  <a href="#">Vetting Form</a>  <a href="#">Participation Form</a>  <a href="#">Savvas Online Access</a>  <a href="#">Vendor Questionnaire</a>  Brenda's email: Brenda.carlson@savvas.com	Work time to assess the Savvas materials
	Closing	Share appreciations and next steps

**01-12-23-McGraw Hill Presentation**

Time	Topic	Outcomes
4:00-4:10	Check-in with the Team?  One word to describe this process?  Who is going to review what subject?  Begin to rank the vendors?  Remember our Why?	Build community and create space for reflection
4:10-4:50	McGraw Presentation/Q&A	Learn about the McGraw hill curriculum

4:55-6pm	Materials Review <a href="#">Vetting Form</a> <a href="#">Participation Form</a>	Work time to complete the course review

### 01-26-22-NewsELA Presentation

Time	Topic	Outcomes
4:00-4:15	Check in Question: Favorite meal to eat during winter months?  Rank your top two vendors thus far.  Facing History update.	Build Community
4:10-4:50	NewsELA Presentation/Q&A	Learn about the NewsELA curriculum
4:55-6pm	<b>Debrief and next steps</b>  Pros about NewsELA Cons about NewsELA  Any Follow up questions for NewsELA.  Meetings with your departments.  23-24 SY pilot recruitment <b>Due Date to complete the review Feb 3rd</b>  <a href="#">Vetting Form</a>  <a href="#">Participation Form</a>  <a href="#">NewsELA Presentation</a>  <a href="#">NewsELA Access</a>	Check-in about the materials review and work time to complete curriculum assessment
	Appreciations	

## 02-09-23- The DBQ Project

Time	Topic	Outcome
4:00-4:30	<p>Team Check-in: What is exciting about identifying new materials for social studies? What is challenging about identifying new materials for social studies?</p> <p>4-4:30-Check-in with the group.</p> <p>What two vendors would you eliminate at this point? Share in the chat. <a href="#">Data</a></p> <p>DBQ Access email</p>	Build community and reflection about our work thus far
4:30-5:15	DBQ Project Presentation	To learn about the DBQ material
5:20-6pm	<p>Debrief and Next steps</p> <p><a href="#">Vetting Form</a> <a href="#">Participation Form</a> <a href="#">DBQ Website</a></p>	Reflection on the presentation and work time to begin the course material review

## 02-16-23 Facing History Presentation

Time	Topic	Outcomes
4pm-4:10	Attendance/Team Check: 2 minutes of Silence	Build community and focus
4:10-4:25pm	Review the <a href="#">materials data</a> : What is another vendor we can eliminate from our list?	Discuss the previous presentations and reflect on our work thus far
4:25-4:30	<p>Next meeting dates 03/02 03/30</p> <p>Please work with me to schedule a time to meet with your colleagues/departments before the 30th</p>	Discuss next steps after our vendor presentations
4:30-5:30	Facing History Presentation	Learn about the Facing History

		Social Studies materials
5:30-6pm	Debrief/next steps	Reflect on the facing history presentations
	<a href="#">Vetting Form</a> <a href="#">Participation Form</a> <a href="#">Publisher Questionnaire</a>	

03-09-23

### High School Social Studies Pilot Selection Meeting [Slide Deck](#)

Time	Topic	Outcome
5 minutes	Check in	Build Community
10 minutes	<ul style="list-style-type: none"> <li>Revisit our Why for adopting new curriculum</li> </ul>	Review our purpose and objective for this adoption
10 minutes	<ul style="list-style-type: none"> <li>Connecting the opportunity myth to our work</li> </ul>	Ground ourselves in research to provide context
10 minutes	<ul style="list-style-type: none"> <li>Review the presentation data</li> </ul>	Review data to support making an inform decision of which vendors to recommend for a pilot
20 minutes	<ul style="list-style-type: none"> <li>Identifying 2 vendors and one supplement to pilot</li> </ul>	Narrow our focus to identify two vendors who meet the OUSD criteria
5 minutes	<ul style="list-style-type: none"> <li>Piloting next steps</li> </ul>	Raise awareness about pilot process and next steps

### High School Pilot Recruitment Informational

April 18th and April 27th 2023 [Slide Deck](#)

Time	Topic	Outcomes
10 mins	<ul style="list-style-type: none"> <li>Welcome-Instros and check-in</li> </ul>	Build community and connection

10 minutes	<ul style="list-style-type: none"> <li>Some context about the adoption/pilot process</li> </ul>	Bring teachers up to speed about the work
10 minutes	<ul style="list-style-type: none"> <li>Pilot timeline</li> </ul>	Share the dates and deliverables for each pilot cycle
10 minutes	<ul style="list-style-type: none"> <li>Vendors we will work with</li> </ul>	Provide opportunity to learn about why vendors were selected
10 minutes	<ul style="list-style-type: none"> <li>Teacher Pilot Expectations</li> </ul>	Create transparency about what teachers can expect and what is expected of them.
10 minutes	Questions and next steps	Clarify ant misconceptions and review what was discussed.

### Pre Pilot Check-in

August 15th 2023 [Slide Deck](#)

Time	Topic	Outcomes
5 minutes	Introduction and Check-in	Meet other colleagues around the district and build community
15 minutes	Objective and Overview of the Pilot Process	Ground the team in our work
10 minutes	Pilot Cycle and Important dates	Provide a heads up about

		important dates for meetings and office hours
10 minutes	Post Pilot Overview	Establish transparency about the pilot objective
15 minutes	Course team break out rooms	Allow for course teams to meet and decide on unit to teach for cycle II
5 minutes	Closing and Appreciation	Share and acknowledge people and their contributions to this work

**Pilot Reflection 11-29-23** [Slide Deck](#)

Time	Topic	Outcomes
5 minutes	Introduction and Check-in	Meet other colleagues around the district and build community
15 minutes	<p>Zoom Polls</p> <p>I used the TCI materials in each pilot with fidelity (Agree or Disagree)</p> <p>I used the Savvas materials in each pilot with fidelity (Agree or Disagree)</p> <p>Which vendor's materials did you see a positive shift in student participation? TCI or Savvas</p> <p>I believe my department would choose... TCI or Savvas</p> <p>Which vendor would you continue to teach with for the remainder of the year? TCI or Savvas</p>	Take a temperature of what teachers would recommend for adoption
10 minutes	2x2 Reflection	Create space for teachers to reflect on their piloting experience in pairs
10 minutes	Course Team Reflection	Create space for teachers to reflect in their course teams

15 minutes	Whole Group Share Out	Allow for other teachers to learn from one another from different content areas
5 minutes	Pilot Next Steps/ Appreciations	Set the focus on next steps and share and acknowledge people and their contributions to this work

## High School Social Studies Adoption Deliberation

### 01-25-24 [Slide Deck](#)

#### Outcomes

1. Build Community and reflect on our work
2. Review data from stakeholders to inform our decision
3. Remember our why
4. Come to consensus using a consensus protocol

