




2025-26 Social Science Adoption Update

Inspire and Empower Each Student
April 23, 2026

Gresham-Barlow Board Conditions

2025-2026

SAFETY	An environment in which physical security, emotional support, and intellectual freedom coexist through shared accountability, care, and respect.	
BELONGING	The connection of students, staff, and community to their schools and to each other, recognizing that each individual is a valuable part of our educational community.	
OPPORTUNITY	An awareness of and unhindered access to quality instruction and breadth of experiences that ignite curiosity and develop skills to launch students toward personal fulfillment and positive contributions to society.	
ACHIEVEMENT	The intentional, determined, and confident pursuit of individual and collective excellence through the development of critical thinking, creativity, and problem-solving skills.	

Curriculum Adoption Team Process

1. Collaborative Process
2. Grounded in effective and equitable teaching practices
3. Prioritizes the variabilities of our learners
4. Centers student voice

Social Science Key Factors

Educators involved

- 38 (26 elementary, 12 secondary) English Instruction Teachers, DLI Teachers, Coaches, Administrators, EML Specialists, Special Education Coaches

Number ODE approved curricula reviewing

- K-2nd Independent Adoption
- 3rd-5th: 2
- 6th -8th: 7
- 9th-12th: 9

Process grounded in

- Oregon Social Science Standards
- Collaboration with MESD: Social Science for a Better World
- Research-based high leverage instructional routines that center multilingual learners and students with disabilities.

Timeline

01

Participated in MESD's Social Science for a Better World

2024-25 School Year

02

Reviewed new social science standards in collaboration with the MESD & ODE

October 2025

03

Began developing Social Science Framework and created "look-fors" tools.

K-5 Began reviewing picture books/lesson plan development.

November 2025

04

3rd-8th Reviewing 2 curricula at each grade level including publisher presentations, Ed Reports, ODE's IMET, material review, and digital accounts

K-2: Continue picture book lesson plan development.

December 2025-January 2026

Timeline cont.

05

A team of coaches and admin completed the IMET with Wonders/Maravillas K-2 Curriculum.

Middle school teachers began the pilot process.

January 2026

06

A decision was made to move forward with TCI, *Social Studies Alive!* For 3rd-5th grades.

March 2026

07

Elementary teachers piloted curriculum and collected student and parent feedback through interviews.

Middle school teachers finalized the pilot process and worked to gather student and parent feedback.

March-April 2026



Kindergarten- 2nd Grades

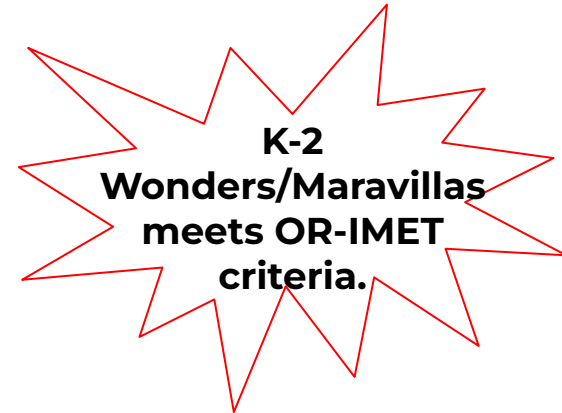


Oregon Instructional Materials Evaluation Tool

Kindergarten-2nd Grades

A team of cross disciplinary coaches and admin completed the OR-IMET.

GBSD is required to submit the IMET to the board and keep the completed tool on file.

