

## Instructional Materials Committee

Meeting Notes: May 10, 2023

IMC Members in attendance:

Lisa Buckley, Cynthia Richardson, Natalie Eining, Marylin Rockwell-Bengen, Larisa Shuvalova

Members not in attendance: Katrina Hayrynen, Todd Torgeson

Chair- non voting: Adrienne Somera

### Agenda:

Core Curriculum proposals for consideration:

- World History Project 1200-Present, 9th Grade World History
- Discovery Education Techbook, 6th Grade World History
- Bridge To College Math- Senior Graduation Pathway Course

### Proposal Review Notes

Title:	<i>World History Project, 1200 to Present</i>
Publisher:	OER Project
Subject/Course:	High School World History
Grade Level:	9th grade

Background Information: (reviewed prior to meeting)

#### **High School World History (1450-present)**

Proposed materials: *World History Project, 1200-present*

Go to <https://www.oerproject.com/1200-to-the-Present>

**Review materials:**

OSPI Washington Quality Review Rubric for Social Studies, OSPI Screening for Bias form, OER Differentiation and Scaffolds document

**Criteria Review and Discussion**

Criteria:	Evidence	IMC discussion notes
Demonstrate likelihood of impact as shown by scientific or evidence-based research	See OSPI rubric  Collaboration: materials are designed with small group, large group and individual activities  Academic vocabulary: unit vocabulary is identified for each unit, provides specific vocabulary activities  Many writing activities: scaffolded reading, (skim, read and read for information looking for different) literacy supports and vocab are intentionally included	Meets criteria
Enable implementation of the district's developed curriculum and meet state standards and College Readiness requirements	Standards alignment Based on the C3 rubric which the OSPI Social Studies Standards Integration: <a href="https://www.oerproject.com/OER-Materials/OER-Media/PDFs/Teacher-Resources/WHP-1200-Practice-Progression-Placemat">https://www.oerproject.com/OER-Materials/OER-Media/PDFs/Teacher-Resources/WHP-1200-Practice-Progression-Placemat</a> Placemat shows the development of ket social studies skills throughout the unit activities  Speaking/writing from sources: primary sources are references throughout <a href="https://www.oerproject.com/OER-Materials/OER-Media/PDFs/Teacher-Resources/WHP-Primary-Source-Collection-Placement">https://www.oerproject.com/OER-Materials/OER-Media/PDFs/Teacher-Resources/WHP-Primary-Source-Collection-Placement</a> While civic engagement is less of a focus in world history, the ability to read sources, critically analyze and assess materials contributed to civic responsibility. Opportunities to connect modern history to civic opportunities	Placemat helpful in seeing the timeline and alignment of standards in the materials  Meets criteria
Provide sufficient flexibility to meet the varied needs and abilities of the students served	For readings embedded students are able to choose different lexile levels, human read text  Many writing activities: scaffolded reading, (skim, read and read for information looking for different) literacy supports and vocab are intentionally included	Agree that the materials meet criteria Skills apply for not only history but other academic subjects

<p>Provide clear and appropriate differentiation components for English Language Learners, special education students, students with academic opportunity gaps, and highly capable students;</p>	<p><a href="https://www.oerproject.com/OER-Materials/OER-Media/PDFs/Teacher-Resources/Differentiating-Instruction-with-the-OER-Project">https://www.oerproject.com/OER-Materials/OER-Media/PDFs/Teacher-Resources/Differentiating-Instruction-with-the-OER-Project</a></p> <p>Academic vocabulary: unit vocabulary is identified for each unit, providing specific vocabulary activities.  Materials include embedded supports for literacy including the ability to adjust lexile levels, embedded readers, many visuals and scaffolds.  Reading is structured and specifically taught using strategies.  There are many included materials and resources that support extension or enrichment.</p>	<p>Meets requirements</p>
<p>Where appropriate, present balanced but differing views of issues, controversial or otherwise, in order that students may develop critical analysis and informed decision-making skills; gaps, and highly capable students;</p>	<p>Materials intentionally include multiple perspectives on issues and structure students' abilities to reason with evidence and justify claims.</p>	<p>Meets requirements</p>
<p>Demonstrate consideration of appropriate format(s) (including technological, visual, and/or auditory components);</p>	<p>Video, reading, images, charts, graphic organizers, posters, readings can change lexile, some materials are in Spanish, graphic (comic book style) biographies are included. Many varied ways for students to access information.</p>	<p>Meets requirements</p>
<p>Support an equitable access to learning and learning materials for all students; including the provision of appropriate, high-quality accessible instructional materials to all students with</p>	<p>Lexile adjustment, audio versions, accessible materials are necessary for many students   Open ended written responses allow for materials to be adjusted to support students need</p>	<p>No concerns</p>

disabilities who require them;		
Are free of stereotyping and gender, race, class, and other forms of bias, recognizing that under certain circumstances biased materials may serve as appropriate resources to present contrasting and differing points of view, and biased materials may be employed in order to teach students about bias, stereotyping, and propaganda in historical or contemporary contexts. (OSPI tool)	No concerns	No concerns

**Recommendation:**

Does the IMC recommend World History Project 1200-Present to the Meridian School Board for adoption as core materials?

