

BOARD OF EDUCATION
Ellington, Connecticut

CURRICULUM COMMITTEE MINUTES
May 23, 2014

The Curriculum Committee of the Ellington Board of Education met Friday, May 23, 2014 from 1:00-1:55 p.m. in the School Administration Building. Present were: Mrs. Tracey Kiff-Judson, Ms. Kris Picard-Wambolt, and Mr. Gary Blanchette, members of the Board of Education; Mr. Stephen Cullinan, Superintendent of Schools; Dr. Erin K. McGurk, Director of Educational Services; Mrs. Deb Lubas, Mrs. Ann Johnson, and Mr. Sean Byrne, teachers at Ellington High School; and Mrs. Michele Cirillo and Mrs. Liz Cole, Curriculum Supervisors.

MINUTES

Dr. McGurk opened the meeting by introducing the high school teachers present and describing the reasons leading to the need for new textbook adoptions. Two of the presented textbooks (for AP Economics, AP Biology) are needed to support new courses being added to the Program of Studies at the high school. The text for AP US History is driven by changes in the AP curriculum expectations for the course. New texts for Spanish I and II are needed to provide more updated resources for students and teachers. The new text for Algebra II reflects changes in mathematical practices and instructional strategies driven by the Common Core State Standards.

Each text recommended has been reviewed by a committee of high school teachers from the department and, where available, the texts recommended for adoption will be purchased with digital editions and access to on-line resources. See attachments for textbook adoption forms.

The next meeting of the Curriculum Committee will be on October 17, 2014. Other dates for next year include December 5, January 30, March 27 and May 8.

Respectfully submitted by: _____
Gary Blanchette, Curriculum Committee Chairperson

ELLINGTON PUBLIC SCHOOLS

Ellington, CT

RECOMMENDATION FOR TEXTBOOK ADOPTION

Title of Recommended Textbook: <i>Economics: Principles, Problems, and Policies AP Edition</i>		
Author(s): McConnell, Brue, Flynn		
Publisher: Bedford/St.Martin's	Copyright Date: 2012	
Textbook to be used in grade(s): 12 th grade		
Course Title: AP Microeconomics		
Levels: AP		
<input checked="" type="checkbox"/> New Textbook	<input type="checkbox"/> Replacement for the following text:	<input type="checkbox"/> Supplement to the following text:
Title and copyright date of textbook to be replaced or supplemented:		
NA		
Reasons for addition/replacement/supplementation:		
<ul style="list-style-type: none"> • New Course 		
Other textbooks considered during the review process:		
Selection Committee:		
Lindsay McGinn		
Sean Byrne		
Criteria used for evaluation of the textbook:		
<p>Key Factors:</p> <p>AP Alignment and Depth of Content</p> <ul style="list-style-type: none"> • <i>McConnell Brue Flynn Economics</i> content is aligned to the material included in the AP Course Descriptions as selected by economists who serve as members of the AP Macroeconomics Development Committee and AP Microeconomics Development Committee. • It is the #1 Principles of Economics textbook in the world. • The book's microeconomic content follows the AP microeconomic exam content and includes basic economic concepts, the nature and functions of product markets, factor markets, and market failure and the role of government (chapter 1-14, 16-18, 20, 25, 37.) • This book contains <ol style="list-style-type: none"> 1. Multiple AP practice exams. 2. Graphing tools enable students to draw graphs from the ground up and perform in-depth analysis of an existing graph. 3. Critical thinking activities and logic cases that explore the key chapter concepts with helpful explanations along the way. 		

Organization and Format

- McConnell Brue Flynn, Economics contains 39 chapters that are broken up into eleven sections.
- Most of the microeconomic content is contained within the first 20 chapters of the textbook.
- Each chapter outlines goals and expectations to student learning, includes important key terms, embedded content reviews, visuals, summary, questions, and problems.
- Book contains Table of Contents, Glossary, Index, (1) Macro Practice Exam, (1) Micro Practice, and a Selected Economics Statistics Table

Literacy/Readability

- The textbook includes its own website and:
 1. Web buttons (indicators) that alert student to helpful internet learning aids such as interactive graphs, worked problems, and origins of ideas
 2. Internet multiple choice quizzes, PowerPoints, and “See the Math” sections that allow for development in algebra and calculus.
 3. Appendix on graphs
 4. Reviews
 5. Key terms and Key graphs
 6. “Consider This” and “Last Word” Boxes
 7. Questions and Problems
 8. Study Guides