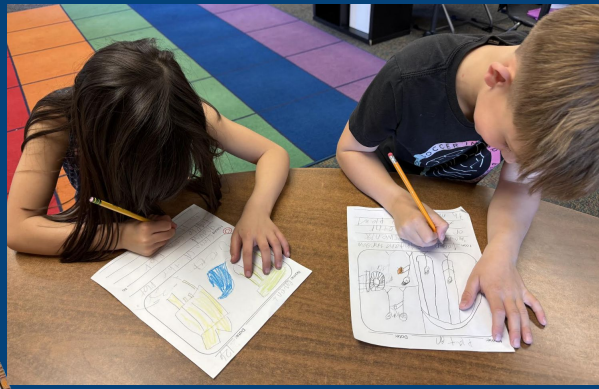
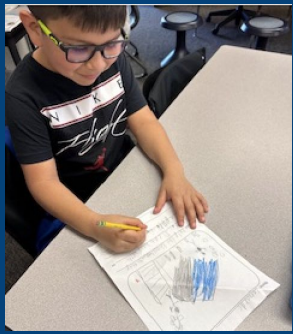


Oregon Instructional Material Evaluation Tool (OR-IMET) Summary	
Social Sciences (2026-2033)	
Overall Rating	
Publisher:	McGraw Hill
Title:	Wonders/Maravillas
Publishing Date:	2020
Category:	K-2
Review Date:	26-Jan-26
Legal Requirements	Yes
Part 1: Oregon Social Science Baseline Criteria [K-HS]	
Rating	
Criterion 1.1 Alignment to Standards	1: Partially meets expectations
Criterion 1.2 Scope and Sequence	2: Meets expectations
Criterion 1.3 Practice and Skills	1: Partially meets expectations
Part 2: Equitable Student Engagement and Cultural Pedagogy Criteria [K-HS]	
Rating	
Criterion 2.1 Engagement & Motivation	1: Partially meets expectations
Criterion 2.2 Culturally Responsive Instructional Support	1: Partially meets expectations
Part 3: Technical Usability Criteria [K-HS]	
Rating	
Criterion 3.1 Supports for Teachers	2: Meets expectations
Criterion 3.2 Supports for Students	1: Partially meets expectations
Criterion 3.3 Digital Learning Design Elements*	1: Partially meets expectations
Part 4: Assessment Criteria [K-HS]	
Rating	
Criterion 4.1 Formative Assessment Process	2: Meets expectations
Criterion 4.2 Performance Assessments	1: Partially meets expectations
Criterion 4.3 Integrated Assessment System*	
Overall Rating	MEETS

Kindergarten-2nd Grades

The K-2 adoption team created lesson plans for each supplemental picture book using the district vocabulary and talk-cite-write routines, which are high leverage research based routines. Lesson plans follow the Transformative Social Emotional Learning format, ensuring that students experience an inclusive welcome, engaging activities, and an intentional close for each lesson.


Lessons were piloted in several classroom throughout the district.



Empathy Interviews: K-2

Questions Asked:

1. What did you think of the lessons with the book ___?
2. What did you enjoy about it?
3. Was there anything you didn't like?
4. What did you learn?



100% of students interviewed expressed positive feelings about their experience.

Empathy Interviews: K-2

“I learned about the people before us and ancestors and the land before we were here.”

-1st grader PVES

I liked all of it!

-1st grader HCES

“The book was really good. I like the illustration and the authoring. I like about the story. It was tragic, but then it became into people helping their community.”

-2nd grader HCES

“Helping community is about singing songs and giving dogs back.”

-Kindergartner HAES

“I kind of never heard of injustice. I learned that injustice is the lack of what is right and fair.”

-2nd grader DCD

“I learned that when you clean up the community that's nice.”

-Kindergartner HAES

“I learned about people don't have to be mean to other people.”

-1st grader HCES



3rd - 5th Grades



3rd-5th Grade

Curriculum Review Tool

Created by the coach team based on the GBSD equity audit, the k-12 social science adoption team, and the new social science standards.

