

# 8th and 11th Grade US History Materials Selection

Thursday, April 9, 2026

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 8<sup>th</sup> and 11<sup>th</sup> grade US History Material Selection and Course Development Committee.

# US History: Requirements

## Graduation Requirement

**8<sup>th</sup> grade: 3 trimesters**    **11<sup>th</sup> grade: 2 semesters**

- Must include per State Requirements:
  - **(8<sup>th</sup>)** focuses on the study of American history from the First Americans, exploration and discovery of the Americas, the colonial period, the American War for Independence and American Revolution, the Constitution, developments in the early republic, westward expansion, and the Civil War and Reconstruction.
  - **(11<sup>th</sup>)** the struggle to build the United States of America from the colonial period to the beginning of the 20th century and the assessment of life in United States Pre-World War I ending with the conflicts of the new millennium.
  - 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 8<sup>th</sup> and 11<sup>th</sup> grade US History
- Develop a Scope and Sequence for both Middle School and High School 8<sup>th</sup> and 11<sup>th</sup> grade US History Course:
  - Aligned to state Social Studies standards for US History
  - Integrates Time Immemorial Curriculum provided by the Office of the Superintendent of Public Instruction (OSPI)
  - Provides for MTSS, screening, diagnostic assessments and interventions and extensions
  - Integrates Universal Design for Learning to support inclusionary and culturally responsive practices

# 8<sup>th</sup> Grade Committee Members

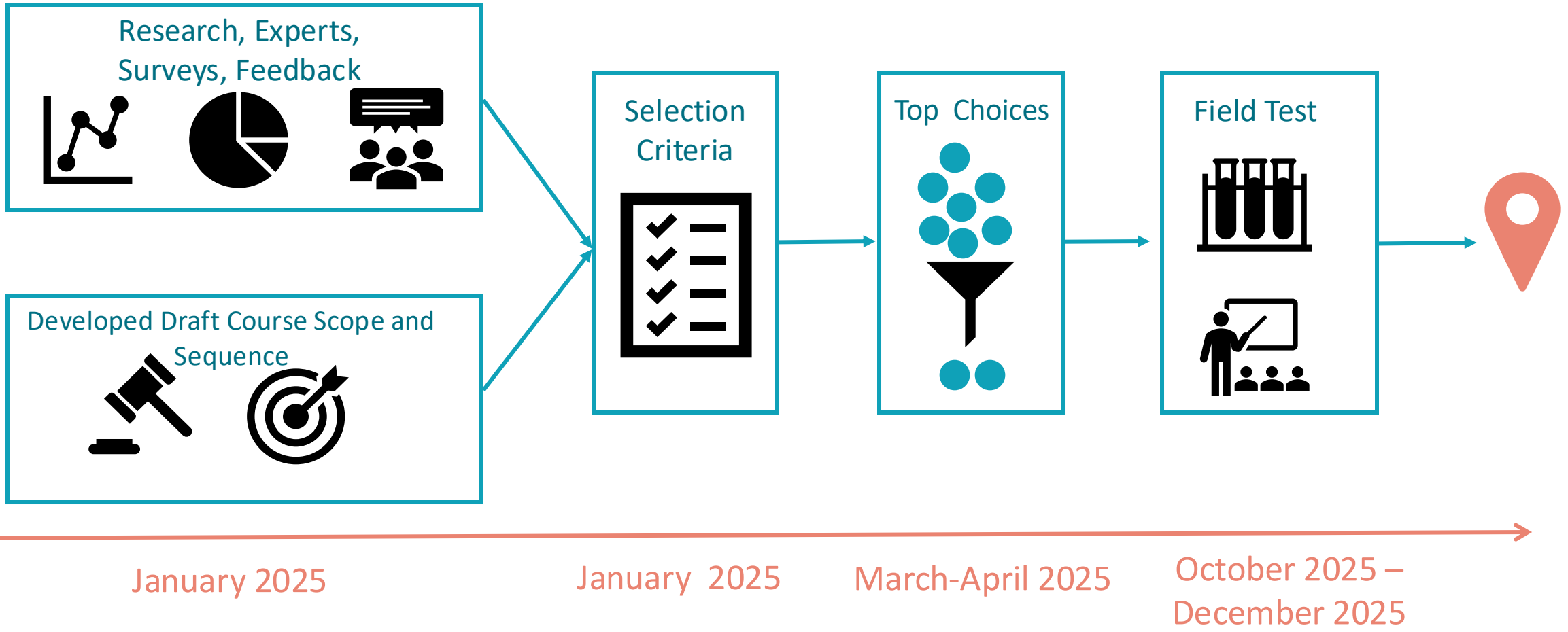
School/Site	Name
Beaver Lake	Carolyn Santos
Cougar Mountain	Andrea Miele
Cougar Mountain	Devin Borden
Issaquah	Baylor Blair
Issaquah	Anthony Jackson
Maywood	Dawn Richardson
Maywood	Carin Redmon (2024-2025)
Maywood	Chris May (2025-2026)
Pacific Cascade	Michele Van More
Pine Lake	Kim Thomas
Teaching and Learning	Josh Moore-Ed Tech Specialist
Kristin Johnsen	Content Specialist-Facilitator
Dawn Wallace	Administrator-Facilitator