- yes (unanimous)

Title:	<i>Discovery Education Techbook, World History, Pre-History to Present</i>
Publisher:	Discovery Education

Subject/Course:	Middle School World History (Ancient -1450)
Grade Level:	6th grade

**Background information (reviewed prior to the meeting):**

**Middle School World History (Ancient Civilizations to 1450)**

Proposed Materials: Discovery Education Techbook: World History to Present

Access materials: [www.discoveryeducation.com](http://www.discoveryeducation.com)

***Review Materials:***

Documents: Chapter Overview, OSPI Quality Social Studies Rubric, OSPI screening for Bias Form.

Publisher overview link: <https://www.discoveryeducation.com/programs/social-studies/techbook/>

[This video](#) describes some additional elements of the techbook, note that this includes information about the full curriculum and not just World History.

**IMC Criteria Review Notes:**

Criteria:	Evidence	IMC Discussion Notes
Demonstrate likelihood of impact as shown by scientific or evidence-based research	See OSPI Quality review Rubric For Social Studies Materials meet criteria for quality social studies curriculum	Meets requirements
Enable implementation of the district's developed curriculum and meet state standards and College Readiness requirements	Materials are aligned with C3 framework and Washington Social Studies Standards for Ancient History/World History Prehistory to 1450	For each unit the standards are linked specifically in the materials  Meets requirements
Provide sufficient flexibility to meet the varied needs and abilities of the students served	5E framework (Engage, explore, explain, elaborate, evaluate) provides a structure for understanding materials. Guiding questions provided for each chapter section. Many engaging materials, interactive maps, video, readings. Assessments are project based activities in many cases. Variety of activities throughout support a variety of instructional approaches. Daily activities, shorthand long assessments embedded.	Meets requirements Predictable pattern for students, structure Variety of activities Does not just involve reading and writing engaging materials

<p>Provide clear and appropriate differentiation components for English Language Learners, special education students, students with academic opportunity gaps, and highly capable students;</p>	<p>Lexile is adjustable, immersive reader included, embedded vocabulary supports are included. Text is available in Spanish and digital text allows for the support of other languages. There are robust resources available for extension. Misconception background for teachers helps anticipate where students may struggle.</p>	<p>Meets requirements Agree with the evidence provided by the team Adjusting lexile level is helpful for ELL students and translation</p>
<p>Where appropriate, present balanced but differing views of issues, controversial or otherwise, in order that students may develop critical analysis and informed decision-making skills; gaps, and highly capable students;</p>	<p>Intentional inclusion of a variety of viewpoints. Opportunities for critical thinking and analysis are embedded. Includes easily accessible primary and secondary sources for reference.</p>	<p>Meets requirements</p>
<p>Demonstrate consideration of appropriate format(s) (including technological, visual, and/or auditory components);</p>	<p>Embedded vocabulary terms, images and videos and connected terms throughout. Text is available in variable lexile ranges. Immersive reader is included. Wide variety of text, video and interactive components to support access to content.</p>	<p>Meets requirements</p>
<p>Support an equitable access to learning and learning materials for all students; including the provision of appropriate, high-quality accessible instructional materials to all students with disabilities who require them;</p>	<p>Students are engaged with text including graphic organizers and supports for reading and analysis. Document based question scaffolds are included to support learners in writing from texts. A variety of resources support access for students with varied abilities.</p>	<p>Meets requirements</p>
<p>Are free of stereotyping and gender, race, class, and other forms of bias, recognizing that under certain circumstances biased materials may serve as appropriate resources to present contrasting and</p>	<p>No concerns, see OSPI Bias Review</p>	<p>No concerns</p>

<p>differing points of view, and biased materials may be employed in order to teach students about bias, stereotyping, and propaganda in historical or contemporary contexts. (OSPI tool)</p>		
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Feedback provided prior to the meeting via email from **TODD TORGESON** who was unable to be in attendance: Some of the highlights there is a tremendous amount of flexibility with the materials to support learning at a variety of levels. The program is friendly to the teacher. There are built-in lessons that can be adapted and the text can be adaptable to lower and higher reading levels and also supports language translations to Spanish. All students can leverage the learning through their one to one devices. There are opportunities for students to self assess and reflect on their learning. The program is supported by our teachers and they feel it is really built with middle school learners in mind.

**Recommendation:**

Does IMC recommend Discovery Education Techbook: World History Prehistory to Present to the Meridian School Board for adoption as core materials?

- yes (unanimous)

**Proposal: Bridge To College Transition Course**

Notes:

Bridge to College Math did not go through an identification committee process. Bridge to College Math is a designated transition course that fulfills a Graduation Pathway. These courses are designed by OSPI and must be taught as designed using the OSPI materials.

Bridge to College Mathematics is a fourth-year (senior-level) course designed to follow Algebra II and develop college readiness in students. Students who earn a "B" or better in the Bridge Course are eligible to enter college-level mathematics coursework in any of the State of Washington Community and Technical Colleges. Bridge to College Math is also a designated transition course that fulfills a Graduation Pathway.

**Discussion:**

The proposal is that these materials are approved so that, if the high school determines there are students who need this pathway for graduation, the course materials are approved.

IMC members have no concerns with the course materials as proposed

**IMC Recommend Bridge to College Mathematics to the Meridian School Board for adoption as core materials?**

- yes (unanimous)