

Global Studies Materials Selection

Thursday, May 28, 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 Global Studies Material Selection and Course Development Committee.

Global Studies: Requirements

Graduation Requirement

0.5 Credits of Contemporary World History, Geography and Problems (often referred to as Contemporary World Problems or CWP) usually completed in 10th grade

State graduation requirement rules ([WAC 180-51-210](#)) require three credits of social studies for graduation. The requirement includes:

- one (1) credit of US History;
- **one-half (.5) credit of Contemporary World History, Geography and Problems (often referred to as Contemporary World Problems or CWP);**
- one-half (.5) credit of Civics; and
- one (1) credit of social studies elective.

The State Board of Education reduced the required credits in CWP from one credit to one-half credits and increased the social studies elective from one-half to one credit (new and amended rules were adopted at the November 2019 Board meeting, going into effect immediately). The purpose for this change was to provide districts with greater flexibility in meeting social studies requirements, including the civics requirement. It is recommended that one-half credits of a social studies elective remain in world history, to best align with the learning standards. Districts that wish to keep CWP as a one credit course may do so.

For additional information about graduation requirements, please visit the [State Board of Education webpage for Graduation Requirements](#) and also [SBE's Social Studies FAQ](#).



ISSAQUAH
SCHOOL DISTRICT 411

Global Studies Description

New course

Grad
Requirement
in WA State

One Semester

10th Grade

Examine global themes rooted in environmental issues, economic development, human rights, and civic action and responsibility by examining current events and primary documents from around the world.

-OSPI

Charter

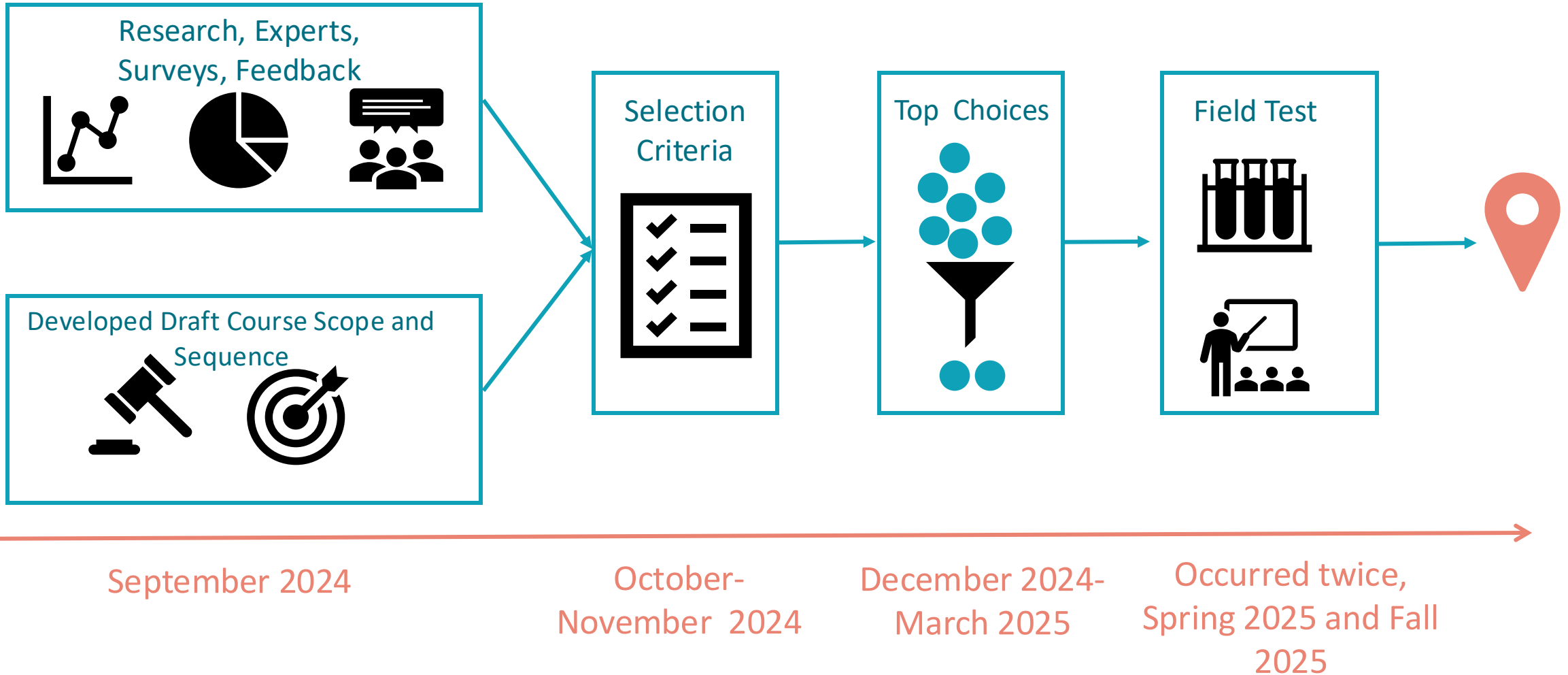
Goals/Deliverables:

