

North Carolina Textbook Commission Deliberations and Reconsiderations Meeting Minutes

September 20, 2022

9:00 a.m.

Members Present: Jodie Ray Autry, Rikki Baldwin, Shannon Brayboy, Karina Cameron, Ashton Copley, Jarrod Dennis, Monica Douglas, Melissa Jenkins, Kathleen Linker, Matthew McLean, Alicia Ray

Members Absent: Maria Bishop, Marlena Bleu, William Chesher, Aubrey Godette, Angela Martin, Susan Mills, Rob Orrill, Lindsey Sise

Others Present: Dr. Carmella Fair (NCDPI), Kenya Wallace (NCSU)

Call to Order and Welcome: Dr. Dennis called the meeting to order and then read the ethics statement.

Roll Call: Dr. Fair did the roll call.

Before the start of the deliberation and reconsideration meeting. Ms. Wallace explained the reconsideration process: 1) Accessing the two links, 2) Including reconsideration notes and 3) Your rationale behind your decision especially if you changed your vote.

The representative for inquiryED LLC before the start of her presentation passed around some feature updates that were made to the curriculum. She began the presentation talking about Inquiry Journeys and the social studies curriculum. She wanted to talk about the alignment to your inquiry strands and the strong alignment and the importance of the algorithm and some of the gaps that the commissioners noted on certain standards. They have some feature updates that have been made to their digital platform that will address some of the concerns that the commissioners have about access to sources and usability. Their curriculum is designed to address all of their inquiry strands, and there is scaffolding across grade levels. All of our events are going to be anchored inventory questions. At the beginning of each unit we will start with 3 questions for the students. They will be engaging, anticipatory activities, and we invite

students to generate their own questions for us. Then the students will move through a sustained investigation of a series of investigation modules. You will see the modules outlined in that scope. Each of those modules is going to be screened by an essential question. Students will use those essential questions to investigate a wide range of authentic digital standards. A lot of the coverage of the content standards will be covered in the investigation. Students move through this investigation and they develop disciplinary knowledge and skills. In each unit students have the opportunity to authentically apply what they have learned to solve a real goal. Students are using the learning obtained from this curriculum to engage and make a positive impact beyond their classroom . Every grade level is authentic, and these students are moving through the whole inquiry process and it is student driven, not their questions. They are using question formulation techniques to generate their own questions and to use those questions as a guide. Therefore I would say that the student center feature of our curriculum is very important.

The other thing she mentions is that the resources rule the investigation of the content. She knows that a lot of time is spent reviewing the resources and materials. They have thousands of articles and videos for teachers and students, but in order to see coverage of the contents, sometimes you have to look at so many sources to see it. She wants to bring up the resources for them to see where the standards might be integrated in one of their sources. They feel that the investigation sources are an important way to structure the inquiry. One because that is supporting students in developing those medium literacy skills. They are engaging with the sources. Secondly, having those resources makes their planning and preparation of their lessons much easier. Another thing is the focus on claims and events. During each unit students have opportunities to construct claims that are supported and these are going to be experiences that are developed and going to spiral in complexity.

I'm going to make a strong case, particularly for our A2 bids in this state, because we do such a good job laying the foundations. We have students as young as kindergarten making a claim about how to be appropriate in school and supporting that claim with a combination of pictures and words. We think about how to support students in very young grades in making a claim and supporting that claim with evidence, reasoning and development in the appropriate way.

We provided examples of how students across the country are using this. At the conclusion of each inquiry students are working with their parents and with their teacher to construct what we call the inquiry challenge statement. This inquiry challenge is going to articulate what products they want to create based on their learning and what audience they want to present to in order to make a positive claim. Regarding the investigation sources, I noted that the students do a lot of independent collateral investigation.

We're going to have strong coverage on the civic environment as students are really thinking about rules and norms in school and how they can be a positive contributor to their community and positively contribute to safety. In our Behavioral science curriculum students focus on their family language and sharing their identities with one another and how it's going to help them appreciate and celebrate their foundation. History on our past presidency inquiry focuses on the learning from stories in the past organizing time, creating personal timelines.

