

12th Grade Civics Materials Selection

Thursday, May 29, 2025

Issaquah School District Board Meeting

Rich Mellish, Executive Director of Teaching and Learning
Dawn Wallace, Director of Teaching and Learning



Purpose of this Slide Deck

This slide deck presents the process and recommendations of the High School 12th grade Civics Material Selection and Course Development Committee.

12th Grade Civics: Requirements

- Graduation Requirement
- One semester
- Must include:
 - Federal, state, tribal, and local government organization and procedures;
 - Rights and responsibilities of citizens addressed in the Washington State and United States Constitutions;
 - Current issues addressed at each level of government; and
 - Electoral issues, including elections, ballot measures, initiatives, and referenda.
 - The study and completion of the civics component of the federally administered naturalization test required of persons seeking to become naturalized US citizens.
 - The importance in a free society of living the basic values and character traits specified in [RCW 28A.150.211](#).

Charter

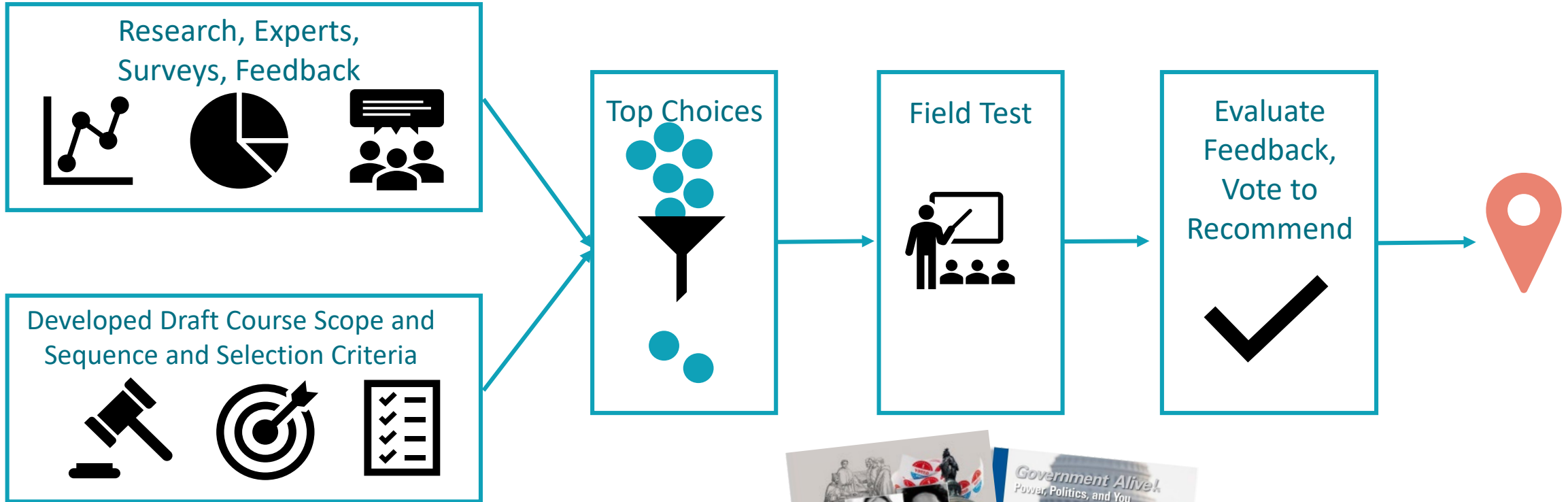
Goals/Deliverables:

- Recommend instructional materials and instructional practices for High School 12th grade Civics Course
- Develop a Scope and Sequence for High School 12th grade Civics Course:
 - Aligned to state SS standards
 - Integrates Time Immemorial Curriculum provided by OSPI
 - Provides for MTSS, screening, diagnostic assessments and interventions and extensions
 - Integrates Universal Design for Learning to support inclusionary and culturally responsive practices

Civics Committee Members

School / Site	Name	Role
Issaquah High School	Cait Lambert	Teacher: Law and Society, Civics
Issaquah High School	Jaci Matthews	Teacher: AP Gov, Civics
Liberty High School	Amy Cooke	AP Gov, Yearbook
Liberty High School	David Dingler	Civics, World History 3, NW Studies
Skyline High School	Richard Chamberlain	US History, American Lit
Skyline High School	Gwen Lloyd	9 th Grade World History
Teaching & Learning	Tricia Cecil	TLS TOSA
Teaching & Learning	Dawn Wallace	Director of TLS
Teaching & Learning	Josh Moore	EdTech TOSA