- Recommend instructional materials and develop a course for Global Studies (Contemporary World Problems).
- Develop a Scope and Sequence for Global Studies (Contemporary World Problems):
 - Aligned to state Social Studies standards for Contemporary World Problems
 - Integrates Time Immemorial Curriculum provided by the Office of the Superintendent of Public Instruction (OSPI) as appropriate
 - Provides for MTSS, interventions and extensions
 - Integrates Universal Design for Learning to support inclusionary and culturally responsive practices

Global Studies Committee Members

School / Site	Name	Role
Issaquah High School	Rachel Heilman	Teacher: AP Psychology, World History 3
Issaquah High School	Kate Kelly	Teacher: AP US History, Contemporary Issues, World History 3
Liberty High School	Amy Cooke	Teacher: AP Government, Yearbook
Liberty High School	David Dingler	Teacher: World History 3, Civics, NW Studies
Skyline High School	Thai-Hang Nguyen	Teacher: World History 3, Contemporary Issues, 9 th Grade World History
Skyline High School	Meghan Woffinden-Luey	Teacher: 9 th Grade World History, Contemporary Issues
Skyline High School	Megan Santos	Teacher: Honors World History 3, Contemporary Issues, IB Psychology SL, Abnormal Psychology
Teaching & Learning	Josh Moore	EdTech Specialist
Teaching & Learning	Dawn Wallace	Administrator, co-facilitator
Teaching & Learning	Tricia Cecil	Content Specialist, co-facilitator

Process



Timeline

Meeting Date	Agenda
September 9, 2024	Establish charter, Contemporary World Problems state & district parameters, Dream exercise, Equity framework & training, develop meeting summary
October 24, 2024	Develop materials, Evaluate rubrics, review units/themes/essential questions, review student, teacher, and community feedback. Evaluate curriculum materials.
November 12, 2024	Vendor presentations, vote for which materials to field test, field test planning. Committee decided no published materials met ISD criteria. The team decided to develop ISD units based on Open Educational Resources (OER).
December 6, 2024	Field test training and planning
March 31, 2025	Reviewed field-testing feedback, voted on materials, committee recommended a variety of materials to for selection, developed unit themes and pacing guide

Timeline Continued

Meeting Date	Agenda
June 9, 2025	Revisited Pacing Guide and decided on fewer instructional materials, narrowed down the materials to just Open Ed resources and develop pacing guide and plan to field test in the fall of 2025 using the newly identified and scaled back resources. Planned for field testing in the Fall of 2026.
October 10, 2025	Develop materials, evaluation rubrics, review units, theme, and essential questions. Checked in on field testing and the pacing of the first few units.
March 3, 2026	Reviewed field-tested materials, finalized the pacing guide, made a final recommendation of materials to submit to the Instructional Materials Committee for review and approval.
May 19, 2026	Complete Scope and Sequence, pacing guide and develop plan for full implementation for the fall of 2026.

Materials Reviewed

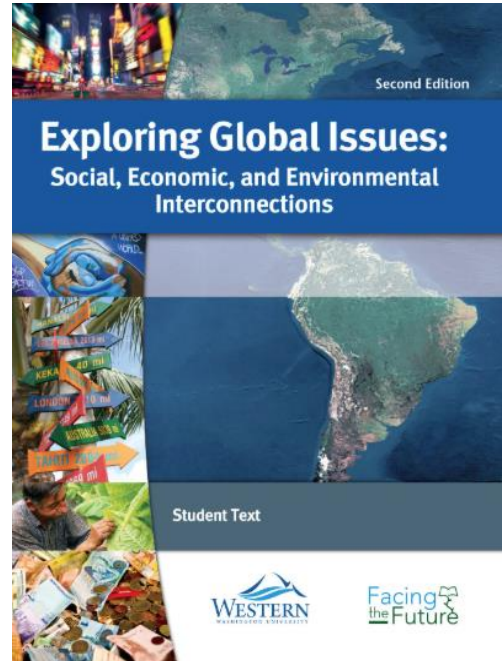
- Newsela Social Studies
- ABC-Clio Database
- Social Studies Service-Active Classroom)
- World History Interactive-Savvas
- OER Project
- Human Geography-Cengage
- Global Issues-Pearson
- Exploring Global Issues-Western Washington University, Facing the Future
- Choices Program-Brown University
- Council on Foreign Relations



Materials Field Tested



OER Project is a non-profit open educational resources provider co-founded in 2011 by Bill Gates and David Christian.



BROWN

Department of History

Choices Program
Discontinued



Field Testing



Timeline: Two years of field-testing and course development



Round #1: December 2024 – March 2025



Round #2: October 2025- March 2026

Parent and Family Engagement

Viewing Materials

- The curriculum materials were available in the lobby of the ISD Admin building , starting February 13, 2026, until present.
- Online access was also provided for the materials since February 13, 2026, until present, communication sent in E-news and Canvas
- Window to give feedback was extended to provide more opportunity to gather input from the community.

Input and Questions

- Microsoft Form was available for collecting input and questions February 13, 2026, to present
- No input forms were completed
- IMC community members comments and input for recommendation centered on the materials relevance and the representation of multiple perspectives.

Continue to work with ISD community and family groups to improve and increase opportunities for feedback on curriculum materials that are being considered for adoption.

Recommended Materials

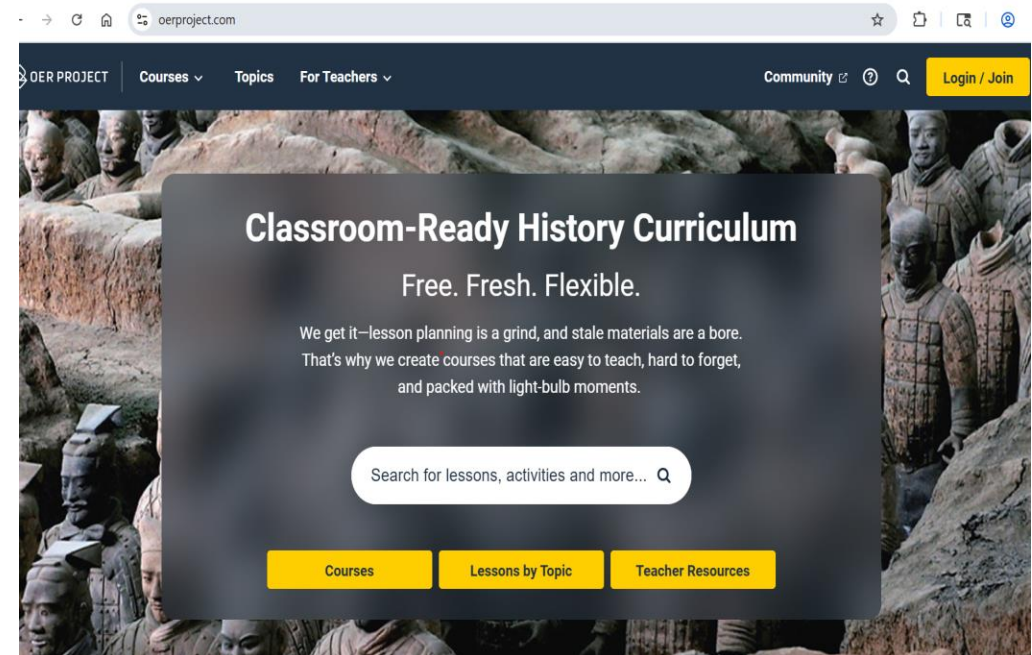
OER (online educational resources) is an online textbook used by many school districts in our area. It has the ability to update to reflect the dynamic nature of the Global Studies course.