- Support literacy, oracy, interactive, and engaging
- Diverse perspectives and experiences
- Encourage students to think critically
- Spanish language options

GBSD 3-5 Social Science Curriculum Review Tool

Publisher:		
Curriculum:		
Reviewer:		
GBSD Priorities	Evidence of Priorities in the Curriculum	
1. Aligned to the most current (2024) Grade Level Oregon Social Science Standards <ul style="list-style-type: none">- From GBSD Social Science Visioning October 2025, and Oregon's Vision for Social Science	(Scaffolding Look for: visuals, clear suggestions for differentiation, language supports, using talk as a scaffold for writing, etc.)	
Instructional Priorities		
Materials/Lessons...		
<ul style="list-style-type: none">- Support literacy development and provide students with grade level text- Include Language goals and targets (Reading, Writing, Speaking and Listening)- Include discourse/student talk- Include scaffolding to support student success- Offer a variety of ways for students to respond/show learning- Are interactive and engaging for students- Provide digital and and print resources- Connections to current and local content and context- From GBSD Social Science Visioning Oct. 2025		
2. Diverse Perspectives and Experiences		
<ul style="list-style-type: none">-Actively seek and include diverse perspectives to ensure students see themselves reflected in the social sciences in a way that affirms dignity and the language used does not reenact harm or perpetuate stereotypes-Help students understand how systems of power, discrimination and inequality shape individual and collective experiences-Balance narratives of oppression with stories of resilience, strength and contributions to society-Foster empathy to empower students to advocate for equity, challenge systemic biases and support a more just society.- From GBSD Social Science Visioning October 2025, and Oregon's Vision for Social Science		

3. Inquiry and Civil Engagement <ul style="list-style-type: none">-Encourage students to ask questions, think critically, develop digital literacy and explore multiple perspectives.-Prepare students to become informed and engaged citizens in a diverse, democratic society.- From GBSD Social Science Visioning October 2025, and Oregon's Vision for Social Science	
4. Dual Language Instruction <ul style="list-style-type: none">-There are Dual Language options for all parts of the curriculum that are structured for a DU program and not simply translated work.- From Equity Audit & DU Program	
5. Global and Historical Context <ul style="list-style-type: none">-Provide opportunities for understanding the global context of historical and current events to help students appreciate the interconnectedness of today's world.- From GBSD Social Science Visioning October 2025, and Oregon's Vision for Social Science	
6. Educator Preparation <ul style="list-style-type: none">-Equip educators with the background knowledge and skills to deliver effective, culturally responsive and inclusive social science instruction.- From GBSD Social Science Visioning October 2025, and Oregon's Vision for Social Science	
Materials Provide: <ul style="list-style-type: none">-Coherent, comprehensive scope and sequence-Pacing options that align with instructional time for implementation-Flexibility with adaptability and editing where appropriate-Integration with literacy- From GBSD Social Science Adoption Team 25-26	
7. Community Engagement <ul style="list-style-type: none">-Engage families and communities in social science learning- From GBSD Social Science Visioning October 2025, and Oregon's Vision for Social Science-Is representative of our community and diverse student populations and incorporates the expertise of diverse communities, their cultures, and their historical contributions.- GBSD Equity Audit	

3rd-5th Grade

A decision was made to move forward with Social Studies Alive!, Teachers' Curriculum Institute (TCI).



3rd-5th Grade

“All the students were bought in and fully engaged!” -5th Grade Teacher



Empathy Interviews: 3rd-5th

Questions Asked:

1. What did you think of the lessons about ___?
2. What did you enjoy about it?
3. Was there anything you didn't like?
4. What did you learn?



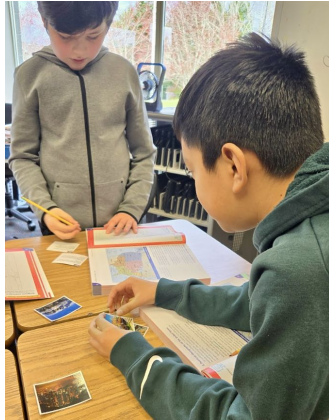
“It was really interesting learning about something new! I wanted to know more about it every day!”

Empathy Interviews: 3rd-5th

“I enjoyed we got to show people our cultures and learning about other people's culture and about cultural history.”

“Me gustó aprender de la geografía y la historia; las fotos de los mapas y de los estados; me gustó que puedo aprender de muchas cosas.” (I liked learning about geography and history; the pictures of the maps and the states; I liked that I can learn about a lot of things.)

“We learned about history that I never knew, it was really interesting and learning about real people in history and thinking about the choices they made that still effect us now.”



“ I never actually knew this and it's interesting! The activities are fun.”

“Aprendí sobre como ser buen ciudadano y como ayudar a mi comunidad.” (I learned how to be a good citizen and how to help my community.)



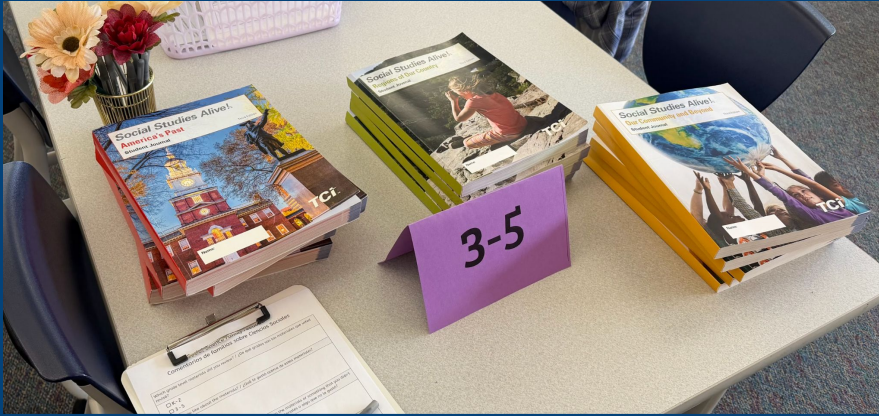
Family Feedback

A team of coaches, liaisons, and admin visited four schools at dismissal and a family night to collect parent feedback.

School visited:
Hall Elementary
Highland Elementary
Hollydale Elementary
East Orient

35 Families reviewed the curriculum.

Overwhelming positive feedback from families.



Family Feedback

“My son needs to read this one now! We speak about their language at home and they aren't wanting to their first language. This tells them why it is good.”

“Me gustó que habla de donde son las personas y es algo que es interesante porque somos de muchos diferentes lugares”
(I liked that it talks about where people are from; it's something interesting because we come from so many different places.)

“I like that it's not as limited of perspectives as when I was a kid. It tells more well-rounded history. It seems straight-forward and interesting.”

“Good topics. I'm glad they are getting access to these topics earlier than I did. I'm glad they're learning about economics and money management I want my son to learn that.”

Proposed Adoption Materials

Grades 3-5

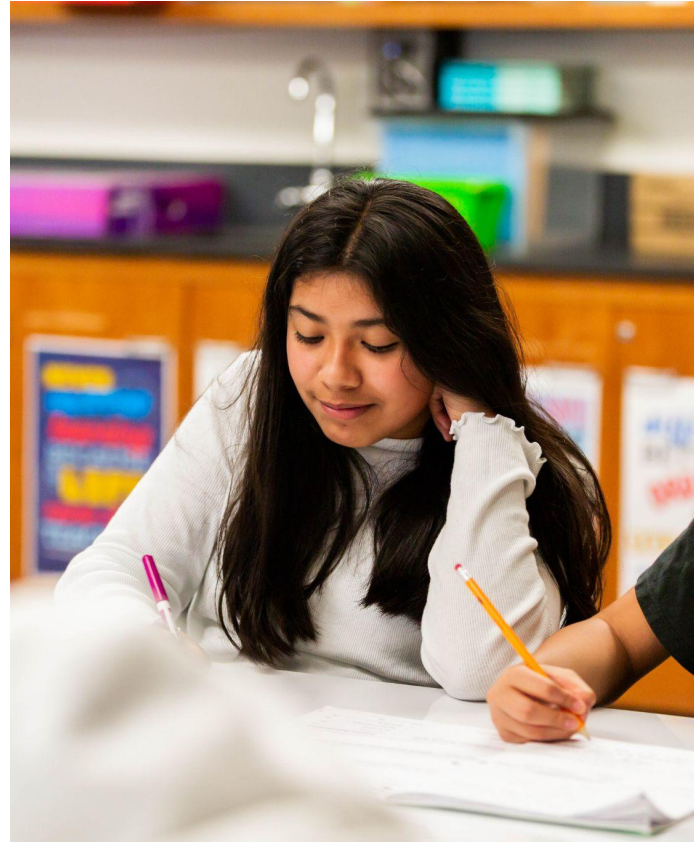
- Digital access for each student and teacher to the online learning tools such as videos and built-in reading supports
- Consumable Student journals each student that are available in both English and Spanish.
- Teacher guides available in both English and and Spanish.

Grades K-2

- Picture books w/ supplemental lessons.
 - Kindergarten 10 books
 - 1st Grade, 13 books
 - 2nd Grade, 12 books



6th - 8th Grades



Middle School Curriculum

“Look-Fors”

- Representative of our students
- Covers all of the content found in the updated Oregon Social Science standards
- Supports literacy development
- Connects to students real-world experiences
- Embeds supports for EML and SpEd students
- Provides diverse perspectives
- Facilitates critical inquiry

Curriculum:	
GBSD Priorities	Evidence of Priorities in the Curriculum
<p>The resource is representative of:</p> <ul style="list-style-type: none"> ● The presence of our community and diverse student populations ● expertise and historical contributions of diverse communities and their cultures ● Diverse viewpoints and perspectives to promote critical thinking 	
<p>The resource addresses the 2026 Oregon SS Standards in these ways:</p> <ul style="list-style-type: none"> ● Tasks and assignments that are appropriately aligned with grade level expectations and require students to apply higher-order thinking skills. ● Coherent sequencing and pacing guides ● Connections to current / local context ● Holocaust and other Genocides, Tribal History/ Shared History. Ethnic Studies 	
<p>Materials support best instructional practices by including:</p> <ul style="list-style-type: none"> ● Literacy Development ● Essential Disciplinary Practices ● Students’ funds of knowledge by using a culturally responsive framework that encourages students to apply concepts to the real world and their personal lives. ● Inquiry - “students are encouraged to generate and explore their own questions and understandings” ● Multiple ways to show learning ● Integration with Spanish Language Arts 	
<p>Units embed: scaffolding to support student success with:</p>	

Teacher Feedback

- TCI provided needed information in a neat and organized way. All assignments coordinate well with standards and grade level expectations
- Using the vocabulary toolkit has been helpful in having the students engage with the content in a variety of ways that better cement their learning.
- There are many connections to students' own culture and community through Oregon specific topics.
- Readings can be leveled, read-alouds are available in multiple languages. The entire curriculum is in Spanish.
- Each lesson is accompanied with an inquiry activity for students and the end of the unit also provides more summative projects.



*History Alive! The
Ancient World*

Student Feedback

- i liked that you can draw and watch videos they are very interactive and fun
- I liked the assignments.
- I liked how it was in a slideshow format.
- How you can go back and read the text if you don't know the answer.
- The videos were fun and interesting



*History Alive! The
Medieval World and
Beyond*

Community Feedback

- My daughter (7th grade DCD) prefers the daily assignments TCI offers. She says they are more engaging than [the other curriculum].
- [TCI] appears to have lots of accessibility features, be engaging, has well made videos, and is visually appealing. I like the embedded sentence starters even if they were minimal. At least there are some.
- interactive in class work



*History Alive! The
United States Through
Industrialism*

Proposed Adoption Materials

- Classroom set of textbooks for each middle school Social Studies class available in both English and Spanish.
- Digital access for each student to the online learning tools such as videos and built-in reading supports that fully integrate with Canvas.
- Consumable workbooks for each student that are available in both English and Spanish.
- Teacher guides available in both English and Spanish.





Questions?