I think the place where maybe you have a hard time seeing some alignment to your standards is with Geography. Our approach is first in our navigating schools. It's being addressed as students think about the navigation of their school, walking around to the school, thinking about how to walk around the school and understanding the position and location, and using that understanding to construct maps of their school in the classroom. I think AG1 is really going to be addressed in the school. AG2 is going to be addressing our past, present and future inquiry as students think of what this will look like in their particular region and how the climate of their region impacts their way of life. So I think it's a little bit difficult sometimes because of the integrated nature of the way that we address standards to see how that standard is addressed. We also address economics in that past, present and future inquiry. One of the sources we use brings to light how we address it. We use the app and the grasshopper as a way to really help students think about the importance of saving for the future. As we compare the actions of ants gathering all the food for the winter versus the grasshopper who is like having a really nice time, but not necessarily prepared. This is where the richness of our economics comes in, we really are laying the foundation for understanding even a simple concept, thinking about saving and the importance of saving. This connects to the bigger theme of learning from past experiences and connecting actions. It might be difficult to see because it's embedded in that source and can

navigate across disciplines. These kinds of economic foundational skills are going to be addressed particularly in that event.

Credit Civics and Government are going to be covered in our Civic and Behavioral Sciences will be addressed in the families area. It's important to see how these concepts connect with one another. In your key department inquiries students are really thinking about their personal identity, their family, and their culture. This is being expanded in the first grade as they think about their identity and sharing about families. and develop inclusive definitions. History is also going to be covered in our civics. Students are going to be looking at history both in terms of history in sports and the concept of standing up against unfair rules. Geography and economics are both of our interests. It's an integrated approach in that we're going to be addressing both the geographic and economic standards as well as a lot of civic standards as we figure out how everybody plays a role in the community. There was also a question about grade 2. Our civics and government unit is going to primarily address specifics in government standards about 20th century civil rights. This inquiry is going to guide deeply into both incidents in government as well as history and students are going to be looking at the change makers of the civil rights movement. There are examples of how the changemakers helped in the civil rights movement and they will be thinking about how to apply what they have learned to make a positive impact in their own community. In the same unit they will be looking at economics and geography. The standards are embedded in an integrated way and within those sources.

In our state history inquiry that we integrated into 4th grade we have collected an ample amount of resources. They are set up where teachers have all of the things that they need to get high quality and authentic sources. We make it easier to access the sources with fewer external transitions and better language.

Commissioner Linker said that a slide presentation would be considered as additional content and that is not something they would consider. The linking of the epic books externally or internally is something they could change as long as the books didn't change. It's just how to access them and that is where a lot of the resources were located and that was a big part of the problem. Her clarification helped a lot. But anything like additional slides would not be able to be considered. But they (commissioners) could consider an easier way to get to the resources.

Commissioner ?? said that some of the key points expressed economics but not much about the government. (Note: the rest of the comment was not clear)

The representative answered that they are going to show up in the rights and responsibilities section. It is also touched on in first grade. They do have the customization ability.

inquirED

INQ7100

Commissioner Linker - In review of the information she shared this is a new platform and a new way of thinking that will be hard for a lot of people. It's not a traditional approach but she feels that it reaches the 80% threshold.

Commissioner Ray - Agreed with what Commissioner Linker said especially regards to ethic and now knowing that it can be assessed throughout the platform. I also found through the presentation that it's a great feature to be able to pull a unit from a grade level ahead or below. One concern is that this is a different platform and a progressive way. I appreciate the difference but I feel that there will be a lot of professional development that would have to be put into learning this way versus the traditional way. I think this is more a systematic approach rather than a textbook.

Vote: Yay - 7 Nay - 4

INQ7100 is recommended

INQ7101

Commissioner Linker - The presentation hit all of the grade levels that I was concerned about.

Commissioner ? –

Vote: Yay - 9 Nay - 2

INQ7101 is recommended.

INQ7103

Commissioner Ray - One of my concerns was the lack of information about North Carolina. With the information that was shared regarding the North Carolina unit

and the emphasis on Research, I feel confident that it now meets the 80% threshold because of the research that can be done to further fill in those gaps.

Vote: Yay - 11 Nay - 0

INQ7104

No Discussion

Vote: Yay - 11 Nay - 0

INQ7105

No Discussion

Vote: Yay - 10 Nay - 1

Studies Weekly

The representative for Social Studies Weekly began her presentation. Today they will be looking at the 4th grade past and present curriculum. Three things that she took away from yesterday was their platform, economics and being able to align with those standards and their local diversity pieces particularly with their Native American, American Indian Indigenous tribes within North Carolina. Overall looking at our platform as a whole, it shows consistency . If we look at its K5 qualification, if we look at student's going into 3rd grade and 4th grade or 4th grade into 5th grade they have that consistency across the board. They will be able to jump right in and be engaged and it will be easy to navigate because they have done so in the previous grades. It's also scaffolded based on current grade levels so you're able to move things around. You are able to add a new teacher edition and student related things that you want them to focus on.