Materials to be used from the OER Project Courses:

Big History

Climate

World History 1750



ISD policy

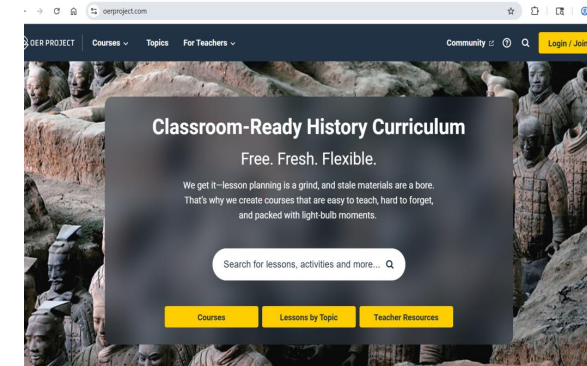
Open Educational Resources

Open Educational Resources (OERs) are teaching and learning resources that in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. A wide variety of free, high-quality instructional content is available, from supplemental to core instructional materials.

Supplemental instructional materials may be found on OSPI's Washington OER Hub. District staff are encouraged to consider OERs when selecting instructional materials. OERs are subject to the same selection and adoption procedures as other instructional materials outlined in this document.

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 Global Studies classes
- Used a variety of selection tools, including the equity framework, community, family, student and teacher surveys, and field tester feedback.



Strength of Recommended Curriculum

- Aligned with Washington State Social Studies K-12 Learning Standards (2019) and the C3 Framework.
- Provides current instructional materials at an appropriate developmental level for 10th Grade.
- It has the ability to update and to reflect the dynamic nature of the Global Studies course.
- Provides for student and teacher choice in instructional materials.
- Curated library of required and optional resources (articles, websites, infographics, videos) that are up-to-date and relevant to student's lives.

Global Studies Course Description



This semester-long course examines the interconnected challenges facing our global community through interdisciplinary lenses.

Students will explore how these themes shape modern societies, impact individuals, and create complex issues requiring local and global solutions.

The course is dynamic; it encourages critical analysis, collaboration, and active participation in discussions on real-world problems.

Global Studies Course Description



Through these units, this course will change as world news changes. Students will discuss what is happening in the world at any given time. Year to year, the class will feel a little different based on world events. The units of study will remain in place regardless of changing world events.

1. Global Lenses
2. Globalization
3. Global Conflicts and Resolutions
4. Human Rights and Activism
5. Student-led Inquiry Experience

Bias

Through their work in reviewing and field-testing Global Studies materials, the committee reached consensus that publishers were intentional in selecting non-biased and culturally inclusive texts, activities, assignments, and illustrations in instructional materials:

- ✓ The instructional material offers a range of text, examples, scenarios, and applications for learning that are 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 change or adjust based on 504 and/or IEP accommodations (preferred language, subtitles if showing a movie, 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 Global Studies teachers to ensure a culturally responsive use of the materials, and empower teachers to use the materials to provide engaging, relevant, and interactive lessons to meet the learning variability in their classrooms
- Courses centering on open educational resources require annual review of materials to ensure relevance and continued availability, as well as alignment to our Equity Framework.