Process



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Timeline

Meeting Date	Agenda
September 23, 2024	Explored charter, analyzed standards, developed curriculum evaluation tools and incorporated the Equity Framework
November 12, 2024	Bomb Cyclone - Cancelled
December 16, 2024	Evaluated four curriculum options, decided to field test TCI and Savvas texts
January – March 2025	Field Testing
March 27, 2025	Analyzed community, student, and teacher feedback, voted to recommend the <i>Magruder's American Government Interactive</i> (Savvas) curriculum
June 2, 2025	1 st Implementation/Training Day

Materials Reviewed



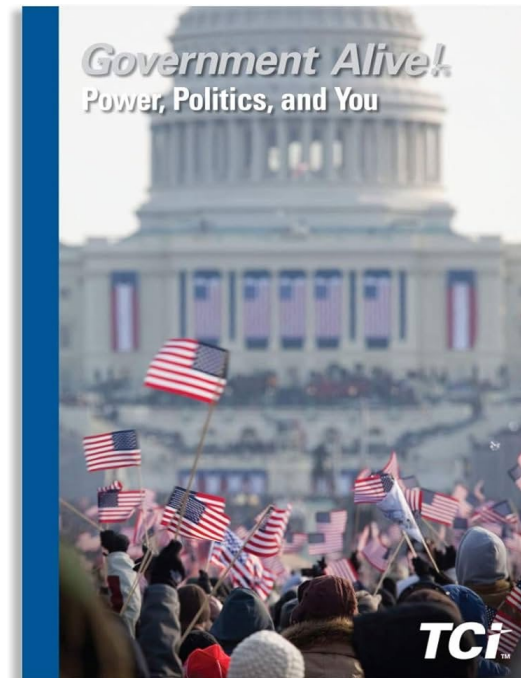
- Civics Interactive-SAVVAS
- Newsela Social Studies
- Government Alive! Power, Politics and You-TCI
- American Government and Politics Today-Cengage

Materials Field Tested

Civics Interactive-SAVVAS



Government Alive! Power, Politics and You -TCI



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Field Testing



Timeline: February–
March (6 teachers)



Round #1: SAVVAS



Round #2: TCI



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Parent and Family Engagement

Viewing Materials

- Sample of the curriculum were available in the lobby of the ISD Admin building March 10, 2025-March 27, 2025
- Online access was also provided for the curriculum from March 10, 2025-March 27, 2025, communication sent in Enews and Canvas

Input and Questions

- Microsoft Form was available for collecting input and questions March 10, 2025-March 27, 2025

Criteria for Selection

Criteria	TCI	SAVVAS
Aligned with WA State standards		✓
Materials inviting, interesting and engaging and relevant		✓
Digital platform navigation		✓
Instructional materials presented in a logical, easy to follow manner		✓
Accessibility, opportunities for support and extensions Provides extensive tools and resources for progress monitoring and supporting variety of student learning		✓

SAVVAS rated higher in all of the selection criteria than TCI

Student, Staff and Community Feedback

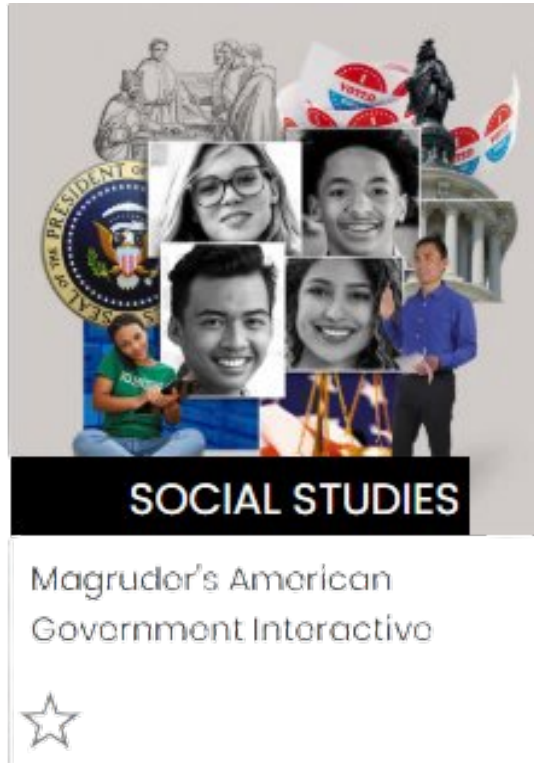
Source of Feedback	Community	Teacher	Student
# of Responses	11 (all parents)	11	206
Themes found in the Comments	- Materials are supportive and accessible - Engaging and dynamic curriculum - More participation and interaction	- Engaging and more accessible - Good reading tools for various reading abilities - Connects topics to students' lives - Helps students to conceptualize content - More relevant and current	- Good content - Engaging and interesting - Good visuals and graphics - Good discussion questions

Committee Recommendation

The following materials were recommended to Executive Director of Teaching and Learning on May 15, 2025.

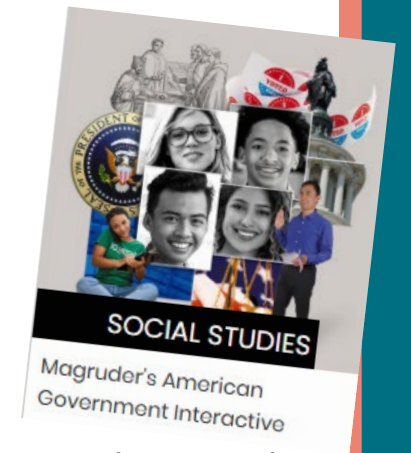
Civics Interactive-Savvas

The Civics Materials Selection and Course Development reached consensus for recommendation.



Summary of Review

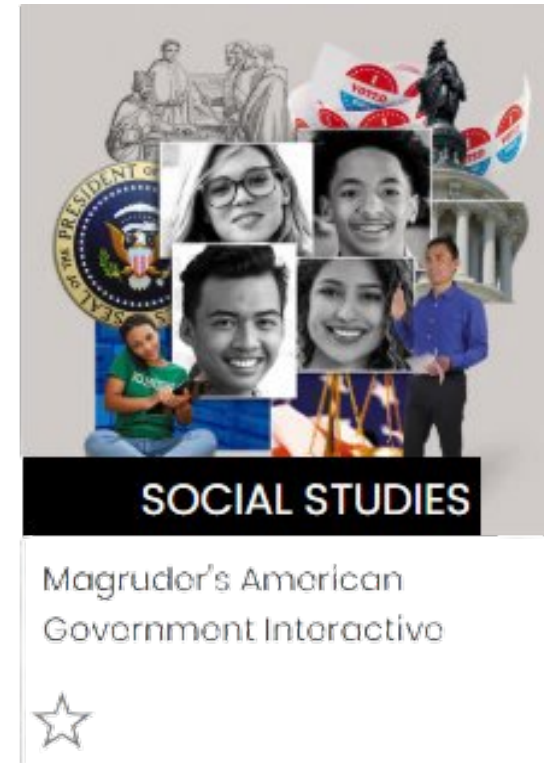
- Followed Teaching and Learning Adoption Process
- Met curricular needs of the K-12 Social Studies Learning Standards (2019)
- Sought materials that met criteria for: student learning, Equity Framework, curriculum coherence and continuity, and provided a continuum of support, per the Implemented Materials Selection Form Rubric
- Materials field tested across all high schools in the Civics, US History, or Global Issues courses
- Used a variety of selection tools, including the equity framework, community, family, student and teacher surveys, and field tester feedback.



Recommended Materials

Curriculum Selection Committee Statement:

Magruder's Government Interactive provides robust options for student engagement in current and ample content. The materials are culturally responsive and connect topics to students' lives. Additionally, the curriculum resources are available in a variety of languages and provide entry points, resources, and guidance for potentially challenging topics



Bias

The committee reached consensus that publishers were intentional in selecting non-biased illustrations and culturally inclusive examples in instructional materials:

- ✓ The instructional material provides a range of text, examples, scenarios, and applications relevant to our district students' real-life experiences and cultural backgrounds.
- ✓ The curriculum provides avenues for students to connect learning to personal, social, political, or environmental matters that affect them and their lives and contribute to change.
- ✓ Guidance is provided for opportunities to engage students' families and communities to enhance lessons.
- ✓ Resources are provided in modalities that allow access for all learners and staff can modify or adjust based on 504 and/or IEP accommodations (preferred language, subtitles if showing a movie, audio book to accompany a hard copy book, etc.)

Next Steps

- Finalize Scope and Sequence and Pacing Guide
- Provide supplemental materials if necessary to address gaps, maintain connection to current events, and promote multiple perspectives
- Provide training to 12th Grade Civics teachers to ensure a culturally responsive use of the materials, and empower teachers to connect lessons to current world issues and events.