Next she will focus on their economics. I looked at the economics standards and matched it up with the articles that we have based on scarcity along with the plans and teacher editions. Their first 4.8.1.1 talks about explaining the way it impacts the economic positions in North Carolina. We made sure that we added not only scarcity but interdependence in North Carolina. We focused on the history aspect and history standards . We focus on the Civil War and what scarcity looks like in the Civil War, how scarcity impacts the farmers, how it impacts economic cases of

North Carolina, especially looking at the different regions. How did economic scarcity of farmers impact us in their regions in Western North Carolina versus the Eastern North Carolina. The article digs deeper into and allows students to see the effects of scarcity. Another example looking at the 4.E, 1.2 and 1.3 economic growth and factors of production and other resources North Carolina. In our articles D14 of economics and information on Pharmaceuticals technology and Motor Vehicles. We added that it is a huge industry for North Carolina but then from there how did that affect our research. How we use the human resource and the technology in North Carolina to create this Research Triangle Park and create the opportunity for our students to see the connection between the two. These are enormous productions and a huge industry that you have pre-growth in some of these areas. Next, looking at our Economics platform, you are able to see the personal financing and look at it from the teachers perspective earnings and income, how savings actually create debt and how it creates investing, etc. With personal finance within a 4th grader and teaching them vocabulary words.

The third piece I'm going to touch on is our virtual guide. One of the feedback comments was that it was eurocentric and a bit complicated. In week five we talk about the pieces of the North Carolina government. One of the pieces that we exemplify is our tribal leaders in our Cherokee nation, the indigenous and the women leadership. We pull up our primary source to show where our stories are coming from those who showcase those quotes and those moments from the people who experienced it and the people who saw it. We scaffold Dr. Trey Adcock from UNC-Asheville who is with the Cherokee nation has also written some articles for us and he has reviewed our books to make sure that what we're saying is appropriate and correct for North Carolina and the Cherokee nation. We also add in the Lumbee tribes and the other states Regional tribes and others that are part of the culture of North Carolina. The teacher's editions are also scaffold to ensure we're not only North Carolina Standards but they are going through and having the right understandings that overlap what these standards. There are also essential questions that are formed from our standards. Being able to showcase here's what we want the students to be doing. We want them to realize it's their (contributors) voices and not our voices coming out of the text. We have also had experts to collaborate with us such as Donnelly and Dr. Adcock that was mentioned earlier. as our key components and making sure that our inquiries are in place and all of our stuff is coming from the cultural viewpoints of people whose history it is.

She shared with the commissioners a graph of students that are using their publications. 4th grade is actually one of our largest populations that we're affecting in North Carolina with 32,000 across all the districts that are being taught using our studies with big products. We also have a couple of testimonials that we were able to pull from people that have been using it. Our platform is user friendly which is a huge component with all of our districts. The teachers like the videos that come with the lesson that are 3.0 along with how closely it truly aligns with the lessons. With our online platform we have tons of extended articles as well as our experts that come with us in our week 22. We have extended articles which showcase the different stories and customs from the Cherokee and Lumbee nations in those areas.

SWK7104

Commissioner Linker - She feels that now it's definitely over 90 percent specifically to North Carolina.

Commissioner ? (not clear)

Commissioner Baldwin - She liked how the information was presented.

Commissioner Brayboy - She felt some of the information had some inaccuracies about her tribe, the Lumbee tribe. For example, the Lumbee tribe was one of the largest tribes in North Carolina when in fact they are the largest tribe east of the Mississippi River. She feels that there is still some content that needs to be tweaked with some consultation with some non-recognized tribes in our state. But she appreciated seeing more inclusion in some areas.

Vote: Yay - 11 Nay - 0

Lexia Learning

The representative began by giving an overview of the product. Lexia English is an Adaptive Blended Learning program for K-6 that supports students' English language development. It is based on some key features. The first is asset-based model, we purposely use the term inverted bilinguals. We want to highlight the program, cultures, and prior experience. We want to look at the experience as an asset and not a deficit. Learning English is an opportunity and not an intervention. The English features on its 17 ethnic characters each one represents the most common language spoken in the United States. We want them to feel that the

characters are relatable and that they're understood, a very important process with an emergent bilingual learning language in our environment. Lexia English conversations are infused with content around academic conversations, science, social studies, math and General biographies. We have scaffolding through these proficiency events . Language is the driver of this program. It is focused on speaking, listening and grammar. Lexia is designed from the ground up to the Vita standards. Not only did we put a rigorous process in this alignment in addition we have been evaluated by Prime. We use the language standards and the candid statements to drive our sequence of language and grammar. Then we use the common core standards for Math, Science, Social Studies as references for conversation topics. We are not teaching content areas we are teaching mastery of ELD Standards.