Time	Topic	Outcomes	Notes
(On Going)	Arrival & Food	Nurishment	
4:10-4:15 <b>5 mins</b>	Check-in Question	Building Community	
4:15-4:25 <b>10 mins</b>	Pilot adoption Summary of Events	Provide context and review of the adoption process	
4:25-4:35 <b>10 mins</b>	Framing the WHY	To provide context to why this work is happening	
4:35-4:55 <b>20 mins</b>	Qualitative Data Dive	Review data to help make an informed decision to reach consensus	
4:55-5:15 <b>20 mins</b>	Level Up & Share Out	Collaborate with colleagues to make a prediction of each vendors impact on students and teachers	<p>Amazing summary:</p> <ul style="list-style-type: none"> <li>• SAVVAS works for when teachers already know what they're doing; provides lots of options and materials w/o "strict" guidelines;</li> <li>• TCI seems to have the structure that new teachers need and provide opportunities for students to work together and real-world application</li> </ul> <p>Awesome summary:</p>

			<ul style="list-style-type: none"> <li>• SAVVAS has high quality/interactive materials for [veteran] teachers to pull from; information was organized, which made it potentially easier for students to locate relevant info</li> <li>• TCI is organized and easy to follow (new teachers)</li> </ul> <p>Other factors:</p> <ul style="list-style-type: none"> <li>• Common assessments or other components that might help us advocate at sites and larger network</li> <li>• We have the ability to make adjustments—we aren't looking for full fidelity</li> <li>• <b><i>How we actually roll out the curriculum and ways we support teachers is going to have biggest impact on students</i></b></li> <li>• The mapping provided for SAVVAS was for pilot purposes; not something built into curriculum guides</li> <li>• Which option puts the student voice at the center of learning?</li> </ul>												
5:15-5:20 <b>5 mins</b>	Break	Brain break to recharge and take space from the group													
5:20-5:35 <b>15 mins</b>	Consensus Building/Voting	To come to a collective decision on a recommendation for adoption.	<p>Vote (9 teachers):</p> <table border="1"> <thead> <tr> <th></th><th>Up</th><th>Down</th><th>?</th></tr> </thead> <tbody> <tr> <td>SAVVAS</td><td>2</td><td>1</td><td>6</td></tr> <tr> <td>TCI</td><td>5</td><td></td><td>4</td></tr> </tbody> </table> <p><b>Reservations and Questions:</b> SAVVAS</p> <ul style="list-style-type: none"> <li>• Best for me, but NOT necessarily for the order/rest of teachers++</li> <li>• This provides resources</li> <li>• If we go with this, then A&amp;I and SS team will need to create guide similar to what we got for pilot</li> </ul>		Up	Down	?	SAVVAS	2	1	6	TCI	5		4
	Up	Down	?												
SAVVAS	2	1	6												
TCI	5		4												

			<ul style="list-style-type: none"> <li>• Assignments get “pushed out” quickly and as-is</li> </ul> TCI <ul style="list-style-type: none"> <li>• Hard time accessing e-materials (user interface), but students seem to navigate easily</li> <li>• PD needs to address technical issues (less of an issue with SAVVAS)</li> <li>• Teacher has opportunity to see draft before something is assigned to Google Classroom</li> </ul>
5:35-5:40 <b>5 mins</b>	Pilot Adoption Next Steps	Provide information about implementation and opportunities to support	
5:40-5:45 <b>5 mins</b>	Appreciations and Closing	Show gratitude and thanks and complete forms for feedback and compensation.	

## Appendix C HS Family Engagement- Instructional Listening Session

**February 22, 5-6 pm**

Join Zoom Meeting:

<https://ousd.zoom.us/j/81138741818?pwd=T0pNdmx0RHNRtU14R3IzQjI0cTlGZz09>

Outcomes:

- Discuss our hopes and dreams for college and career success with high school families to learn more about their experience and feedback
- Present future curriculum adoptions to share key information.
- Listen to high school families to gather feedback and questions

<u><a href="#">Deck for the session</a></u>	
Time	Agenda
5 minutes  Claire	<b>Opening:</b> <ul style="list-style-type: none"> <li>• Welcome!</li> <li>• Outcomes, norms, and translation support</li> <li>• In the chat: What is a hope or dream you have for your child after they graduate from OUSD?</li> </ul>
10	<b>HS Experience Panel</b>

minutes Sara	<ul style="list-style-type: none"> <li>What were your family's hopes and dreams for your child for college and career success after high school?</li> <li>In what ways were your children prepared to meet their goals?</li> </ul>
20 min. Claire	<p><b>Focus Groups round #1- listening session, Hopes and Dreams</b></p> <ul style="list-style-type: none"> <li>Break out groups of 5-8 people a piece</li> <li>Central office in partners, one facilitates and one takes notes</li> </ul> <p>Key questions:</p> <ul style="list-style-type: none"> <li>What are your hopes and dreams for your child for college and career success after high school?</li> <li>How well do you feel like they are being prepared to meet those goals?</li> </ul>
10 min Claire Vonzele Chris	<p><b>Current State of Instruction in High Schools</b></p> <ul style="list-style-type: none"> <li>Claire presents some key information around the state of high school instruction <ul style="list-style-type: none"> <li>"Why" are we making a change in high schools</li> <li>What are our hopes and dreams for our high school students</li> </ul> </li> <li>Presentation around curriculum adoptions: <ul style="list-style-type: none"> <li>Biology</li> <li>History</li> </ul> </li> </ul>
10 min Team	<p><b>Focus Groups round #2- listening session, curriculum feedback</b></p> <ul style="list-style-type: none"> <li>What have you noticed about what your child is currently learning? <ul style="list-style-type: none"> <li>What have you noticed specifically around their History or Science courses?</li> </ul> </li> <li>What would you like to be happening in your child's classes? This can include anything about curriculum.</li> <li>What other feedback or questions do you have around the curriculum, either current or future adoptions?</li> </ul>
3 min Nicole and Sara	<p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>We want to engage high school families more in the work of improving our high schools- please support this effort! <ul style="list-style-type: none"> <li><b>Offerings:</b> <ul style="list-style-type: none"> <li>site supports-FE Linked to Learning; SSC, SELLS, Affinity Committee's, Tier 1 family engagement structures (coffee chats, parent/teacher communication, academic workshops)</li> <li>District spaces: DELLs, LCAP, CAC, Foster Youth</li> </ul> </li> </ul> </li> </ul>
2 min	<p><b>Closing</b></p> <ul style="list-style-type: none"> <li>Name next steps</li> <li>appreciations</li> </ul>

## Appendix C- Review Criteria and Ratings

### HS Social Studies Curriculum Rubric:

This rubric was created with input from History Teacher Leaders as a standard against which to compare curricula. Teacher leaders synthesized the criteria from their knowledge of the 2016 CA History-Social Science Framework. It represents our OUSD hopes for a high quality, framework-aligned curriculum adoption that meets the needs of our diverse students and supports teachers in their long term and daily planning. We also acknowledge that no single curriculum will be able to meet all criteria, and that ongoing collaboration and teacher input will be necessary to our work.

Category	Sub-Category	Criteria Rating (0=no, 1=partially, 2=yes, 3=exceeds)	Notes
Content	Primary and Secondary Sources	<ol style="list-style-type: none"> <li>Includes primary and secondary sources</li> <li>Lessons/activities utilize the sources</li> </ol>	
	Cultural Relevance	<ol style="list-style-type: none"> <li>Materials reflect multiple sources and perspectives</li> <li>Includes histories of people of color and challenges historically inaccurate, stereotypical representations</li> <li>Presents roles and contributions of LGBTQ people and people with disabilities (FAIR Act)</li> <li>Reflects current historical scholarship</li> </ol>	
Inquiry	Curriculum Design	<ol style="list-style-type: none"> <li>Backwards-design curriculum</li> <li>Curriculum can be organized around recurring themes</li> <li>Inquiry questions create opportunities to draw connections to the present and students' experiences</li> </ol>	
	Student Engagement	<ol style="list-style-type: none"> <li>Includes varied activities including hands-on and original/meaningful, student generated projects that are guided throughout the curriculum (interactive timelines, manipulatives for centers, project work to practice process of learning about history, creative ways to present and learn information) opportunities for students to prepare and participate in debates or academic conversations</li> </ol>	

		<ol style="list-style-type: none"> <li>2. Discussion prompts and protocols are woven into curriculum</li> <li>3. As according to UDL principles, provides for multiple means of engagement accessible to all students.</li> </ol>	
	<b>Meaningful Assessments</b>	<ol style="list-style-type: none"> <li>1. High quality formative and summative assessments with a variety of DOK</li> <li>2. As according to UDL principles, provides for multiple means of expressing learning, i.e. varied culminating projects (not all essays)</li> <li>3. Assessments are aligned with unit inquiry questions</li> </ol>	
<b>Transformational Social Emotional Learning</b>	<b>SEL Alignment</b>	<ol style="list-style-type: none"> <li>1. Opportunities to develop Identity/Self Awareness by identifying personal, cultural, and linguistic assets and examining prejudices and biases</li> <li>2. Opportunities to develop Agency/Self Management by setting personal and collective goals and using planning and organizational skills</li> <li>3. Opportunities to develop Belonging/Social Awareness by engaging in healthy interactions, and taking the perspectives of diverse people</li> <li>4. Tasks/Activities include Collaborative Problem Solving/Relationship skills by practicing teamwork, collaborative problem-solving, and conflict resolution</li> <li>5. Tasks/Activities include Curiosity/Responsible Decision Making by providing opportunities to make a reasoned judgment after analyzing information, data, and facts and Identifying solutions for personal and social problems</li> </ol>	
<b>Literacy</b>	<b>Common Core Alignment</b>	<ol style="list-style-type: none"> <li>1. Opportunities to read complex, grade level texts and reading at student independent level</li> <li>2. Lessons provide explicit instruction and repeated practice of reading and writing strategies in the discipline.</li> <li>3. Lessons provide frequent opportunities to integrate into the</li> </ol>	

		<p>reading and writing block</p> <ol style="list-style-type: none"> <li>4. A classroom library that can be companion texts to units of study</li> <li>5. Includes maps, graphics, or other print materials (especially geography)</li> </ol>	
	<b>ELD Alignment</b>	<ol style="list-style-type: none"> <li>1. Lessons incorporate language resources (e.g. sentence frames, tier 2 and tier 3 vocabulary, concept maps, etc.)</li> <li>2. Discussion activities support language acquisition</li> </ol>	
	<b>Access and Equity</b>	<ol style="list-style-type: none"> <li>1. Differentiation of supplemental materials accessible to all students</li> <li>2. Lessons have built in differentiation options for ELLs and students with IEPs</li> </ol>	
<b>Citizenship</b>	<b>Supports for Civic Engagement</b>	<ol style="list-style-type: none"> <li>1. Includes opportunities to make connections between historical content and current events</li> <li>2. Curriculum includes access to news/current event materials</li> <li>3. Opportunities for students to discuss and practice civic values along with course content</li> </ol>	
<b>Usability</b>	<b>Ease of use for teachers</b>	<ol style="list-style-type: none"> <li>1. Could serve as an anchor text for instruction</li> <li>2. Lessons as written would support a new teacher</li> <li>3. Materials can be flexibly used or modified by seasoned teachers (lesson resources such as graphic organizers are editable)</li> <li>4. Includes digital supplements</li> <li>5. Does not require a lot of photocopying</li> </ol>	

## Curriculum Ratings

Note: All curricula were reviewed by at least three different committee members. The scores displayed below represent the averages of all scorer's ratings in each category.

Vendor	Gale	TCI	Saavas	McGraw	NewsELA	DBQ Project	Facing History
Primary and Secondary Resources	2	2	2.21	1.93	1.4	2.8	DNS
Cultural Relevance	1.39	1.36	1.17	1.07	2	1.5	DNS
Curriculum Design	1.52	2.0	1.72	1.62	1.1	1.9	DNS
Student Engagement	1.5	2.0	1.46	1.71	0.75	1.8	DNS
SEL Alignment	1	1.17	0.95	1.03	0.8	1.1	DNS
Common Core	1.47	2.0	1.72	1.52	1.13	2.1	DNS
ELD Alignment	1.14	1.43	1.33	1.31	1.5	1.8	DNS
Access & Equity	1.29	1.36	1.13	1.44	1.83	1.5	DNS
Civic Engagement	1.86	2.0	1.95	1.42	1	0.8	DNS
Ease of Use	1.43	2.43	1.68	1.71	1.625	1.4	DNS
Overall Average	1.43	1.78	1.49	1.44	1.3135	1.67	DNS
Recommend for Pilot	No	Yes Recommend for Pilot Lead Curriculum	MostlyYes Recommend for Pilot Lead Curriculum	Maybe, Recommend for Pilot Lead Curriculum	No, Not Recommend for Pilot Lead Curriculum Possible Supplement	Yes Recommend for Pilot Supplement	Recommend for PD

#### Appendix D Community Events

## HS Family Engagement- Instructional Listening Session

February 22, 5-6 pm

Join Zoom Meeting:

<https://ousd.zoom.us/j/81138741818?pwd=T0pNdmx0RHNRtU14R3IzQjI0cTlGZz09>

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10 minutes  Sara	<b>HS Experience Panel</b> <ul style="list-style-type: none"><li>• What were your family's hopes and dreams for your child for college and career success after high school?</li><li>• In what ways were your children prepared to meet their goals?</li></ul>
20 min.  Claire	<b>Focus Groups round #1- listening session, Hopes and Dreams</b> <ul style="list-style-type: none"><li>• Break out groups of 5-8 people a piece</li><li>• Central office in partners, one facilitates and one takes notes</li></ul> <p>Key questions:</p> <ul style="list-style-type: none"><li>• What are your hopes and dreams for your child for college and career success after high school?</li></ul>

	<ul style="list-style-type: none"> <li>• How well do you feel like they are being prepared to meet those goals?</li> </ul>
10 min  Claire Vonzele Chris	<b>Current State of Instruction in High Schools</b> <ul style="list-style-type: none"> <li>• Claire presents some key information around the state of high school instruction <ul style="list-style-type: none"> <li>◦ “Why” are we making a change in high schools</li> <li>◦ What are our hopes and dreams for our high school students</li> </ul> </li> <li>• Presentation around curriculum adoptions: <ul style="list-style-type: none"> <li>◦ Biology</li> <li>◦ History</li> </ul> </li> </ul>
10 min  Team	<b>Focus Groups round #2- listening session, curriculum feedback</b> <ul style="list-style-type: none"> <li>• What have you noticed about what your child is currently learning? <ul style="list-style-type: none"> <li>◦ What have you noticed specifically around their History or Science courses?</li> </ul> </li> <li>• What would you like to be happening in your child's classes? This can include anything about curriculum.</li> <li>• What other feedback or questions do you have around the curriculum, either current or future adoptions?</li> </ul>
3 min  Nicole and Sara	<b>Next steps</b> <ul style="list-style-type: none"> <li>• We want to engage high school families more in the work of improving our high schools- please support this effort! <ul style="list-style-type: none"> <li>◦ <b>Offerings:</b> <ul style="list-style-type: none"> <li>■ site supports-FE Linked to Learning; SSC, SELLS, Affinity Committee's, Tier 1 family engagement structures (coffee chats, parent/teacher communication, academic workshops)</li> <li>■ District spaces: DELLs, LCAP, CAC, Foster Youth</li> </ul> </li> </ul> </li> </ul>
2 min	<b>Closing</b> <ul style="list-style-type: none"> <li>• Name next steps</li> <li>• appreciations</li> </ul>

# Attachment B:

## High School 10th-12th HS/SS

### Budget Proposal for Instructional Materials

Oakland Unified School District  
March 2024

(4 year Installment Plan)

Summary Table: Years 1-3, 2024-2027

Year	Summary of Materials to be Purchased	Costs
<b>2024-25</b>	Teacher Licenses (10th & 12th grade) Printed teacher resources (10th-12th grade) 10th-12th grade texts 10th-12th online licenses	<b>\$491,231.23.</b>
<b>2025-26</b>	TCI Plus Teacher Licenses (10th-12th grade) Printed teacher resources (10th-12th grade) 10th-12th grade text 10-12th online licenses	<b>\$163,743.74</b>
<b>2026-27</b>	TCI Plus Teacher Licenses (10th-12th grade) Printed teacher resources (10th-12th grade) 10th-12th grade text 10th-12th grade online licenses	<b>\$163,743.74</b>
<b>TBD</b>	TCI Teacher Licenses (10th-12th grade) 10th-12th grade text 10th-12th online licenses	<b>\$163,743.74.</b>
<b>TBD</b>	TCITeacher Licenses (9th-12th grade) 10th-12th grade text 10th-12th online licenses	<b>\$0.00</b>
<b>TBD</b>	TCITeacher Licenses (9th-12th grade) 10th-12th grade text	<b>\$0.00</b>

	10th-12th online license	
	<b>TOTAL =</b>	<b>\$982,462.46</b>

### Budget Proposal for 2024-25

10th-12th Grade HS/SS TCI Curriculum Implementation			
Instructional Material	Quantity	Price per unit	Total Cost
TCI Teacher Licenses (10-12th grade)	125	\$825.00	\$0.00
HA! World Connections: Teacher'sGuide 10th-12th grade	110	\$149.00	\$0.00
HA! World Connections: High School Student Bundle (6 Yrs) Grade 10th-12th	7,157	\$117.00	\$491,231.23
Reproducible pages and Placards	110	\$0.00	\$0.00
<b>SUB TOTAL</b>			<b>\$491,231.23</b>

### Budget Proposal for 2025-26

10th-12th Grade HS/SS TCI Curriculum Implementation			
Instructional Material	Quantity	Price per unit	Total Cost
TCI Teacher Licenses (10th-12th grade)	125	825.00	\$0.00
HA! World Connections: Teacher'sGuide 10th-12th grade	110	\$149.00	\$0.00
HA! World Connections: High School Student Bundle (6 Yrs) Grade 10th-12th	7,157	\$117.00	\$163,743.74
Reproducible pages and Placards	110	\$0.00	\$0.00
<b>SUB TOTAL</b>			<b>\$163,743.74</b>

## Budget Proposal for 2026-27

10th-12th Grade HS/SS TCI Curriculum Implementation			
Instructional Material	Quantity	Price per unit	Total Cost
TCI Teacher Licenses (9th-12th grade)	125	825.00	\$0.00
HA! World Connections: Teacher'sGuide 10th-12th grade	110	\$149.00	\$0.00
HA! World Connections: High School Student Bundle (6 Yrs) Grade 10th-12th	7,157	\$117.00	\$163.743.74
Reproducible pages and Placards	110	\$0.00	\$0.00
SUB TOTAL			\$163.743.74

## Budget Proposal (TBD)

10th-12th Grade HS/SS TCI Curriculum Implementation			
Instructional Material	Quantity	Price per unit	Total Cost
TCI Teacher Licenses (9th-12th grade)	125	825.00	\$0.00
HA! World Connections: Teacher'sGuide 10th-12th grade	110	\$149.00	\$0.00
HA! World Connections: High School Student Bundle (6 Yrs) Grade 10th-12th	7,157	\$117.00	\$163.743.74
Reproducible pages and Placards	110	\$0.00	\$0.00
SUB TOTAL			\$163.743.74

## Budget Proposal (TBD)

10th-12th Grade HS/SS TCI Curriculum Implementation			
Instructional Material	Quantity	Price per unit	Total Cost
TCI Teacher Licenses (9th-12th grade)	125	825.00	\$0.00

HA! World Connections: Teacher'sGuide 10th-12th grade	110	\$149.00	\$0.00
HA! World Connections: High School Student Bundle (6 Yrs) Grade 10th-12th	7,157	\$117.00	\$0.00
Reproducible pages and Placards	110	\$0.00	\$0.00
<b>SUB TOTAL</b>			<b>\$0.00</b>

## Budget Proposal (TBD)

10th-12th Grade HS/SS TCI Curriculum Implementation			
Instructional Material	Quantity	Price per unit	Total Cost
TCI Teacher Licenses (9th-12th grade)	125	825.00	\$0.00
HA! World Connections: Teacher'sGuide 10th-12th grade	110	\$149.00	\$0.00
HA! World Connections: High School Student Bundle (6 Yrs) Grade 10th-12th	7,157	\$117.00	\$0.00
Reproducible pages and Placards	110	\$0.00	\$0.00
<b>SUB TOTAL</b>			<b>\$0.00</b>

# Attachment C:

## High School HS/SS Budget Proposal for Ongoing Professional Learning

Oakland Unified School District

March 2024

**Summary Table: Years 1-3, 2024-2027**

Year	Summary of Professional Learning Offerings	Costs
<b>2024-25</b>	<ol style="list-style-type: none"> <li>10-12 grade TCI Professional Learning and Train the Trainer Services &amp; Instructional Materials</li> <li>Standards &amp; Equity Institute Foundational Curriculum Training</li> <li>Literacy Coaches Collaborative</li> <li>Monthly 2nd Wednesday Series</li> <li>September &amp; January PD Days</li> </ol>	<b>110 history teachers</b> <b>\$50 a hour</b> <b>6.5 hours a day</b> <b>4 days</b> <b>\$143,000.00</b>
<b>2025-26</b>	<ol style="list-style-type: none"> <li>10-12 grade TCI Professional Learning and Train the Trainer Services &amp; Instructional Materials</li> <li>Standards &amp; Equity Institute Foundational Curriculum Training</li> <li>Literacy Coaches Collaborative</li> <li>Monthly 2nd Wednesday Series</li> </ol>	<b>20 history teachers</b> <b>\$50 an hour</b> <b>6.5 hours a day</b>

	5. September & January PD Days	4 days \$26,000.00
<b>2026-27</b>	1. 10-12 grade TCI Professional Learning and Train the Trainer Services & Instructional Materials 2. Standards & Equity Institute Foundational Curriculum Training 3. Literacy Coaches Collaborative 4. Monthly 2nd Wednesday Series 5. September & January PD Days	20 teachers \$50 an hour 6.5 hours a day 4 days \$26,000.00
<b>TBD</b>	1. 10-12 grade TCI Professional Learning and Train the Trainer Services & Instructional Materials 2. Standards & Equity Institute Foundational Curriculum Training 3. Literacy Coaches Collaborative 4. Monthly 2nd Wednesday Series 5. September & January PD Days	20 teachers \$50 an hour 6.5 hours a day 4 days \$26,000.00
<b>TBD</b>	1. 10-12 grade TCI Professional Learning and Train the Trainer Services & Instructional Materials 2. Standards & Equity Institute Foundational Curriculum Training 3. Literacy Coaches Collaborative 4. Monthly 2nd Wednesday Series 5. September & January PD Days	20 teachers \$50 an hour 6.5 hours a day 4 days \$26,000.00
<b>TBD</b>	6. 10-12 grade TCI Professional Learning and Train the Trainer Services & Instructional Materials 7. Standards & Equity Institute Foundational Curriculum Training 8. Literacy Coaches Collaborative 9. Monthly 2nd Wednesday Series 10. September & January PD Days	20 teachers \$50 an hour 6.5 hours a day 4 days \$26,000.00
	<b>TOTAL =</b>	<b>\$273,000.00</b>

## Budget Proposal for 2024-25

OUSD High School Social Studies Budget Proposal for Ongoing Professional Learning, March 2024

Professional Learning	Purpose	Quantity	Price per unit	Total Cost
<b>2024-25: (year-round access, timing may vary)</b>	TCI's professional learning team will meet with and train a team of instructional leaders so they can facilitate professional learning with Oakland teachers using the online PL platform. Access to the platform is provided for the entire year so that PL can take place at any time.	Varies - see purpose	<b>Cost of 1-year access to material</b>	\$
<b>June and July 2024:</b> TCI Curriculum Trainings - TCI will facilitate trainings to support teachers, to access online platform	Prepare 10th-12th grade teachers to implement TCI curriculum in 2024-25. Prepare grades 10-12 teachers with fundamental mindsets and practices that will support their implementation of TCI curriculum in future years.	100 teachers and literacy coaches	<b>110 history teachers \$50 a hour 6.5 hours a day 4 days \$143,000</b>  <i>*These costs are already reflected in annual planning for summer Standards and Equity institutes.</i>	\$143,000.00
<b>High School Literacy Coach Collaborative</b>	Monthly collaborative to support teacher leaders from each site to coordinate and facilitate collaboration around the implementation of new curriculum.	10 coaches	\$0 (embedded in work day)	\$0
<b>Professional Learning Days in September and January:</b> Cross-site collaboration in course teams, facilitated by Secondary SS Coordinator and Literacy Coaches	Analyze district assessment data and compare it to site-level data. Backwards plan units and lessons. Engage in shared learning around instructional routines to foster student discourse and equitable participation.	teachers and coaches	\$0	\$0

<b>2024-25: Monthly 2nd Weds Sessions</b>	Best practices that support curriculum implementation.	100 HS/SS teachers and coaches	\$0	\$0
<b>TOTAL</b>				<b>\$143,000.00</b>

## Budget Proposal for 2025-26

Professional Learning	Purpose	Quantity	Price per unit	Total Cost
<b>2025-26: (year-round access, timing may vary)</b> TCI PL: Train the Trainer and additional professional learning modules	TCI's professional learning team will meet with and train a team of instructional leaders so they can facilitate professional learning with Oakland teachers using the online PL platform. Access to the platform is provided for the entire year so that PL can take place at any time.	Varies - see purpose	<b>Cost of 1-year access to material</b>	\$
<b>June and July 2026:</b> TCI Curriculum Trainings - Embedded in 10-12 HS/SS Standards and Equity Institutes	Prepare 10th-12th grade teachers to implement TCI curriculum in 2024-25. Prepare grades 10-12 teachers with fundamental mindsets and practices that will support their implementation of TCI curriculum in future years.	20 HS/SS teachers	<b>20 teachers</b> <b>\$50 an hour</b> <b>6.5 hours a day</b> <b>4 days</b> <b>\$26,000</b>  <b>Cost of PL facilitators:</b> \$0  <i>*These costs are already reflected in annual planning for summer Standards and Equity institutes.</i>	\$26,000.00

<b>High School Literacy Coach Collaborative</b>	Monthly collaborative to support teacher leaders from each site to coordinate and facilitate collaboration around the implementation of new curriculum.	10 coaches	\$0 (embedded in work day)	\$0
<b>Professional Learning Days in September and January:</b> Cross-site collaboration in course teams, facilitated by Secondary ELA Coordinator and Literacy Coaches	Analyze district assessment data and compare to site-level data. Backwards plan units and lessons. Engage in shared learning around instructional routines to foster student discourse and equitable participation.	140 ELA teachers and coaches	\$0	\$0
<b>2025-26: Monthly 2nd Weds Sessions</b>	Best practices that support curriculum implementation.	100 ELA teachers and coaches	\$0	\$0
				\$
<b>TOTAL</b>				<b>\$26,000.00</b>

## Budget Proposal for 2026-27

Professional Learning	Purpose	Quantity	Price per unit	Total Cost
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<b>2026-27: (year-round access, timing may vary)</b> TCI PL: Train the Trainer and additional professional learning modules	TCI's professional learning team will meet with and train a team of instructional leaders so they can facilitate professional learning with Oakland teachers using the online PL platform. Access to the platform is provided for the entire year so that PL can take place at any time.	Varies - see purpose	<b>Cost of 1-year access to TCI material</b> \$	\$
<b>June and July 2027:</b> TCI Curriculum Trainings - Embedded in 10-12 SS/HS Standards and Equity Institutes	Prepare 10th-12th grade teachers to implement TCI curriculum in 2026-27. Prepare grades 10-12 teachers with fundamental mindsets and practices that will support their implementation of TCI curriculum in future years.	100 teachers and literacy coaches	<b>20 teachers</b> <b>\$50 an hour</b> <b>6.5 hours a day</b> <b>4 days</b> <b>\$26,000</b>  <b>Cost of PL facilitators:</b> \$0  <i>*These costs are already reflected in annual planning for summer Standards and Equity institutes.</i>	\$26,000.00
<b>High School Literacy Coach Collaborative</b>	Monthly collaborative to support teacher leaders from each site to coordinate and facilitate collaboration around the implementation of new curriculum.	10 coaches	\$0? Embedded in work day?	\$0
<b>Professional Learning Days in September and January:</b> Cross-site collaboration in course teams, facilitated by Secondary HS/SS Coordinator and Literacy	Analyze district assessment data and compare to site-level data. Backwards plan units and lessons. Engage in shared learning around instructional routines to foster student discourse and equitable participation.	110 SS/HS teachers and coaches	\$0	\$0

Coaches				
<b>2026-27: Monthly 2nd Weds Sessions</b>	Best practices that support curriculum implementation.	110 SS/HS teachers and coaches	\$0	\$0
<b>TOTAL</b>				<b>\$26,000</b>

## Budget Proposal (TBD)

Professional Learning	Purpose	Quantity	Price per unit	Total Cost
<b>TBD: (year-round access, timing may vary)</b> TCI PL: Train the Trainer and additional professional learning modules	TCI's professional learning team will meet with and train a team of instructional leaders so they can facilitate professional learning with Oakland teachers using the online PL platform. Access to the platform is provided for the entire year so that PL can take place at any time.	Varies - see purpose	<b>Cost of 1-year access to TCI material</b>	\$
<b>TBD:</b> TCI Curriculum Trainings - Embedded in 10-12 HS/SS Standards and Equity Institutes	Prepare 10th-12th grade teachers to implement TCI curriculum in 2027-28. Prepare grades 10-12 teachers with fundamental mindsets and practices that will support their implementation of TCI curriculum in future years.	20 SS/HS teachers	<b>20 teachers</b> <b>\$50 an hour</b> <b>6.5 hours a day</b> <b>4 days</b> <b>\$26,000</b>  <b>Cost of PL facilitators:</b> \$0  <i>*These costs are already reflected in annual planning for summer Standards and Equity institutes.</i>	\$26,000.00

<b>High School Literacy Coach Collaborative</b>	Monthly collaborative to support teacher leaders from each site to coordinate and facilitate collaboration around the implementation of new curriculum.	10 coaches	\$0? Embedded in work day?	\$0
<b>Professional Learning Days in September and January:</b> Cross-site collaboration in course teams, facilitated by Secondary HS/SS Coordinator and Literacy Coaches	Analyze district assessment data and compare it to site-level data. Backwards plan units and lessons. Engage in shared learning around instructional routines to foster student discourse and equitable participation.	110 SS/HS teachers and coaches	\$0	\$0
<b>TBD: Monthly 2nd Weds Sessions</b>	Best practices that support curriculum implementation.	110 ELA teachers and coaches	\$0	\$0
<b>TOTAL</b>				<b>\$26,000.00</b>

## Budget Proposal (TBD)

Professional Learning	Purpose	Quantity	Price per unit	Total Cost
<b>TBD: (year-round access, timing may vary)</b> TCI PL: Train the Trainer and additional professional learning modules	TCI's professional learning team will meet with and train a team of instructional leaders so they can facilitate professional learning with Oakland teachers using the online PL platform. Access to the platform is provided for the entire year so that PL can take place at any time.	Varies - see purpose	<b>Cost of 1-year access to TCI material</b> \$	\$
	Prepare 10th-12th grade teachers to	20 teachers and	<b>20 teachers</b>	\$26,000.00

<b>TBD:</b> TCI Curriculum Trainings - Embedded in 10-12 HS/SS Standards and Equity Institutes	implement TCI curriculum in 2028-29. Prepare grades 10-12 teachers with fundamental mindsets and practices that will support their implementation of TCI curriculum in future years.	literacy coaches	<b>\$50 an hour 6.5 hours a day 4 days \$26,000</b>  <b>Cost of PL facilitators:</b> \$0  <i>*These costs are already reflected in annual planning for summer Standards and Equity institutes.</i>	
<b>High School Literacy Coach Collaborative</b>	Monthly collaborative to support teacher leaders from each site to coordinate and facilitate collaboration around the implementation of new curriculum.	10 coaches	\$0? Embedded in work day?	\$0
<b>Professional Learning Days in September and January:</b> Cross-site collaboration in course teams, facilitated by Secondary ELA Coordinator and Literacy Coaches	Analyze district assessment data and compare to site-level data. Backwards plan units and lessons. Engage in shared learning around instructional routines to foster student discourse and equitable participation.	110 HS/SS teachers and coaches	\$0	\$0
<b>TBD: Monthly 2nd Weds Sessions</b>	Best practices that support curriculum implementation.	110 HS/SS teachers and coaches	\$0	\$0
<b>TOTAL</b>				<b>\$26,000.00</b>

## Budget Proposal (TBD)

Professional Learning	Purpose	Quantity	Price per unit	Total Cost
<b>TBD: (year-round access, timing may vary)</b> TCI PL: Train the Trainer and additional professional learning modules	TCI's professional learning team will meet with and train a team of instructional leaders so they can facilitate professional learning with Oakland teachers using the online PL platform. Access to the platform is provided for the entire year so that PL can take place at any time.	Varies - see purpose	<b>Cost of 1-year access to TCI material:</b>	\$
<b>TBD:</b> TCI Curriculum Trainings - Embedded in 10-12 HS/SS Standards and Equity Institutes	Prepare 10th-12th grade teachers to implement the TCI curriculum in 2029-30.	20 teachers and literacy coaches	<b>20 teachers</b> <b>\$50 an hour</b> <b>6.5 hours a day</b> <b>4 days</b> <b>\$26,000</b>  <b>Cost of PL facilitators:</b> \$0	\$26,000.00

			<i>*These costs are already reflected in annual planning for summer Standards and Equity institutes.</i>	
<b>High School Literacy Coach Collaborative</b>	Monthly collaborative to support teacher leaders from each site to coordinate and facilitate collaboration around the implementation of new curriculum.	10 coaches	\$0? Embedded in work day?	\$0
<b>Professional Learning Days in September and January:</b> Cross-site collaboration in course teams, facilitated by Secondary ELA Coordinator and Literacy Coaches	Analyze district assessment data and compare to site-level data. Backwards plan units and lessons. Engage in shared learning around instructional routines to foster student discourse and equitable participation.	110 HS/SS teachers and coaches	\$0	\$0
<b>TBD: Monthly 2nd Weds Sessions</b>	Best practices that support curriculum implementation.	110 HS/SS teachers and coaches	\$0	\$0
<b>TOTAL</b>				<b>\$26,000.00</b>

# OUSD History and Social Studies Framework (TK-12)

April 2023

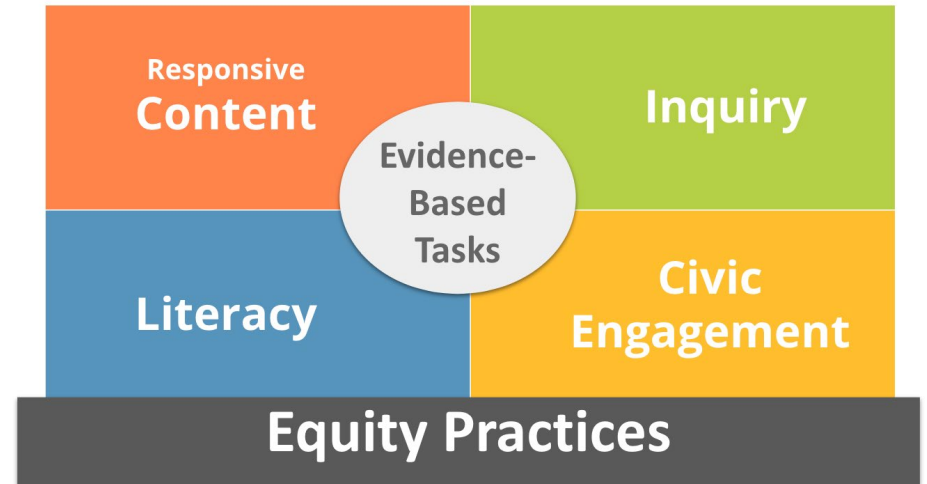
## Overview: Social Studies--Access. Discourse. Action.

### Purpose and Vision

The study of history and the social sciences is essential to preserving human dignity, justice and democracy. Courses encourage students to be introduced to human cultures through an understanding of the universal concerns among people who differ in many respects. The varied course selections and graduation requirements reflect these goals. The diversity of the OUSD student body is a unique asset for teaching history and social studies.

Through inquiry, literacy, content and civic engagement students are given opportunities to exchange ideas, and to learn the facts, concepts and skills necessary to become effective citizens. Through Social Studies, students learn to explore and think critically about the world around them, ultimately becoming engaged and contributing members to their community.

In OUSD our history / social studies curriculum is rooted in learning about our community and aligned to the [California History-Social Studies Framework](#). History / Social Studies instruction is: Based in equity practices, evidence based tasks, and the essential components of inquiry, literacy, content, and civic engagement.



**1. Based in Equity Practices:** Culturally sustaining strategies to *interrupt deficit thinking*, *leverage students' linguistic and cultural assets*, and *nurture empowering narratives* with and for our students and families.

**2. At the Core: Evidence-based tasks** for every student, every day!

### 3. Essential Components:

- **Inquiry:** involves a process of asking questions, interpreting multiple sources and perspectives, along with the ability to to develop a claim and take action accordingly.
- **Literacy** - engaging with texts from multiple perspectives as opportunities to reveal how language works, how historians and social scientists write, or how students can identify and critique an author's bias using historical sources that support their claim.
- **Content:** use of primary and secondary sources to grapple with content from multiple perspectives and form interpretations based on evidence, learn about how to place information in its appropriate context, and connect it to issues of broader significance.
- **Civic Engagement:** civic engagement is a tool to help students understand and participate with the world around them. Students connect the past to present issues, debate, and actively promote justice in local and global communities.

# OUSD History and Social Studies Framework (TK-12)

April 2023

**1. EQUITY PRACTICES** establish the necessary conditions for learning, guiding our planning and implementation of a high-expectations environment where our students' diversity is celebrated and leveraged in the service of powerful learning, cultural competence and belonging.

U.S. schooling exists in a broader context of systemic, interpersonal, and internalized oppression. Students from historically marginalized backgrounds are least likely to receive quality instruction that affirms their experiences and capacity as learners. History/social studies instruction must be based on culturally sustaining practices that build on student assets and empower them to become engaged readers, writers, and critical thinkers. OUSD is committed to infusing ethnic studies pedagogy and curriculum into our history/social studies classrooms to support the critical consciousness, self-determination, agency, and humanization of all people by:

1. honoring histories and cultures of racially marginalized groups,
2. by employing multiple disciplines and perspectives to critically analyze systems of oppression, and
3. by promoting action in solidarity,
4. ultimately to positively transform students' lives and communities.

## **Disrupting Deficit Thinking**

We must all engage in self work to understand our biases and how we participate in systems of oppression. The language we use is a manifestation of our mindset and has the capacity to either interrupt or perpetuate bias. For example, speaking about students as having “unfinished learning” instead of describing them as “low students” communicates a belief in their capacity to grow and excel. One way school teams can disrupt deficit thinking is by building and practicing community agreements regarding use of language that empowers and uplifts. By shifting from the language of complaint to language of commitment, we can express what we stand for and take responsibility for addressing inequities ([Benson, 2020](#)).

Another way that deficit plays out is through teacher simplification of texts and tasks when students are not perceived as ready for grade level materials. Although sometimes well intentioned, this often results in students of color being denied access to rich instruction that promotes higher order thinking. Rather than lowering the rigor, our focus must be to provide access to standards-based instruction by scaffolding instruction and building on student understandings ([OUSD Asset-Based Cards](#)).

## **Leveraging Cultural and Linguistic Assets**

Students who can access their lived experiences and cultural assets are confident and productive learners who achieve amazing, accelerated results ([Jackson, 2011](#)). Unfortunately the cultures of language Black, Brown and Indigenous students are often not represented or considered in instruction. That is why we must look for opportunities to affirm and integrate culturally-based ways of communicating and understanding ([Yasso, 2005](#)). For example, many cultures represented in OUSD have a strong oral storytelling and performance narrative traditions which can be reflected in history / social studies instruction. These practices help connect home, community and classroom learning and ensure all students feel a sense of belonging.

“Classroom studies document the fact that underserved multilingual learners, students living in poverty and students of color routinely receive less instruction in higher order thinking and skills development than other students... This type of instruction denies students the opportunity to engage in what neuroscientists call **productive struggle** that actually grows brainpower.”

- Zaretta Hammond

# OUSD History and Social Studies Framework (TK-12)

April 2023

## ***Nurturing Empowering Narratives***

Dominant cultural narratives about our students and families are often deficit-oriented and limiting. These negative messages can be internalized by students, affecting their sense of cultural and academic belonging and determination. To promote narrative change, we must ensure that students see themselves and other members of their community represented in the curriculum through stories of creativity, resistance, collaboration and humanity. Rich texts should serve as both mirrors to reflect students' culture and experiences and windows into the backgrounds of others. We can also partner with students, families and community members to create and elevate stories that honor the brilliance, resilience and richness of our communities.

## **2. Evidence based TASKS at the Core**

History and the social sciences are rooted in reading, writing, speaking and thinking. **The tasks that students do every day are the best predictors of the knowledge, skills and dispositions they will develop over time.** Therefore students must be engaging with rich historical and social science texts that build academic language and require to write and speak grounded in evidence (as a historian). To plan and assess history and social studies lessons, we ask three essential questions:

### **1. Does the lesson focus on high-quality text(s)?**

- Primary or secondary sources that are complex and grade appropriate
- Academic language used in context
- Sources that offer or present a diverse perspectives that provide an opportunity for a comparative analysis

### **2. Does the teacher employ questions and tasks that are text-dependent?**

- Questions require students to attend to the text and its unique features
- Daily text-dependent questions require students to use evidence from the text to demonstrate their understanding and support their ideas
- Evaluating texts from multiple perspectives considering speaker, occasion, audience, purpose, subject, and tone or Questions and task are organized to build on knowledge aligned to appropriate scaffolds to guide students to delve deeper.

### **3. Are all students provided an opportunity to engage in the task of the lesson?**

- Tasks are designed with a specific objective where students to the majority of the work
- High quality tasks that are designed to promote skill practice in reading, writing, thinking, speaking and collaboration.
- Student discourse, using evidence, responding to ideas from peers and the text

**This is our collective commitment — relevant and rigorous tasks for every student, every day!**



# OUSD History and Social Studies Framework (TK-12)

April 2023

## 3. ESSENTIAL COMPONENTS

### Inquiry

History is an inquiry into events and people and involves a process of asking questions about the past and making conclusions. Students use inquiry to understand the world around them, seeking out information, interpret multiple sources to develop a claim and take action accordingly.

An inquiry approach creates opportunities for students to explore evidence, ask questions, and practice using the same tools and ways of thinking that a historian. Students develop and defend informed positions of their own. This process prepares students to make sense of the issues they face in their contemporary world.

### Literacy

Students make meaning of the past by reading, discussing, and writing about complex texts - primary sources, secondary sources, and a variety of media created by historians and other social scientists. Students use investigations and questions to frame inquiry in order to unlock the meaning of these texts, students develop a critical understanding of our past and our world today.

Teachers embrace challenging texts from multiple perspectives as opportunities to reveal how language works, how historians and social scientists write, or how students can identify and critique an author's bias using historical sources that support their claim. These experiences support students to develop background knowledge, grow as critical readers, to produce stronger writing, and ultimately, to be able to independently read and interpret texts and media they encounter beyond the classroom.

### Responsive Content

Content reflects the expanding historical narrative. The trend toward globalization, breakthroughs in environmental history, and the impact of the science of genomes in uncovering the past are but a few examples of how our understanding of history-social science is changing. State laws, such as the 2012 FAIR Act, expand the narrative to include the history of people with disabilities and people with LGBT identities. Content should offer information that helps students answer essential questions by representing multiple perspectives, source reliability, and accessibility.

Culturally and community-centered content prioritizes student interest and identity. In the words of James Banks, strong teachers “make effective instructional use of the personal and cultural knowledge of students while at the same time helping them reach beyond their cultural boundaries”.

# OUSD History and Social Studies Framework (TK-12)

April 2023

History-social science content impacts student identity formation, and teachers' content choices seek to challenge the stereotypes and harmful ideologies that reinforce racism, sexism, heteronormativity, and ableism.

Teachers position students to do the work of historians and social scientists. Students learn from primary and secondary sources, grapple with content from multiple perspectives and form interpretations based on evidence, and how to place information in its appropriate context and connect it to issues of broader significance.

## Civic Engagement

Our students are the next generation of civic actors, and their history-social science education should, in the words of Paulo Friere, prepare them to “read the world,” That is, to use literacy and civic engagement as a tool to help students understand and engage with the world around them. Students connect the past to present issues, debate, and actively promote justice in local and global communities. Teachers support the development of our students' moral compasses by creating opportunities for students to discuss their responsibilities as members of society and how justice and the law may overlap or contradict one another. Historical examples of tactics and strategies for change serve as jumping-off points for discussion. Issues and people in the community play a central role in history-social science education, either by coming *into* the classroom as guest speakers or curriculum topics or by drawing students *out* of the classroom for field trips, field research, and actions.





**Quote #: Q-12341-6**

Date: 4/12/2024

Expires On: 8/30/2024

Prepared By: Christy Sanders

Email: csanders@teachtci.com

Phone: (800) 497-6138

**Quote for:**

Oakland Unified School Dist

Vonzele Reed

vonzele.reed@ousd.org

**Ship to:**

Oakland Unified School Dist

1000 Broadway Ste 300

Oakland, CA 94607

Product Code	Product Name	Product Type	List Price	Customer Price	Quantity	Extended Price
HS-SS-TL-06	High School (9-12) Social Studies: Teacher License (6 Yrs)	Digital	\$825.00	\$0.00	150	\$0.00
217-1	HA! World Connections: Teacher's Guide	Print English	\$149.00	\$0.00	32	\$0.00
90-8	HA! World Connections: Placards	Print English	\$149.00	\$0.00	32	\$0.00
205-8	HA! World Connections: Reproducible Pages	Print English	\$149.00	\$0.00	32	\$0.00
TB-0915-6	HA! World Connections: High School Student Bundle (6 Yrs)	Bundle English	\$117.00	\$117.00	2471	\$289,107.00
214-0	HA! Pursuing American Ideals: Teacher's Guide	Print English	\$149.00	\$0.00	32	\$0.00
65-6	HA! Pursuing American Ideals: Placards	Print English	\$149.00	\$0.00	31	\$0.00
202-7	HA! Pursuing American Ideals: Reproducible Pages	Print English	\$149.00	\$0.00	31	\$0.00
TB-0663-6	HA! Pursuing American Ideals: Student Bundle (6 Yrs)	Bundle English	\$117.00	\$117.00	2278	\$266,526.00
216-4	Econ Alive! The Power to Choose: Teacher's Guide	Print English	\$149.00	\$0.00	31	\$0.00
46-5	Econ Alive! The Power to Choose: Placards	Print English	\$149.00	\$0.00	31	\$0.00
203-4	Econ Alive! The Power to Choose: Reproducible Pages	Print English	\$149.00	\$0.00	31	\$0.00
TB-0472-6	Econ Alive! The Power to Choose: Student Bundle (6 Yrs)	Bundle English	\$117.00	\$117.00	2408	\$281,736.00
215-7	Gov Alive! Power, Politics, and You: Teacher's Guide	Print English	\$149.00	\$0.00	31	\$0.00
13-7	Gov Alive! Power, Politics, and You: Placards	Print English	\$149.00	\$0.00	31	\$0.00
204-1	Gov Alive! Power, Politics, and You: Reproducible Pages	Print English	\$149.00	\$0.00	31	\$0.00
TB-0144-6	Gov Alive! Power, Politics, and You: Student Bundle (6 Yrs)	Bundle English	\$117.00	\$117.00	2408	\$281,736.00
PD-ORIENTAT ION-IP	TCI In-Person Product Orientation	Digital	\$4,500.00	\$0.00	4	\$0.00

**TOTAL: \$1,119,105.00**

Shipping (5%) \$55,955.25  
Sales Tax (10.25%) \$114,708.26

<b>Grand Total</b>	<b>\$1,289,768.51</b>
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**Gratis**

Gratis offer and/or customer pricing are valid for this quote only and contingent upon purchase order total matching or exceeding the quote total. Gratis items must be included on your purchase order.

Gratis Total \$197,774.00

**Comments**

TCI has approved the following 3-year Installment Plan: 2024: \$50,000.00 (June) 2024: \$594,884.26 (July) 2025: \$322,442.13. Net 30 from the invoice anniversary date. 2026: \$322,442.12. Net 30 from the invoice anniversary date. Please issue ONE purchase order per quote (include a copy of the quote with the PO to ensure proper processing).

**Terms and Conditions**

**Business Terms**

TCI's Business Terms apply to all orders. View details at <https://www.teachtci.com/tci-business-terms>

**How to Order**

Please include a copy of this quote with your purchase order to expedite your order and ensure you receive the pricing quoted above. Adjustments cannot be made after the order has been fulfilled. Place orders online at <https://shop.teachtci.com> or send using one of the following options:

- Email: [info@teachtci.com](mailto:info@teachtci.com)
- Fax: 800-343-6828
- Address: 1049 El Monte Ave Ste C #607, Mountain View CA 94040
- If paying by check, send payment to PO Box 6004, Whittier CA 90607

Download a copy of TCI's W-9 at <https://www.teachtci.com/w9>

**License Contact**

Set-up information for all licenses purchased will be sent to the contact email above unless otherwise noted.

**Shipping**

Shipping and handling fees do not apply to teacher and student license-only products.

**Print Subscriptions**

If your order includes multi-year subscriptions to print materials, you must receive delivery of the full annual quantity for the duration of your subscription. Any adjustments below the annual quantity cannot be used as a credit for future year shipments. Changes that exceed the original annual quantity must be accompanied by a new purchase order.

**Student Journal Bundles**

If your order contains fewer than 20 multi-year student journal bundles for any program, journals for the entire duration of the bundle will be shipped to you upfront.

**Sales Tax**

Sales tax provided is an estimate only. Actual amount will be calculated and added to the invoice based on the delivery address.