

# Core Instructional Materials Review

## K–3 Social Studies

WCASD Teaching, Learning & Equity Committee  
June 15, 2026



# Board Policy 108AG1



This [administrative guideline](#) applies to Core Instructional Materials (CIM) such as novels/non-fiction books, textbooks and comprehensive programs proposed for use by a class and/or teacher as the leading source of instruction or study. These guidelines were revised in December of 2025.

# Core Instructional Materials Process



**A multi-step process involving examination of curriculum and involvement of stakeholders.**  
This process began in the fall of 2025 and continued for the past ten months.

<b>Stage 1: Needs Assessment</b>	<ul style="list-style-type: none"><li>● Reviewed current instructional resources and identified gaps</li><li>● Gathered teacher feedback regarding instructional needs</li><li>● Consulted with local districts regarding K–3 social studies resources</li></ul>
<b>Stage 2: Resource Evaluation</b>	<ul style="list-style-type: none"><li>● Formed representative committee</li><li>● Explored inquiry learning and the C3 Framework</li><li>● Reviewed 7 resources, guided by the district CIM evaluation tool</li><li>● Narrowed the resource pool down to 2</li></ul>
<b>Stage 3: Pilot</b>	<ul style="list-style-type: none"><li>● Pilot of <i>TCI Social Studies Alive!</i></li><li>● Pilot of <i>Studies Weekly</i></li></ul>
<b>Stage 4: Synthesis &amp; Recommendation</b>	<ul style="list-style-type: none"><li>● Reviewed pilot data and committee feedback</li><li>● Finalized committee recommendation</li><li>● Completed CIM evaluation documentation</li></ul>

# Committee Members



Dr. Madison Weary - Spellman Admin	Ms. Kelly Brunner - 2nd Grade Teacher
Dr. Beth Zigmont - - Spellman Admin	Ms. Kellan Williamson - 3rd Grade Teacher
Ms. Jackie Pavlo - Building Admin	Ms. Amy Robinson - 3rd Grade Teacher
Ms. Taryn Hines - Social Studies DDL; SS Teacher	Ms. Maureen Isola - 3rd Grade Teacher
Ms. Shannon Straub -Special Ed. Teacher	Mrs. Kelsey Schmucker - 3rd Grade Teacher
Ms. MaryAnn Heckenberger - ELD Teacher	Ms. Alyssa Peterson - 3rd Grade Teacher
Ms. Nicole Brisgone - Kindergarten Teacher	Mrs. Charu Mehta Baluni - Parent
Mrs. Betsy Lane - Kindergarten Teacher	Ms. Lyndi Benton - Parent
Ms. Devon Patton - Kindergarten Teacher	Ms. Lindsay Childs - Parent
Ms. Jane Bryer - 1st Grade Teacher	Dr. Megan Redon - Parent
Dr. Des Seese - 2nd Grade Teacher	

# Committee Feedback



<b>CONTENT AND METHOD</b>	<b>EXC.</b>	<b>GOOD</b>	<b>FAIR</b>	<b>POOR</b>	<b>N/A</b>
Theoretical foundation					
Research-based Content					
Standards-aligned					
Learning Objectives					
Lesson Implementation/Preparation (for educators)					
Tech integration					
Target Audience					
Reflection of Diversity					
Respect for Diversity					
Multiple Viewpoints					
Reading Level					
Organization					
Style of material					
Instructions					
Activities					
Levels of Rigor					
Cost of implementation					

# Highlights of Studies Weekly



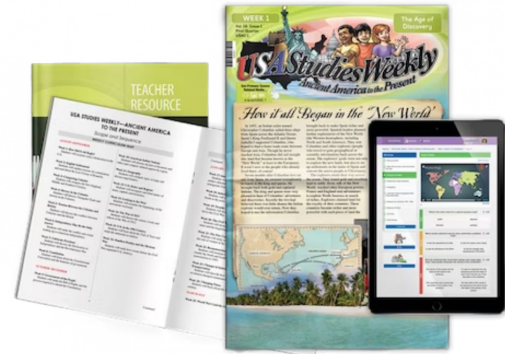
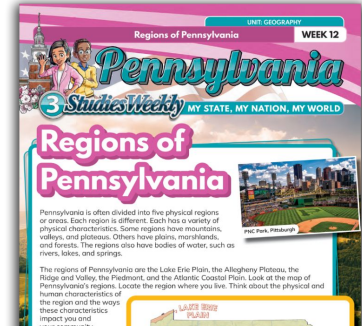
- Inquiry-driven social studies instruction grounded in student sensemaking
- Developmentally appropriate K–3 design
- Integrated literacy supports and multimodal access points
- Consistent instructional structure that supports implementation integrity
- Flexible print and digital experiences that support home–school connection

# Research-Based Instructional Design



Vocabulary development, discussion, and knowledge-building are embedded directly into social studies instruction through content-rich texts and inquiry-based learning.

Built-in scaffolds including visuals, audio supports, annotation prompts, and structured routines provide multiple access points for diverse learners while supporting teacher usability.



# Student & Teacher Experience



## Student Engagement

- High student engagement
- Increased independence
- Strong participation in discussion and tasks

## Equity & Access

- Read-aloud supports
- Accessible reading levels
- Supported ELD/SPED learners
- Students navigated materials independently


## Teacher Usability

- Clear lesson flow
- Flexible pacing
- Manageable implementation

## Home–School Connection

- Students can bring materials home
- Families are able to engage alongside students
- Tangible format increased accessibility

# Pilot Teachers' Feedback



I loved the simplicity of the magazine. But while simple, it is still highly effective at presenting content and allowing students to effectively analyze and apply the information. They were begging me the next day to do another magazine.

This resource allows for time to enable student dialogue about the content they are learning. It also has routines built in for students.



# CIM Committee Feedback



I believe this resource is highly appropriate and engaging for students. The reading level is age appropriate for our learners. They are able to have more independence in reading and completing assignments.

This resources will be easy for teachers to teach with fidelity in the limited amount of time that is provided for content. It also allows for communication and involvement with parents.





**Questions?**