I'm going to show you the LDSC informing stressor it's in our online learning level two, activity one and counter two. On the screen she showed a character whose origin is Arabic that loves Science, Biology and wildlife. What you will see is a media unit, a conversation unit and an example of scaffolding within a lesson. You will be given a bit of background video content unit, the conversation unit engages the learner. So it engages the learner in an I do we do you do model with tons of purposeful repetition . We use language frames that we use throughout the program portable language frames that are filled in for the student. It allows the student to learn to practice first with the character then independently and then with the scaffolding. All of the information that you just saw goes into the platform and the teacher can see the 4 characters. They can see the speaking, listening, grammar and accuracy. They can see the built-in assessment without testing which occurs in every school.

Another concern was younger kids and the text. The detector becomes progressively more complex as the levels increase. Each level has a range of lifestyle scores that correspond to the grade level bands .

Commissioner Linker asked a question. **Question:** I saw a lot of repetitiveness. Sentences were being repeated and I did not see a lot of opportunities for authentic conversation. This is important because I felt like it wasn't deep enough and just teaching kids to regurgitate sentences and checking that they repeated them correctly. Would you say that it is correct that it is very repetitive? **Answer:** The whole program was based on research, pedagogical research about the way that

language is learned. The only way that we can acquire a second language is through purposeful repetition. So the repetitiveness is a hundred percent intentional . We're trying to encourage practice. You can't learn a language if you can't speak a language. Secondly, the purpose of the embedded speech recognition engine is to be able to speak accurately .

Commissioner ? had a question. **Question:** - The biggest issues were that the speaking response feedback was not always accurate and incorrect answers. If you're the student and you're just worried about the grammar. (the remainder of the question was unclear) **Answer:** With the speech recognition engine they have to have a headset and microphone in order for the speech recognition to work. Secondly, the speech recognition engine is designed to be permissive because we are also picking up some varieties . We are still picking up speech and accuracy but what we're really trying to pick up is the nuances. We're building the grammar instruction to feed the development of that language proficiency which is critical to literacy.

Commissioner ?? asked a question (question could not be heard) **Answer:** Speech recognition agent isthe teacher learning component is an integral part of this program.

LLS4000

Commissioner Linker - I didn't find enough information to raise my decision to 80% of standard. I still do not see that it meets the threshold .

Commissioner Baldwin - One concern is that it still may be too difficult for beginning students especially kindergarten level.

Commissioner Baldwin said that it is k-6 so it has to make kindergarten, first, second, third grade etc. She agrees with Commissioner Baldwin she did not see any support for the kindergarten, first, and second grade. She has students that are proficient and she does not see where the repeating of the language over and over would benefit.

Vote: Yay - 0 Nay - 11

Social Studies Service

The representative began by addressing one of the concerns regarding the grade to 3 program was the state specific content. She is going to show with the diagram how they want students to learn the skills and the knowledge that they need and be able to apply it or to extend their thinking to see how those things connect in places beyond North Carolina. Using the geography standard she gave an example of how they apply the same government standards to the ISTE standards. In the lesson about the geography of our state you can see in the getting started session section which helps the teacher to activate background knowledge to warm up into the topic . Asking the students which of the natural features are in your state, in North Carolina and where are they located? We are already planting that information for them to start thinking about your state. The next step the teacher is encouraged to show them these images and the students can write the names of their features in their think books into a vocabulary activity. After you can ask them what natural features are in your state of North Carolina? You have an activity about landforms on maps of other states and it will help them recognize the same form of landform in their state. Then in the student book they are asked to compare the two maps. They want them to have a good conceptual understanding so they can apply it in this grade and in the next grade.

Another concern was complexity. She took the econ standards to explain why the 3rd grade is more complex. They are identifying the needs and wants. They have students through diagrams recognize their needs and wants. They have the kindergartens to recognize those things that are goods and services. In the first grade we introduce the concept of choice and multiple options to recognize the difference between wants and needs. In the second grade we're doing good services, consumers and producers; we're adding another layer. We introduce how the needs and wants connect with different places, your local community and your region. When we get to 3rd grade we're talking about the business and consumers wants and needs, supply and demand, and business. How do you make a budget ? The students do a personal budget and then the students are asked how do businesses provide goods and services? In 3rd grade they are also introduced to entrepreneurship. Starting a business, goods and services, budget, etc.