# 11<sup>th</sup> Grade Committee Members

Building/Site	Name
Issaquah High School	Natalie Sheehan (2024-2025) Derek Best (2024-2025) Jonathan Dougherty (2025-2026) Patrick Gai (2025-2026) Will Petroll (2025-2026)
Liberty High School	Steve Darnell (2024-2025) Chris Matzen (2024-2025) Andy Fickert (2025-2026) Cameron Talley (2025-2026)
Skyline High School	Courtney Bede Molly Petersen
Teaching and Learning	Josh Moore-Ed Tech Specialist Kristin Johnsen-Content Specialist-Facilitator Dawn Wallace-Administrator-Facilitator

# Process



# Timeline

Meeting Date	Agenda
January 10, 2025	8 <sup>th</sup> and 11 <sup>th</sup> grade US History teachers explored charter, analyzed standards, developed curriculum evaluation tools, and incorporated the Equity Framework using a UDL lens
March 13, 2025	Both grades extensively evaluated four curriculum options, and 11 <sup>th</sup> grade decided to field test TCI and McGraw Hill texts
April 10, 2025	8 <sup>th</sup> grade met alone this day and decided on the same to field test TCI and McGraw Hill
October—December 2025	Field Testing window
December 9, 2025	Analyzed community, student, and teacher feedback, voted to recommend TCI for both grade levels

# Criteria for Selection

## Criteria

Aligned with WA State standards, UDL, MTSS and Equity frameworks

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

# Materials Reviewed



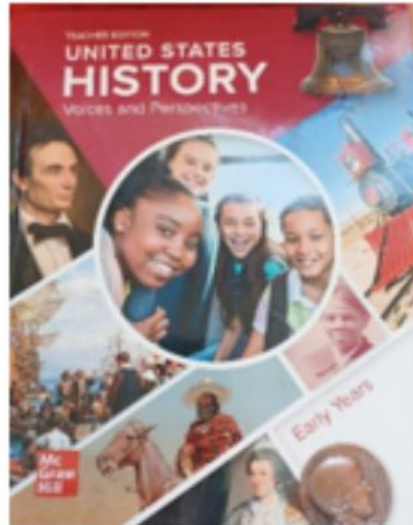
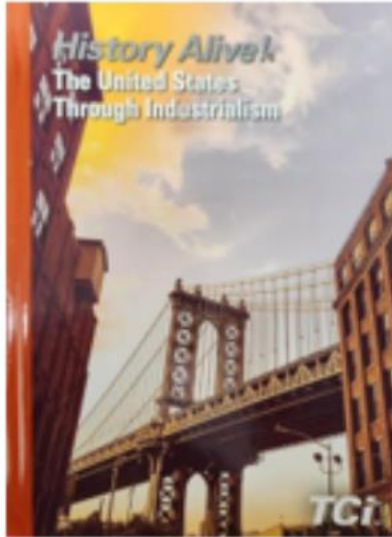
## 8<sup>th</sup> grade materials

- Indivisible by Educurious
- US History by Savvas
- History Alive by TCI
- US History by McGraw Hill
- IXL by IXL

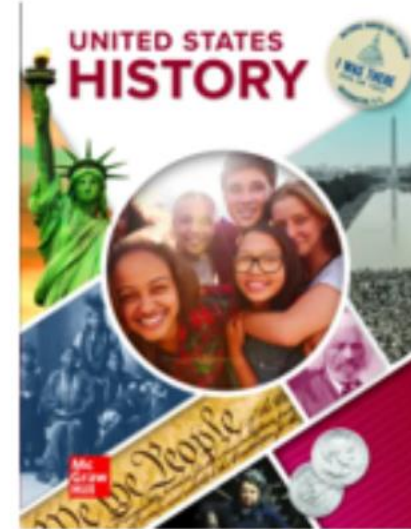
## 11<sup>th</sup> grade materials

- US History by Educurious
- US History by Savvas
- United States History by McGraw Hill
- History Alive by TCI
- America's History by BFW
- IXL by IXL

# Materials Field Tested



**8<sup>th</sup> grade texts**



**11<sup>th</sup> grade texts**

Both grade levels selected US History by TCI and McGraw Hill to field test.

# Field Testing



Timeline: October-December, 8th grade teachers (9), 11<sup>th</sup> grade teachers (7)



Round #1: McGraw Hill (3 weeks) (October –November 2025)



Round #2: TCI (3 weeks) (November –December 2025)



ISSAQUAH  
SCHOOL DISTRICT 411

# Parent and Family Engagement

## Viewing Materials

- Sample of the curriculum were available in the lobby of the ISD Admin building February 13-27, 2026.
- Online access was also provided for the curriculum from February 13-27, 2026, communication sent in E-news and Canvas

## Input and Questions

- Microsoft Form was available for collecting input and questions February 13-27, 2026

# Criteria for Selection

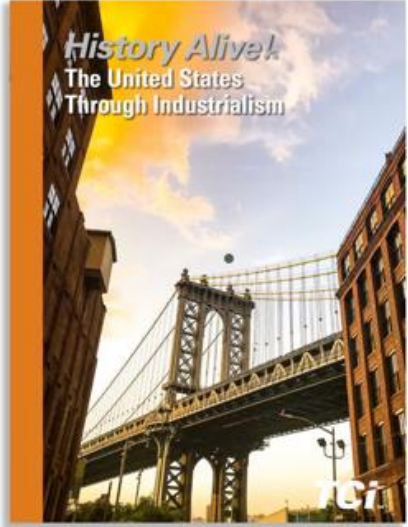
Criteria	TCI	MGH
Aligned with WA State standards	✓	
Materials inviting, interesting and engaging and relevant	✓	
Digital platform navigation	✓	
Instructional materials presented in a logical, easy to follow manner	✓	
Accessibility, opportunities for support and extensions Provides extensive tools and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