Supplemental Resources/Additional Instructional Tools

- www.McConnell19e.com
- Digital flash cards, graphing tools, critical thinking logic cases, video cases, and news articles.
- *ConnectPlus* Economics ebook Student Resources
- The Study Guides
- AP Teacher’s Manual
- Test Banks
- PowerPoint Presentations
- Digital Image Library
- McGraw-Hill *Connect* Economics
- www.glencoe.com/mcconnellAP19
- Computerized Test Bank Online

Rationale for selecting this text:

Not only is this textbook the #1 Economics textbook in the world and touted as the best AP Economics book by certified TAFT AP Economics Trainers it offers a multitude of online learning options and assistance that allow students continuous learning both in and out of the classroom. This book also contains both micro- and macroeconomic content, covering both AP economic exam options.

Signature of Chair of Selection Committee:

Sean Byrne, Curriculum Assistant, Social Studies

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RECOMMENDATION FOR TEXTBOOK ADOPTION

Title of Recommended Textbook: Discovering Algebra: An Investigative Approach to Algebra 2			
Author(s): Jerald Murdock, Ellen Kamischke, Eric Kamischke			
Publisher: Kendall Hunt		Copyright Date: 2013	
Textbook to be used in grade(s): 10 th , 11 th and/or 12 th			
Course Title: Algebra 2			
Levels: Academic			
<input type="checkbox"/> New Textbook <input checked="" type="checkbox"/> Replacement for the following text: <input type="checkbox"/> Supplement to the following text:			
Title and copyright date of textbook to be replaced or supplemented:			
Algebra 2	Algebra 2 Applications, Equations and Graphs	McDougal Litetell	2001
Algebra 2 (Academic supplement)	Algebra 1 Integration, Application...	McGraw-Hill	1997
Reasons for addition/replacement/supplementation:			
<ul style="list-style-type: none"> • The current Algebra 2 texts are relics of previous leveling practices. The two books currently being used were the previous level 1 and level 3 texts. • There are no online resources for students and teachers in the current series. • The teaching standards, objectives, and assessments are not aligned or supportive Common Core State Standards for Mathematics or reflective of the Mathematical Practices. For example, assessments look for procedural mathematical solving of equations and not on conceptual understanding of where the math comes from or its applications. Standards and topics are broken apart for individual instruction without deepening over time or across the units of study. 			
Other textbooks considered during the review process:			
<ul style="list-style-type: none"> • Glencoe-McGraw Hill (Algebra 2) • Larson Boswell (Big Ideas) • Pearson (Algebra 2, Common Core) • Holt McDougal (Explorations in Core Math for Common Core Algebra 2) 			
Selection Committee:			
Liz Cole (Curriculum Supervisor and Chair)			
Jennifer Blalock, Susan Chandler, Peter Corbett, Aaron Flamino, Cindy Fontanella, Janine Galvin, Mike Mellilo, Jim Pointek, Allison Watras (High School Math Department)			

Criteria used for evaluation of the textbook:

Key Factors:

Content and Instruction:

- **Rigor of the Instructional Practice:** Promotes inquiry, cooperative learning and communicating orally in writing to enhance student's conceptual understanding of mathematics.
- **Rigor of the Instructional Sequence:** Each lesson is structured: introduce students to a new concept/skill in a real-world context, explore (making, investigating, finding) and summarizing (closing the lesson, discussion, writing) with critical questions, and applications (solving in a new context).
- **Alignment to the CCSS for Mathematics Content and Practices:** Every lesson addresses Making Sense of Problems and Persist in Solving them, and Attending to Precision. The other mathematical practices are grouped in pairs. At least one pair of mathematical practices appears in each lesson.
- **Content supports inquiry and higher-level problem solving:** Each teaching-learning model provides opportunities for students to engage in both guided and open-ended mathematical explorations.
- **Integration of technology beyond the traditional pieces** (ex. Calculator, pencil, ruler): Lessons incorporate use of spreadsheets, a computer algebra system, a statistical package and dynamic geometry software. The Geometer's Sketchpad ® and Fathom Dynamic Data™ are integrated into the series.
- **Organization of program:** Suggested structure for lessons is a four-step learning cycle "Launch, Explore, Summarize, Apply" to assist teachers in facilitating student-centered inquiry and investigation.
- **Differentiation:** Each lesson highlights teaching suggestions for ELL students, students who require extra support and advanced students.
- **Personalization of Learning:** Each lesson provides support for students to master concepts in alignment with their learning strengths: algebraic, numerical, graphical and/or verbal.

Resources and Assessments:

- **Assessments and Differentiation**
- **Availability of on-line assessment tools to support individually assessing students:** Integrated and secure online testing center to deliver (formative and summative) assessments and allow students immediate feedback; real-time performance assessment data for immediate intervention.
- **Availability of on-line texts and resources for teachers, students, parents and tutors:** flourishkh.com user name fl_icolle password: ellington; Parent guide provides a summary of the content of each chapter and a summary problem with solution to help parents support students outside of the classroom; condensed lessons for tutors/support/interventionists; more Practice your skills access for students beyond the text.
- **Apple App (free):** Kendall Hunt's Common Core Math App supports teachers and administrators using resource and implementing the Common Core State Standards for Mathematics; provides peer-observation tools to assist teachers in developing capacity as individuals and as a collective team.

Rationale for selecting this text:

As a committee, we feel the *Discovering Advanced Algebra* text will provide all students with a rigorous, CCSS-aligned Algebra 2 experience. Additionally, the supplemental resources provided support parents, tutors, interventionists and other stakeholders in understanding the shifts in mathematics education so they can provide support to students outside the classroom. Professional development supported by Kendall Hunt will assist teachers in making the instructional shifts necessary for student success under CCSS while utilizing this resource.

Signature: Chair of Selection Committee *Liz Cole*

ELLINGTON PUBLIC SCHOOLS

Ellington, CT

RECOMMENDATION FOR TEXTBOOK ADOPTION

Title of Recommended Textbook: <i>America's History, For the AP Course, 8th edition</i>		
Author(s): Henretta, Hineraker, Edwards, Self		
Publisher: Bedford/St.Martin's	Copyright Date: 2014	
Textbook to be used in grade(s): 11 th & 12 th grade		
Course Title: AP US History		
Levels: Honors		
<input type="checkbox"/> New Textbook	<input checked="" type="checkbox"/> Replacement for the following text:	<input type="checkbox"/> Supplement to the following text:
Title and copyright date of textbook to be replaced or supplemented:		
<i>The American People</i> , Addison – Wesley, 1998		
Reasons for addition/replacement/supplementation:		
<ul style="list-style-type: none"> • Textbook replacement to align with new APUSH exam and curriculum framework. 		
Other textbooks considered during the review process:		
American Pageant By the People (Pearson) American History (McGraw Hill) Give Me Liberty (Norton)		
Selection Committee:		
Michele Cirillo (Curriculum Supervisor and Chair) Lynn Oullette Sean Byrne Dan Uriano		
Criteria used for evaluation of the textbook:		
Key Factors:		
AP Alignment and Depth of Content		
<ul style="list-style-type: none"> • <i>America's History</i> is aligned to the new AP course, and supports a thematic and chronological approach to studying US History. • The text supports skills APUSH students need, including document based reading and analysis. Each chapter includes a section on "Thinking Like a Historian" which provides practice in responding to the DBQ style questions of the APUSH exam. The review questions ask students to consider and analyze causes, changes over time, explain consequences, understand point of view, and consider broader historical developments. • There is a focus on using documents to develop understanding of perspective. Sections, titled "American Voices", at the end of each chapter feature primary sources written from 2 or 3 different points of view allowing students to think critically and compare texts. 		

Organization and Format

- The text is organized around the 9 periods and chronology of the new AP course.
- Each chapter is introduced by “Big Idea” questions which emphasize the thematic understandings of the unit. This is further supported by “Thematic Timelines” which ask students to make connections across time periods.
- Each chapter contains sections to support critical thinking: America Compared, Thinking Like a Historian, and American Voices.

Literacy/Readability

- The textbook includes features which support the reading of the text, including bolded vocabulary, sections, big idea questions, and a glossary of terms. Additionally, the text uses numerous visuals, including illustrations, primary source images, organizational graphics, and maps to support comprehension.

Supplemental Resources/Additional Instructional Tools

- *Launch Pad* for teachers and students provides an on-line interactive ebook for documents, maps, videos to support instruction. Students would have access to the online resources, including the digital etext. Hardcopies of the text could remain in the classroom, while students could use and access the online etext to support interactive reading. They will also have access to Learning Curve, which allows students to self-assess their understanding of the reading.
- Two additional resources, *Sources for America’s History*, would provide additional primary source document readings.

<http://highschool.bfwpub.com/Catalog/product/america%E2%80%99shistoryfortheapcourse-eighthedition-henretta#tab>

Rationale for selecting this text:

The Selection Committee is recommending this text because of its overall readability, additionally on-line support features, and closest alignment to the new AP course guidelines. We feel this text will provide the best resources and support for students studying AP US History.

Signature of Chair of Selection Committee:

Michele Cirillo, Curriculum Supervisor ELA/SS/WL



ELLINGTON PUBLIC SCHOOLS

Ellington, CT

RECOMMENDATION FOR TEXTBOOK ADOPTION

Title of Recommended Textbook: Biology in Focus		
Author(s): Michael L. Cain, Steven A. Wasserman, Peter V. Minorsky, Robert B. Jackson		
Publisher: Pearson		
Textbook to be used in grade: 11 - 12		
Course Title: Advanced Placement Biology		
Levels: AP		
<input checked="" type="checkbox"/> New Textbook	<input type="checkbox"/> Replacement for the following text:	<input type="checkbox"/> Supplement to the following text:
Title and copyright date of textbook to be replaced or supplemented: <u>N/A</u>		
Reasons for addition/replacement/supplementation:		
<ul style="list-style-type: none"> ▪ AP Biology will be a new course offering in the 2013-14 school year. 		
Other textbooks considered during the review process:		
<ul style="list-style-type: none"> ▪ <u>Campbell Biology</u> AP edition by Reece, Urry, Cain, Wasserman, Minorsky, and Jackson, Pearson Education/Benjamin Cummings, 2011 ▪ <u>Principles of Life High School Edition</u> by Hills, Sadava, Heller, and Price, WH Freeman & Co., 2011 ▪ <u>Biology</u> by Mason, Losos, and Singer, McGraw Hill, 2014 		
Selection Committee:		
Ann Johnson		
Tim Gorton		
Criteria used for evaluation of the textbook:		
Key Factors		
<ul style="list-style-type: none"> ▪ Meets the AP Biology curriculum standards. ▪ Feedback from other teachers at TAFT AP Biology Summer Session ▪ Numerous tables, diagrams, and pictures, all of high quality, are well laid out to enhance the text. ▪ Text is appropriate for 11th and 12th grade student reading at or above grade level. ▪ Key concepts are presented in the context that science utilizes inquiry and discovery to achieve understanding, and real life applications figure prominently throughout the text – in both graphics and problem solving. ▪ The textbook is well supported not only by teaching resources offered as publications, but numerous internet connections throughout the scientific community as well. 		
Critical Thinking Skills		
<ul style="list-style-type: none"> ▪ Students are engaged in the processes of scientific thinking with <i>Scientific Skills Exercise</i>, <i>Scientific Inquiry Questions</i>, <i>Inquiry Figures</i>, and <i>Research Method Figures</i> ▪ At the end of each chapter there are reviewing objectives and questions to test comprehension and seeking solutions are offered which promote critical thinking at different ability levels. 		

Instructions call for students to apply higher level skills such as interpret, hypothesize, analyze, and infer.

- Numerous uses of tables and graphs occur throughout the text, with prompts for extrapolation, interpolation, and interpretation.

Learner engagement

- Variety of aids: visual, graphs, charts, and pictures
- On line resources (www.masteringbiology.com) such as tutorials, activities, animations, practice tests and quizzes, and Pearson eText.

Rationale for selecting this text: This book is well suited as a primary tool for meeting our expectations for student learning. Among the other textbooks reviewed, this text has the best organization, clarity of information, and publisher support in terms of learning resources. It is a pleasing book to use in the hands of a student. This text actively engages students in the scientific process, building and enhancing skills such as data analysis, graphing, experimental design, and math concepts.

This textbook incorporates the four big ideas and seven science practices set forth by the AP biology curriculum framework. This textbook “aims to help students see biology as a whole with each chapter adding to the network of knowledge they are building.” (Biology in Focus)

Signature: Chair of Selection Committee

Ann Johnson

ELLINGTON PUBLIC SCHOOLS

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RECOMMENDATION FOR TEXTBOOK ADOPTION

Title of Recommended Textbook: Avancemos (Spanish Textbook Series)		
Author(s): Estella Gahala, Patricia Hamilton Carlin, Audrey Heining-Boynton, Ricardo Otheguy, Barbara Rupert Mondloch		
Publisher: (Holt McDougal) Houghton-Mifflin-Harcourt		Copyright Date: 2013
Textbook to be used in grade(s): 7th, 8th, 9th, 10th, 11th grades		
Course Title: Spanish I, Spanish II, Spanish III		
Levels: Academic & Honors		
<input type="checkbox"/> New Textbook	<input checked="" type="checkbox"/> Replacement for the following text:	<input type="checkbox"/> Supplement to the following text:
Title and copyright date of textbook to be replaced or supplemented:		
<i>En Espanol</i> I, II, III (2000)		
Reasons for addition/replacement/supplementation:		
<ul style="list-style-type: none"> • The current Spanish textbooks are physically worn, and the content taught in the series <i>En Espanol</i> is outdated with the vocabulary, pictures, videos, and cultural information. Additionally, there are no modern references, and the historical and cultural information is not updated or is not accurate. This impacts how the text can be used as resource for teaching the cultural component of language learning. • There are no online resources for students and teachers in the series. • The teaching standards, objectives, and assessments are not aligned or supportive of standards for teaching a world language. For example, assessments look for rote memorization, instead of student use of the target language in conversation. • The new text book series will provide on-line resources, including an on-line text for teachers and students. • <i>Avancemos</i> will support differentiation through a variety of activities and leveled resources that support all students in learning the language. 		
Other textbooks considered during the review process: <i>Realidades</i> (Pearson)		
Selection Committee:		
Michele Cirillo (Curriculum Supervisor and Chair)		
Deb Lubas		
Sheron McCallum		
Pat Overton		
Liz Overton		

Criteria used for evaluation of the textbook:

Key Factors:

Content and Instruction:

- **Rigor of the instructional sequence:** the *Avanceamos* program will support students in moving towards AP coursework in Spanish. The series integrates Pre-AP exercises in each chapter addressing listening, speaking, reading, and writing skills.
- **Alignment to the World Language standards** (culture, communication, listening and speaking, reading): There are authentic materials used to support teaching the cultural and communication standards. The program supports reading in the target language.
- **Content supports cultural learning and reading in Spanish:** There are many opportunities for cultural comparisons in the text, via videos from Que Tal magazine, telehistorias, and authentic news articles available through the on-line resources.
- **Organization of program**, including a logical sequencing of grammar and vocabulary instruction to support learning: The program supports a logical, well-ordered, well structured sequencing for teaching the vocabulary and grammar.

Resources and Assessments:

- **Assessments and Differentiation** of instructional materials to support students: Assessments and content are tied together, including materials and strategies for differentiating instruction for slower paced, heritage speakers and multiple intelligences. The teacher edition also includes suggestions for smaller groups and paired learning. The program resources include academically differentiated workbook exercises for vocabulary and grammar practice. The tests are also differentiated for on level, modified, pre-AP and heritage speakers.
- **Availability of on-line assessment tools** to support individually assessing students: The Performance dashboard allows students to speak, record, write and save their work. Teachers can provide individual feedback to students.
- **Meaningful content practice**, including supplemental reading practice for comprehension: There are many opportunities given for reading authentic materials and supplementary reading texts which teach reading strategies.
- **Availability of on-line texts and resources for teachers and students:** There are student resources available to support learning, such as news and networking with authentic videos, news articles, a home tutor, conjugation practice and an opportunity for submission of articles by students. The on-line web pages and supplementary materials are easy to navigate. Additionally, there is a seamless transition between online and hard copies, including student copies of resources and lesson work
- **Video/DVDs/CDs to support listening and cultural connections:** There are video and audio files for listening and speaking practice to support instruction.

Preview Online Samples - http://preview.hrw.com/sample/reg_sample.jsp (use Code NAWL13)

Rationale for selecting this text:

As a committee, we feel the *Avanceamos* textbook series will support our students with learning the Spanish language by creating a challenging, but supported, learning sequence. Using this program will help to prepare students for AP course work and/or continuing their language study in college. This textbook series supports all the key criteria for our selection as stated above under key factors.

Signature of Chair of Selection Committee:

Michele Cirillo, Curriculum Supervisor ELA/SS/WL