Our program was reviewed by Mark Fenton who is the PhD chair for indigenous education for the National Council for Social Studies and also the President of the

Tennessee Council of Social Studies Grade 5. One of the concerns was information literacy. There are so many acronyms and definitions. We follow the American Library Association's definition of information literacy which is to recognize when information is needed to be able to have the ability to locate it, evaluate it including bias and sourcing and to use it effectively for the purpose in which it was needed. Level readers have post reading activities specifically designed for information literacy.

SSS7103 and SSS7105

Commissioner Linker said that she noticed for the 5th grade there was a lack of information after the Civil War. Would you say that is correct? **Answer:** (not clear)

Commissioner Brayboy made a comment but it wasn't that clear.

Commissioner Linker said she found that both met the 80 percent.

SSS7103

No Discussion

Vote: Yay - 10 Nay - 1

SSS7105

No discussion

Vote: Yay - 10 Nay - 1

Status Learning

SVL7103 SVL7104 SVL7110

The representative began with grade three and how they dealt with Native Americans and Indigenous cultures in North Carolina in the text. The feedback was that it was outdated. One feedback was regarding the use of TeePee and the other was around the standard for citizen government 1.3. He will show later how that is addressed in the curriculum. He referenced in the text how the Indigenous people are referenced in the present day communities, specifically a heading on North Americans today. In the teacher edition and the student edition their program also has some level readers as well as high interest project readers. They admitted that TP does occur in the book and where it does occur is appropriate and

refers to another indigenous group. Later in Chapter 7 there is a content reader that talks about the 10 most amazing community celebrations in the United States. One of those is the crow fare which is specifically for the Crow tribe and during this fair a lot of Teepees are built.

They admitted that they did lack coverage in Economic Standard I and Economic Standard II. There are a number of citations or reports to understand how Economic decisions impact the United States. In addition you will find content readers that extend that content as well as digital maps and other interactions in the online experience on our real life platform for students to have access to. Standard 5e1 to understand the impact of Economic Standard decisions that impacted the United States. For 5e2 for Finance and decisions we do have your citations to understand the impact of personal finance We do have fewer citations and less instruction but on page 370 critical thinking skills to analyze the constant benefits and other supporting resources we do cover that standard. The feedback for economic personal finance was that it didn't address the standards. He referenced the pages in green, those are the econ book which is the personal finance handbook. The 54 pages are content specific to personal finance.

Commissioner Linker asked if the online experience was the same. **Answer:** Yes, the ebook, the handbook and online experience are the same.

SVL7103

Commissioner Linker - Initially she found that it had about 75% but after the presentation she feels that it does meet the 80% threshold.

Vote: Yay - 10 nay - 1

SVL7104

Commissioner Baldwin - She feels that it does meet 80% of the standards .

Vote: Yay - 11 Nay - 0

SVL7110

Commissioner Linker - She feels that it now meets the standards.

Vote: Yay - 11 Nay - 0

Houghton Mifflin Harcourt

The representative referenced the Social Studies review guide, he said that in order to get the tabs to work effectively you have to go up to the Discover page, click on and open up the teacher eBook before you start using the standards links. He wanted to reference 3.6 and how robust the standards can be for this entire program. Some of the resources you'll notice the citations are not there for any of the programs. 3.6 is the relationship between the media and the government, referencing the handouts given the green hyperlinks; the green correlations are the additional correlations that we use the other resources to match up with.

Commissioner Linker asked if this information was added? Answer: This was everything that was available from the beginning.

Commissioner Dennis said that when he talked about Civics he was pulling information from American history and other things. The Question was is he adding stuff to the original submission that they would have not been able to view.

Answer: We are not. All of the single hyperlinks, one specific is consistent throughout the whole program and it has always been there. They are shared resources.

Commissioner ? wanted to know how the average teacher would know to click on the specific tab? Answer: They would not because they set up a reviewers tab that was set up specifically for the commissioners. They would have to go to the Discover tab which is how they will access the resource and if they look at the bottom the standards will be added at that point for use throughout the entire program.

HMH7102

Commissioner Linker - It was not easy to navigate even though there was a video that kind of showed up along the way. It would be hard to find the additional resources.

Commissioner Baldwin - It is too complicated.

Commissioner ? - Comment not clear

Vote: Yay - 9 Nay - 2

Commissioner Linker reminded the commissioners to complete the final step of submission before 9:00pm.

Adjournment: Meeting adjourned at 11:31a.m. Motion was made for the meeting to adjourn and the motion was second. (Note: Not clear who made the motion or second the motion) All commissioners in attendance agreed to adjourn.

Minutes taken by: Audrey Long

Date of Approval: