

High School History-Social Science Adoption Suggested Timeline

Spring 2005

- Establish Textbook Review Committee:
 - The committee members should represent the history-social science content specializations in the standards as well as the diversity of teaching experience, ethnicity, and content background of the teachers at the school as much as possible.
 - Site administrators responsible for oversight of history-social science instruction should be included on the Textbook Review Committee.
 - Additional committee members such as Library-Media Specialists and educators with specialization in English Learners, Gifted and Talented Education, Advanced Placement/International Baccalaureate, and Special Education should be included to represent the special needs of those student populations.
 - University specialists may be included on teams to add additional content specialization for evaluating accuracy and currency.
- As needed, the Textbook Review Committee members critically examine the History-Social Science Content Standards and Framework for high school.
- Textbook Review Committee members meet with teachers, students, and parents to create a needs assessment survey. (Think about the school/district's demographics, subgroups and CST performance, vertical articulation with middle schools, teacher, parent, and student input about learning needs.)

May - June 2005

- The Textbook Review Committee attends one of the three Southern California conferences on History-Social Science Secondary Textbook review and publisher presentations.
- Conduct needs assessment.
- Request sample copies of instructional materials for review.

June – August 2005

- The Textbook Review Committee meets in subject specific small groups to review the standards alignment and code compliance of the books using the publisher provided standards maps and California Education Code criteria.
- The Textbook Review Committee as a whole uses the needs assessment information to select the holistic criteria (Program Organization, Assessment, Universal Assess, and Instructional Planning and Support) that are most important to supporting instruction and student performance in the local school/district.
- Using CST cluster data, benchmark tests, and/or teacher report of challenging topics, small groups of the Textbook Review Committee determine critical topics and students needing strong instructional support in the local schools.
- The Textbook Review Committee examines all of the textbooks that adhere to California Content Standards for characteristics in the holistic criteria that provide strong instructional support for critical topics and identified students in the local schools.
- The Textbook Review Committee narrows the selection to two or three texts for a fall pilot process.
- The district/principals select pilot teachers/classes with input from the Textbook Review Committee.
- The Textbook Review Committee, administrators, and pilot teachers establish benchmark criteria for the pilot classes.

September – November 2005

- Pilot teachers use the books for the same pre-determined units of study. Teachers are advised not to pilot instructional materials unless standards maps are available.
- The Assistant Superintendent for Curriculum and Instruction prepares a parent/community review process according to district policy.
- At the end of the pilot period, piloting teachers and the Textbook Review Committee examine and compare student benchmark assessment data.

December 2005

- The Textbook Review Committee completes a report with recommendations for textbooks and submits this to the Assistant Superintendent for Curriculum and Instruction.
- The district implements a parent/community textbook review and feedback process.

January - February 2006

- The Assistant Superintendent for Curriculum and Instruction calls for any needed additional or clarifying information from the Textbook Review Committee.
- The local school board receives the recommendations of the Textbook Review Committee for study.
- The local school board reviews parent/community input and the Textbook Review Committee report.
- The local school board adopts standards-aligned history-social science instructional materials in accordance with California Education Code.

March – June 2006

- The district orders the adopted instructional materials.
- Publisher teams provide in-service sessions by grade level/content area for the district faculty.
- District grade level/content area teams meet to plan instruction and assessments using the new textbooks.

June – July 2006

- Teachers use the new textbooks in summer school.
- District grade level/content area teams continue instruction and assessment planning

September 2006

- District teachers begin full implementation of new textbooks in all classes.