**TCI rated higher in all of the selection criteria than McGraw Hill for both grade levels.**

# Student, Staff and Community Feedback

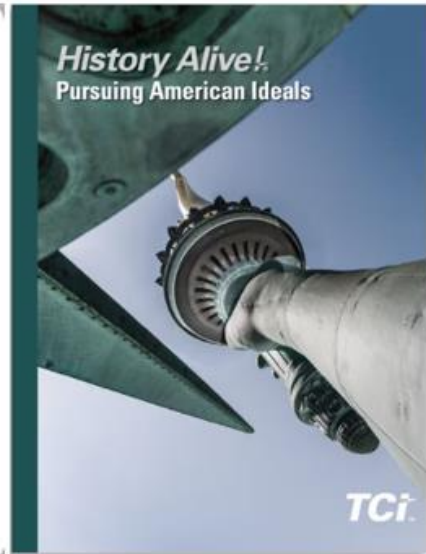
Source of Feedback	Community	Teacher	Student
# of Responses	3	16	584
Themes found in the Comments	<ul style="list-style-type: none"> <li>Community concerns rested on both field tested materials not having multiple perspectives and in particular, the Native American viewpoint is largely absent.</li> </ul> <p><b>Plan to address concerns:</b> The TIME IMMEMORIAL curriculum required by OSPI, specifically designed to showcase the Native American perspective and recognized by 29 federal tribes will be integrated in both 8th and 11th grade US History.</p>	<ul style="list-style-type: none"> <li>Engaging and more accessible</li> <li>Reading tools for various reading abilities and ML students</li> <li>Connects topics to students' lives</li> <li>Students enjoy the simulations, helping them to conceptualize content</li> <li>Lesson games are supportive</li> </ul>	<ul style="list-style-type: none"> <li>Easier to navigate</li> <li>Different resources and activities</li> <li>Better materials for studying</li> <li>More options such as games and videos and other interactive materials</li> <li>Organization of the materials</li> <li>Easier to read and comprehend</li> </ul>

# Committee Recommendation



## **TCI History Alive! The United States Through Industrialism (8<sup>th</sup>)**

The following materials were recommended to Executive Director of Teaching and Learning April 19, 2026.



## **TCI History Alive! Pursuing American Ideals (11<sup>th</sup>)**

The Materials Selection and Course Development reached 100% 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 middle and high schools in the US History courses
- Used a variety of selection tools, including the equity framework, community, family, student and teacher surveys, and field tester feedback.



# Strength of Recommended Curricula

TCI provides our middle schools a highly engaging, current, and interactive approach to learning from diverse perspectives.

- Differentiation Options
  - Multilingual Learners
  - Struggling Readers
  - Scaffolding
  - Enrichment
- Pre-, Formative, and Summative Assessments
- Opportunities to analyze primary sources to develop arguments
- Classroom Activities, Video Activities, and Inquiry Projects
- Parent, Family, and Community Resources
- Discussion Guides for talking about complex topics and current events in class, including recognizing bias.



# Recommended Materials

## *Curriculum Selection Committee Statement:*

The US History Materials Selection and Course Development committee with both 8<sup>th</sup> and 11<sup>th</sup> grade teachers met on Tuesday, December 9, 2025, to discuss the results of field testing. After analyzing and discussing feedback from community members, students, and teachers, **the team voted to unanimously recommend TCI for adoption for both grade levels.** TCI has solid Canvas integration, is easy to access, has multiple routes to UDL and has videos, review structures, and geography challenges.

# Looking at 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 wide 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 8<sup>th</sup> and 11<sup>th</sup> grade US History teachers to ensure a culturally responsive use of the materials, and empower teachers to connect lessons to current world issues and events.

# Financial Literacy Unit

## *Selected Unit Materials: Khan Academy*

The 8th grade US History course continues to include a 2-week Financial Literacy unit. After review of a variety of materials, and studying available information on the development of new Financial Literacy standards, the material selection team selected 6 lessons from the Khan Academy financial literacy curriculum.

The district asked for the materials to be reviewed by the IMC who approved the materials. Since new guidance is coming from the state on financial literacy education, expected in the spring of 2026, the district will use the Khan Academy lessons as district selected ancillary materials for 2026-27 and review long-term decisions on K-12 Financial Literacy curriculum upon review of updated guidance from OSPI.