

North Carolina Textbook Commission Meeting Minutes

June 16, 2022 | 4:00 pm

Embassy Suites Greensboro, 204 Centreport Drive, Greensboro, NC

Members Present: Jodi Autry, Rikki Baldwin, Marlena Bleu, Aubrey Godette, Kathleen Linker, Lisa Ray, Lindsey Sise

Members Absent: Katherine Bailey, William Chesher, Susan Mills, Rob Orrill

Others Present: Dr. Carmella Fair

Call to Order and Welcome: Commissioner Linker did the welcome and called the meeting to order.

Roll Call: Dr. Carmella Fair did the roll call.

Day one of the advisor debriefing. Began with the Ethics Statement

Commissioner Linker said they will start with the advisors who reviewed the founding principles of the United State of America in North Carolina Civics Literacy. We will start with the first bid which is HMH7102.

Founding Principles of the United States of America in North Carolina Civics Literacy

HMH7102

Advisor Comment

- Strengths – Easy to read textbook for what would be a lower to mid-level reading
- Weakness – Concerns with the text is that it does not appear to be aligned with the new standards, more with the old. All the examples for marginal groups, discrimination, diversity, are not recent and there is not a lot of discussion on social, more recent social movements.

HMH7103

Advisor Comment

- Strengths – Easy to read and it is accessible. Advisor said that in addressing technology implications in the sense that it is hard to access the text. Also reflecting on what my previous panelist said, it deals with most issues of minorities within the context of civil rights, and it also does not deal with North Carolina and its specifics. It has a very generic and abstract approach to state and local issues.

Note: Commissioner Linker stated that Social Studies School Services reflect the same content, and the only difference is the license. The comments would be the same for each of them SSS7126, SSS7127, SSS7128 and SSS7129.

SSS7126 (SSS7127, SSS728, SSS7129)

Advisor Comment

- Strengths and Weakness – One of the strengths is the teacher resources. It is a well-developed teacher resource book. It provides a lot of applications and a lot of different ways to use the text. There is disparity between the teacher resources and the student resources; that is one of the problems with it.

Advisor Comment

- Strength and Weakness – Much more updated than some of the other resources. There is no direct tie-in to North Carolina. No mention of NC. It mentions State governments, Local governments, but nothing about NC and the NC Constitution.

SVL7107

Advisor Comment

- Strengths – The multiplicity of resources. There are so many resources that are helpful. It comes the closest to meeting the standards criteria. The advisor ranked it above 80% and he thinks that it also addresses multiple intelligence, multiple different learning styles and just a vast variety of resources, make it a very valuable asset.
- Weakness – It does not do NC well. It takes a very generic approach to state and local politics and no specificity to NC.

Advisor Comment

- Strengths – It is very user friendly. The graphics are great and very engaging in the teacher edition and the student edition.

Advisor Comment

- I Agree with the previous comments. From the EC aspect it addresses multiple intelligence, differentiated learning and a very engaging book.

Economics and Personal Finance

EDL7100

Advisor Comment

- Strengths – Met about 61% of the standard. It is designed more towards personal finance, and it did well with those concepts. However, because this is a combined economics and personal finance course it was really lacking in a lot of the economic standards. It did not pass because it was apparently designed specifically for personal finance. They did try to put in some of the economic standards as far as the content base, but it didn't meet the economic standards.

EDL7101

Advisor Comment

- Strengths – This was a companion piece that went with the 7100. It was a role simulation that looked a little bit like Sim city, where you were supposed to be able to go in and get a job, a house, do everyday things and build your wealth to a specific point and have a lot of choices along the way. She was able to get in and look at the tutorial for it and the tutorial was well done and it guides you through doing the game. However, all of the units to actually go through the simulations, none of them were activated by the instructor. So, she was not able to get in to review it.

GWP7100

Advisor Comment

- This source met 95% of the standards. It was designed so that you could use it as a complete pencil paper, traditional classroom setting, or you could upload documentation to a platform. The only place that I saw was lacking was the cost of post-secondary education. It was very easy to use, and I did lack the different

formats that it was able to utilize. Also, the ability to be used and have things uploaded into multiple platforms. The authors and reviewers ranged from classroom teachers to bank loan officers to financial planners, so it was well reviewed in a lot of different areas. There is ability for creating portfolios working as teams and doing extra activities for your more advanced students who get through and complete. One thing that she really liked about it was that it did have specific sections of themes that they tried to continue throughout the resource on employable skills, career exploration and ethics pieces. That was interesting because that has not been seen before in another resource. When they put them in different content areas, they ask them ethical questions about that content.

SSS7130 (Will be the same as 7131, 7132 and 7133)

Advisor Comment

- She felt that this resource would have been a strong resource at a lower age level or for ESL students because the content in the digital platform is very simple. The lessons are not particularly long, or particularly in depth. Depending on their classification, a student who maybe has an IBP for reading comprehension might be a great source to utilize for them or again for ESL. For the High School level, she felt that it really did not get into the depth of information that would be beneficial for students. A lot of things were surface level. As far as advanced engagement, a lot of the activities were very, very, simple. It might have been 5 multiple choice questions, or it might have had you put a discussion question together, so there were not a whole lot of teacher resources that she could use as far as differentiated instruction. A lot of the materials were very much the same.

SVL7110

Advisor Comment

- It is good as far as the economic standards are concerned. The economic pieces were well done. It did not meet the 80% because the content for the personal finance standards was very brief at the beginning of the source or at the beginning of the resource as far as student textbook. The personal finance section was about 40 pages long and so it's really hard to get all of the personal finance standards into 40 pages. A lot of the personal finance was very surface level, not really in depth enough for understanding, but the economic portion of it was well done.

Advisor Comment

- It did not allow for the differentiation between the different cognitive levels. She did note that it does have the read aloud option and it also translates the text into several different languages.

American History

CGL7103

Advisor Comment

- This is a very pretty resource because it partners with National Geographic. There are lots of very colorful images and maps and it's also interesting that they profile some of the people who work for National Geographic to learn more about Explorers, photographers, historians, archaeologists and explore history the way it looks in the real world, which was interesting because you don't always see that.

Advisor Comment

- I like the fact that this one had the audio embedded in different areas on the page. It had audio embedded into a photograph or even into the captions. So, there are a lot of options for every cognitive level.

Advisor Comment

- To piggyback from an EL perspective there were several features that were very useful such as there was a little toggle that could change the level of the text to expose the students to a rigorous text but also to provide some support if needed to read one beforehand as a pre-reading. There were also options for videos. They had a video library, American story's library, biography libraries where students could access extra resources to support that and building of background knowledge.

Advisor Comment

- The major area of concern is that it focuses on 1877 onward. It has some resources and information about American History prior to that, but it's a lot of very, very surface level information facts that are literally bullet pointed under the term key takeaways. So, it does not get into the depth of knowledge required by our standards for most things prior to 1877. There are a lot of issues with it covering everything before 1877 and being able to chart that change over time because it's literally not in this book. Because of that, it does not do a good job

meeting the standards or what was required by the general assembly, and that founding principles legislation that is also in the American History curriculum cause it's just literally not in depth in this book.

Advisor Comment

- There is also concern about some of the EC and EL things are wonderful, like they said in the embedded text. But when you have one speech box for an entire timeline, it does not light up what it's talking about, it's very hard to follow, and it would be easy for our children to get lost and rambling. There really was no speak saved feature for think about questions. I liked the toggle switch where it would go back and forth between the rigorous and reading and the more accessible rating. However, when you have the speech button employed at the top of the page, even if the toggle switch has been moved, it will use the rigorous text even when it goes over that leveled reader, which is very confusing for kids. Some areas would highlight when it was reading, and some areas would not. It wasn't comprehensive throughout the whole text.

EXP7102

Advisor Comment

- This was interesting because it's ready formatted lessons that you deploy that are very much workable in a virtual setting or hybrid setting, and it's set up using the 5 EL lesson strategies so there is always an engage and explore, et cetera. It's very interactive for the students, but there's not a lot of picking and choosing what you want. You can assign some things and pick, but it very much feels like this is a pre-packaged curriculum. Another thing to note is that explorers do not have lots of detailed articles on their own. It does have lots of detailed information within their platform. Instead, they link you to articles that are online. I found lots of articles from U.S. History.com, digital history, history, the history channel website Khan Academy. They would go to such places like Mount Vernon and Monticello to get resources relating to Mount Vernon and George Washington and they would always have a single summary simplified version. But all of the materials that I saw and clicked on, which admittedly was not everything, were things that were already freely available online that I can access without this subscription service.

Advisor Comment

- I had a hard time finding assessments and when I did find them, I did not see any modification, there was not a lot of modification capability past the summaries

that were offered. At the lower reading level, there were no speech buttons. There was no speak to say function and no speech to text option for written exercises. There was a variety of materials, but again, I couldn't see the assessments and the opportunities for students creatively, or critically within our EC or EL population. I had a hard time finding the options that we were looking for. The vocabulary was covered really well. But again, there was a lot of things that I was specifically looking for, for our specific population. I felt like it could be much more comprehensive if they would put those speech accessible things in there for our children. Because, if our students can't access the information, they are going to get frustrated and just stop. They won't even try.

Advisor Comment

- I noted that they mentioned in the tutorial video that you had the ability to differentiate instruction, but I could not find within the objectives drop down where you differentiated like previously said.

HMH7104

Advisor Comment

- This one is a more traditional textbook and has the digital resources so it could be just bought digitally or as a textbook depending upon what the county wanted. It did meet all of the standards, 80% of the standards that did meet our threshold. The interesting thing is, and probably because this company has been around for a while, some of these things looked familiar. Like, I've seen them in other places, but had been updated. They have a ton of extra resources and there are digital versions of things and PDF versions of things. I'm sure that the EC and ELD reviewers are going to mention this, but there was Spanish additions and guided reading workbooks. The interesting thing is they mentioned this in our tutorial video was they did not give us access to their entire digital site. I couldn't judge all of the accessibility pieces and how it would work digitally beyond looking at the textbook and the student version which allows students to take notes right there but it was a little awkward format at the very bottom of the screen. But it is a very pretty book and has lots of the traditional teacher kind of textbook with information and the digital teacher book has how to teach.

Advisor Comment

- This digital student book encourages the students to be independently self-engaging by having the graphic organizers embedded right next to the text. It would pop-up and they could fill it in as they went along. Speech to text box

would have been nice. The only online assessment, the speech button would read the question, but not the answer choices. Encouraging success on the test we really need to make sure there is nothing that's going to cause the children not to be able to be successful. That would be great if they can change that.

SSS7122 (7123, 7124, 7125)

Advisor Comment

- There are some very interactive and interesting activities in terms of history mysteries, some primary source activities that seem interesting and engaging. They also had some digital map activities that looked interesting and cool for students to play with.
- I have several concerns about this one. It did not meet all of the criteria and a lot of that was due to depth of knowledge. When you click on various activities, especially the reading activities, they cover grades 5 through 12 and it seemed like this was aimed more towards a middle school level in the reading. It did not go into enough depth. There is a lot of activities here, which could be great for teachers to pick and choose, but it is Pre laid out and designed that you do all of their activities all the way through. would take you an entire year to do, which would be hard in a block schedule like most of our high school classes have.
- The digital platform itself was very frustrating to use. I had to ask a colleague whose school had bought this before how to use it and kind of make it work. It was very clunky and if you wanted to skip around you could not.

Advisor Comment

- From an EL perspective my concern is the same thing. I did think it was useful that students could highlight a word and possibly receive a dictionary or a Pictionary result that could be very helpful. However, that was only specific words. Some words did not provide a definition, or no image was found. My concern is that basically students would have to have questions about very specific words, or they would not be assisted.

SVL7108

Advisor Comment

- They gave us an actual PDF of the book and things to look at as well as access to their digital resources. This book is very pretty and very well put together and some of the infographics in here, I would love to be using in my classroom right now. This had something interesting at the beginning of each chapter called a

topic with some sort of quest inquiry activity. There were different ways to do it, but it was very, primary source based and engaging which goes along with our standards and the way North Carolina is going with social studies. They also had a chapter topic at the end of the chapter that they called “Connections to Today” which really meets objective 6 about acting and helps them figure out a plan and connect whatever they learned about to today in some way shape or form. For example, looking at the Great Depression and they're talking about the gospel and how the environment impacted the people and human interaction with the environment, which again meets another standard. But then they tie it today and ask them to look at either wildfires, floods or wetlands, and give them options to take action. It was one of the few things that I saw in this resource that happened consistently. This is in every topic or chapter to engage students, which I thought was very interesting, something that I did not see in other resources. Some of them had them, but nowhere near this frequently. This was in the book; this wasn't an extra digital resource.

- Digital resources were a little harder to judge because they did tell us straight up that they did not give us the digital platform and because we didn't have students we couldn't quite see the student side of things. But they've got a lot of things on the digital platform that look interesting that could help teachers. They have lots of teacher resources. My last thing is they have an app to go on phones, IPADS or other devices to make the textbook come alive, which was an interesting way to take a physical book and integrate it with technology and scan it using the app. to take you to a video or to something.

Advisor Comment

- For EC the vocabulary was introduced under key concepts, and they were highlighted there and within the text, if you clicked on the word, you got the definition. But there really was not a review of the vocabulary or development or reinforcement of vocabulary that I could find, even though there were speech buttons embedded in the text. They need to be more comprehensive on your caption's illustrations, that kind of thing and there was no speak, save record option anywhere in the material. There were a lot of written Items for the students to have to do.

World History

CGL7102

Advisor Comment

- This is, as with a National Geographic text is, it is great with pictures, graphics and connections to the students in the real world. The global perspective feature only goes so far and addresses and takes informed action objectives. The other one that the religious world religions coverage is, is a little bit dated and static. It doesn't have a live religions approach and finally, like with all national Geographics, sometimes they dip into Orientalism showing very exotic pictures and which sometimes give students the wrong impression of other groups.

Advisor Comment

- There was not a real active student engagement for the students to be able to get into the material. The wording was very high level without any kind of text speech buttons. There is no indication that their assessments can be modified in length and at the current time, the chapter test are 6 pages long. If there are some speech buttons found in the text, it reads the entire page if you pause it and you go back to it, it starts at the beginning over again. I just didn't feel like it was really user friendly for our students and for the modification of having to do everything manually. It just was kind of negative.

HMH7105

Advisor Comment

- One strength I would see with that is the integration with Google classroom. Although I didn't quite see the action because I don't have a Google classroom. I feel like that many teachers would appreciate that.
- There's nothing in the text to correlate with taking informed action, which is, I think, one of the real, strong standards of civic literacy. That would be problematic. Back to the religious coverage, very static, isolated religions compared to a live religion approach.

SSS7118 (7119, 7120, 7121)

Advisor Comment

- A strength would be the navigation of the, the text, or the curriculum. It is pretty straightforward and simple with compelling questions and fairly simple lesson planning. There was not enough depth. I feel like in a high school classroom, a high school teacher would feel that there was not enough depth there for the curriculum. Also, a very Eurocentric view, or at least Western centric, and then there's really a lack of addressing any religious traditions in any robust or deep way.

Advisor Comment

- Advisor agreed with the previous comment. It seems to almost be an old school, Western style type textbook.

Advisor Comment

- To add an additional thought to that, I felt that a lot of the text maybe, while it was kind of a high-level coverage of a lot of things that lacked a level of depth that we would expect out of high school and perhaps might be better found in a middle school classroom in terms of the depth that content was explored. There were several incidents in standards that it may have addressed just once throughout the course of the resource. But really tenuous connection at other points. It seemed like the overarching themes of standards were very specifically relegated to specific times or specific topics.

Advisor Comment

- I felt that at times it was just very difficult to navigate through. I had a hard time maneuvering around it. I thought a lot of the stuff the activities could have been used for supplemental pieces versus it being a text set or a text for the classroom.

SVL7109

Advisor Comment

- Highlights would be the infographics, the quest inquiries as integration with Google classroom, which I think teachers would appreciate and the interactivity with a lot of the activities themselves.

Advisor Comment

- I like the connections to today. I thought it was very user friendly in that aspect. It was inviting. The graphics, maps and so forth were very well laid out and helped reinforce concepts.

Advisor Comment

- I agree with that. I think the supporting documents went well with the text. Also, I think it flows very well as a teacher looking at it. It kind of moves from one section to the other but it has connection in the background as it's doing that so that you can go from past to almost present.

Advisor Comment

- I thought it was interesting that there was development embedded into the platform from SEL to culturally responsive to active classroom engagement, that was an interesting perspective.

Advisor Comment

- It provided extra support for students with special needs. Lots of differentiated instruction as well as there were more activities that did not involve written responses, written responses pose a challenge for students, some students with disabilities. There were a lot of activities where you can manipulate the things that were online and that was pleasant in terms of EC.

Advisor Comment

- From an EL perspective, this publisher, all of the resources I looked at included differentiation based on proficiency level, which I had never seen before. It really broke it down based on what that student should be able to do at their language proficiency level and gave them ways that they could challenge them, but also meet them where they are. I found that very helpful for our English language learners.

Advisor Comment

- The search engine was very wonky. It's very difficult to find things very quickly in the text itself. I think the accessibility portion of the actual, the text itself, is very difficult to access things quickly in the textbook.

Grades 6-8 Social Studies

Commissioner Linker announced that this concluded the High School courses and thanked the advisors. She said that they (commissioners) have their notes and specific details and criteria and standard review to look at as well. She said that they are now going to move on to 6th Grade, 7th grade and 8th grade Social Studies. They will start with 6th grade social studies.

Grade 6

CGL7100

Advisor Comment

- This is one that is a National Geographic format, and it does promote active student engagement.

Advisor Comment

- With a really loud feature the narrator uses, like, a human voice and is not computerized and he is very lively and very engaged

Advisor Comment

- With his reading students are able to press a button to have the text modified when it is read aloud.

Advisor Comment

- There was an accompanying field Journal, which promoted students to complete writing activities related to each lesson, and a lot of the prompts made real world connections and personal connections, which would help English language learners link and build background knowledge.

Advisor Comment

- Most of the practice that I was able to find was in the form of writing activities, which can be challenging for EC students.

Advisor Comment

- I have a similar concern for I did not find a lot of speaking activities or ones that were designed specifically for presentation and practicing language in the content. There were discussion questions that could be turned into a speaking activity, but they weren't necessarily designed for that purpose.

EXP7100

Advisor Comment

- This particular resource had the availability to be used face to face or for distance learning. The vocabulary and important information are in blue, and hyperlinks were also provided for additional information.

Advisor Comment

- With this being a digital platform, I did not see a read aloud option for this particular product. That might be a problem for students who have difficulty reading, especially on grade level. I did not see very cognitive level options. There were suggestions for, like, small group instructions, home group instructions. There was a limited variety of exercises or activities, basically you read the article, you watched the video when you answered the questions, and those were written responses.

GSE7102

Advisor Comment

- One of the highlights I noticed for that one was really supported Literacy standards. They incorporated the literacy standards with the North Carolina social studies standards also.

Advisor Comment

- Another strength to include was it looked like they specifically targeted what North Carolina standards were, not just the general standards for any other state.

HMH7100

Advisor Comment

- I like the fact that they included videos embedded in their chapters, and they had partnered with history, and they were really good videos and then they had an interactive timeline. They did a really good job at focusing on primary sources.

Advisor Comment

- I like when text is set up online horizontally, like a Book would be. It's a little bit easier for kids, especially kids who have issues with motivation and stamina reading. I think it's easier for them, but this one was scrolling. It was scrolling through pages instead of, like, horizontal that you would digitally turn a page.

SSS7106 (7107, 7108, 7109)

Advisor Comment

- They do offer supplemental, um, materials at, uh, various lifestyle levels to support the ability levels.

Advisor Comment

- There was a nice map resource that was interactive and a lot of information on it.

Advisor Comment

- There was not much sentence complexity. A lot of the sentences and paragraphs were very choppy. There were a few misspellings that I saw in the scanning that I did over the chapters. It was not very user friendly and not very visually motivating to kids who may be dealing with motivation issues, and stamina issues as well as reading disabilities.

Advisor Comment

- I did note the same thing, that there was limited photos. It was not visually appealing and there were limited captions to go with the photos and the graphics.

SVL7105

Advisor Comment

- A really good setup of correlation to standards. It was very easy to see how everything matched up with our standards.

Advisor Comment

- There were also downloadable note taking sheets and good annotation tools.

Advisor Comment

- There were multiple digital resources available, including NBC learned, and interactive biographies. They received a 21st century skill section.

Advisor Comment

- It took a while to load pages. It was a little bit hard to use and also a bit confusing, the navigation and all of it. The pages also were very busy. There's just a lot going on in all of them and it was a little bit hard to keep up with.

Commissioner Linker said they are now starting with the 7th grade submissions.

Grade 7

CGL7101

Advisor Comment

- Throughout it allows students to understand the events a little bit more in depth. They also include graphics, Images, maps and real-world examples. As National Geographic does, throughout, and it was age appropriate for the resource.

Advisor Comment

- Everything goes out from the text to captions to the information that was in the margins. Students had the option to modify the text as it was read aloud to them. There were differentiated instructions for striving learners' inclusion E. L. L. for students that it was too much on the page. They were able to zoom in to enlarge the text to try to limit the information that was on the page and the text flowed. It was very easy to read. The vocabulary was not too complex for that grade level.

Advisor Comment

- This resource didn't cover all the standards and I also found that it lacked a certain level of detail or in-depth looks into these subjects in these topics. If you're going to spend money on a resource, we would want it to be comprehensive.

GSE7103

Advisor Comment

- With Gift Smith, you could tell as 6th grade pointed out that they had definitely focused on North Carolina standards um, within the teaching manual within the

resource there was definitely evidence that Gift Smith was focusing on the North Carolina standards and new inquiry standards throughout the resource.

HMH7101

Advisor Comment

- HMH focused on videos, Internet and timeline, primary sources, and just well thought out materials and activities for 7th grade learning styles throughout the resources.

Advisor Comment

- It also offered differentiated activities for students. The online platform is very easy to use and there's read aloud features for the kids.

Advisor Comment

- Having the platform of possibilities in Google classroom was pretty cool to have. You couldn't try it out for yourself with what we had but I think that would be nice to have been able to translate that to your classroom.

SSS7110 (7111, 7112, and 7113)

Advisor Comment

- Active classroom could be used as it says as a supplemental resource, within the classroom if you are in a technology-based situation.

Advisor Comment

- I think it also gives more to some supplemental but, I think it also gives a good mix of some resources for teachers to use something where it had a PDF, she could download, for different activities. But then it also had some interactive maps. It gives a balance, and both of those spectrums are included.

Advisor Comment

- Active classroom was balanced, and it is a supplement, but it's not a standalone. There are activities within it that we could always use immediately within our classroom. But the debt of understanding and knowledge and background within learning, is limited in spots of the resource.

SVL7106

Advisor Comment

- This is one that has a lot of resources for active student engagement, from interactive videos. Just very bountiful in its resources.

Advisor Comment

- The navigation search bar was a little all over the place, it was kind of difficult to find certain information and once you look on the page within SAVVAS Learning, there is a lot of information and graphics on the page which makes it a little bit difficult to understand in part.

Commissioner Linker said that concludes the 7th grade submissions. They are going to move on to the 8th grade submissions.

Grade 8

EXP7101

Advisor Comment

- They are given ample opportunities to construct responses to supporting and opposing perspectives, which I thought was a real strength. There are included within the resource, a variety of Formative and summative performance tasks. Two, a real strength of the resource was the opportunity students were given to read about societal challenges and to analyze the causes and effects of those challenges.

Advisor Comment

- For me, EXP7101 is an electronic source, and they had a wealth of information and do a great job of covering national world history aspects, but it does not do the same from the standpoint of North Carolina history. It appears like the North Carolina information was added at the tail end, rather than being like a focal point. It kind of comes up short in some places. It does a great job of covering the geographic features of the nation. But then it does not cover the same amount of information for the North Carolina geographic features. They kind of left out, like, even just, you know, the 3 regions in North Carolina. It did a great job of highlighting the National sign of documents, but then on the North Carolina side, it did not really discuss the founding documents from North Carolina, besides the Mecklenburg resolution. Overall, it did a great job discussing American history

from a historical and factual standpoint. It does not give information from multiple perspectives. It does not highlight indigenous peoples or other groups, or the lesser population of people. It did not satisfy many of the NC standards. But overall, it does provide a lot of information.

Commissioner Linker asked Mr. McDaniel to repeat his comment. Mr. McDaniel repeated his comment. He said he was talking about the North Carolina geographic features. It did a great job with the geographic features of the nation, but for North Carolina, it really didn't go into great detail about the geographic features. It highlighted the founding documents for the national level, but on the North Carolina level it didn't really discuss anything besides the Mecklenburg resolve. So that was the only thing I could find. So, basically, it does a great job from the American history standpoint. It has a lot of information, but for North Carolina history, it's kind of like at the tail end of each unit and it kind of seemed like it was added on at the tail end, so it wasn't as rich as the American history. Overall, as far as being factual for American history it was great. But for North Carolina history, it was not as good and it didn't really offer any other perspectives besides just one perspective, and I wouldn't say not perspective, it just didn't bring in the other perspectives. So, he gave a perspective, it just didn't bring in other perspectives.

GSE7104

Advisor Comment

- GSE7104 is a traditional textbook, and it has a wealth of information that does a great job of covering that national and North Carolina history. It appears the book writes about what was happening in the world and where it was happening in North Carolina. Additionally, it does a great job of offering multiple perspectives as it highlights heroes of various groups of indigenous peoples, African Americans, Africans, Europeans, and women. It gives information about the cultures of indigenous peoples and African Americans and resources and the resources. They made their lives just as much of the American story as George, Washington, or Abraham Lincoln. Additionally, it has a plethora of checks for understanding after each section and unit reviews. The book does a great job of satisfying all NC standards.

Advisor Comment

- The book was called the North Carolina journey and I know that it was discussed from the previous resource that it was American history heavy and light on North Carolina, which I definitely agree with. This one was really North Carolina centric as the other advisor was talking about. It did a fantastic job of meeting all

the objectives. The one thing that I did have some concern over was the opportunity to review peer responses. The indicator was there, but the students didn't have a lot of opportunities to do that.

Commissioner Linker said they will now look at Social Studies School Services. Following the trend, they will make comments for SSS7114, and they will be the same for SSS7115, SSS7116 and SSS7117.

SSS 7114

Advisor Comment

- To any kind of higher order, thinking activities, I did not see any evidence of students being able to summarize, analyze and evaluate. I noted a few spelling and grammatical errors in the text. The sentence structure was far too simplistic to be a viable resource that will lift students up. The content is more readable for students yet, it is so shallow, as to bore the students to tears. The authors declare within the resource, which I found interesting, and I went back to look to see where this was. It might have been in the teacher materials, and it said this U.S. History reading program is designed to meet the needs of students who are daunted by the length and complexity of traditional textbooks. Also, within the resource students are regularly asked, rather they are told to consult their teachers for more information. It is up to the student to determine whether they need that information.

Advisor Comment

- It is an electronic source and has a wealth of information, but it's hard to get a true understanding of American North Carolina history because the information seems scattered. It does satisfy most of the North Carolina standards, but the scattered makes it hard to make connections. As you read, you may find information missing, but later in the unit, the information is presented, it does not provide consistency. The formatting of each page is different. I would have liked to have seen each unit or section provide keywords to make sure to learn and focus on key points. When learning overall, the content presented is informative, and it has some good activities to explain learning, but the inconsistency and scattered makes it hard to use.

Commissioner Linker said that ends the time with Social Studies 6th, 7th and 8th grade. The Commissioners took a break before coming back. Commissioner Godette took a moment to express his appreciation for all of the educators that participated in the 6-12 Social Studies, Textbooks evaluation, and thanks for your time and the

commitment to ensuring that this commission does intake the necessary action and knowledge when selecting the appropriate textbooks for students to use across the state. Commissioner Linker said that she concurred with them giving their services and that Social Studies 6-8 and high school courses advisors' services were finished.

Commissioner Linker looking at the schedule, we do have the next group scheduled to be 4 o'clock with Social Studies and Kindergarten 1st Grade. The Commissioner's took a 10-minute break.

Commissioner Linker began by having Dr. Fair to do a roll call. The following Commissioners were present: Jodie Ray Autry, Ricki Baldwin, Marlena Bleu, Aubrey Godette, Kathleen Linker, Lisa Ray and Lindsey Sise. Dr. Fair announced that they had a quorum.

Commissioner Linker said they were getting ready to start the debriefing but before they started, she wanted to explain it. It is a little different the way things are bundled. They are going to go by grade level and so you will only need to give information if it was a grade level that you looked at. You'll hear the same bid numbers repeated a couple times because they're in multiple grade levels. But when we're in 6th grade if you look at the 6th grade material, then that's when you would comment. When I get to the 7th grade, if it's the same number, but you did not review the 7th grade, then you wouldn't comment on that. We'll go through all 6th grade, then we will go through our 7th grade and then we will go through all of 8th grade. We'll start with an alpha numerical order starting with the first vendor, which is going to be CENGAGE Learning, and with the first number that CENGAGE has.

English Language Development

Commissioner asked if anyone had any questions and let them know that everyone was a panelist and had the ability to mute and unmute themselves. They began in the 6th grade.

Grade 6

CGL4000

Advisor Comment

- Beautiful rich text and graphics complex, social studies and science text and of course fiction and informational as well. A lack of math standards present.

CGL4001

Advisor Comment

- Amazing accessibility features and scaffolding that is consistent and varied all throughout the entire course, and, of course, a lack of math standards as well. But everything else is covered very explicitly.

CGL4002

An Advisor said that CGL4002 was not available to be previewed.

CGL4003

Advisor Comment

- Many of these curricula had a multitude of moving pieces to them that students would be expected to switch between and among, and that would cause it to create transitioning time for the teacher trying to get everyone in the same place. I thought that this program did the best job in integrating all the moving parts and would probably be the easiest one for students to navigate as well as addressing a fair number of standards, the only ones that they were weak in were math.

Advisor Comment

- I agree that it was very hard to flip flop to the companion side adequately. It was only showing you PDF examples at first but once I was able to figure out how to get to those areas the PDF version really shows good pacing and great appropriate work, different cognitive levels, and learning styles abilities. There are same amount of repetition and concept for using questions to help delay level learners. The big problem is that the digital platform, when you went to the demo it was not up to par on the reading comprehension activities. There were speech buttons to hear the story, but not to hear the question or answer choices on the activities. There were no verbal or specific written directions except for like a fill- in- the blank. There were click and drags with no instructions or drop-down menus. They were matching, but there was one speak, save option that I was able to find. But even after the student chooses a word, and it feels in the sentence, it doesn't repeat the sentence. It was a lot of disappointment for this one. It just doesn't help with the listening component of the language acquisition and listening component. It would not be easy for our EL and EC students who do not read and are expected to read and understand without any assistance from the digital platform.

CGL4004

Comments

- One advisor spoke and said that she thought it was a 1st grade curriculum and not a 6th grade curriculum as Commissioner Linker had said.
- Another advisor said that it was a bundle and that there would be different levels all bundled together. Commissioner Linker said for clarification: were they saying that the 6th grade standards were not covered? The advisor said that she was EC, so she did not do the standards.
- Another advisor said that was correct, the 6th grade standards were not represented in this bundle because the bundle was designed for 1st grade standards.

CGL4005

Comments

- An advisor said that this one also was a 1st grade curriculum that should maybe be reviewed later in the elementary because it's also in the elementary. It's a book "A" only from the bundle.
- An advisor said that it looks like the 6th grade would be the 4019 bundle. Commissioner Linker said that they (publisher) bundled it together with K-6 as a whole so we have to get through the 6th grade. Commissioner Linker said it's a little unusual but that the publisher chose to bundle it as a k-6. We will look at it through kindergarten, first, second, third, fourth and fifth and 6th grade as well.

CGL4006

Advisor Comment

- It also did not meet 6th grade standards. It could be reviewed later for elementary school and 1st grade.

Advisor Comment

- The AC comments are pretty much the same for the entire bundle.

CGL4007

- They do not meet 3rd grade, I'm sorry they do not meet 6th grade standards as a 3rd grade curriculum.

CGL4008

There were no comments.

CGL4009

There were no comments.

CGL4010

Advisor Comment

- This one did not make grade level standards either.

CGL4011

Advisor Comment

- Commented that there were no comments for 4011 or 4012.

CGL4013

Advisor Comment

- This was the same as all other comments. This is not a resource for middle school, so it doesn't meet the middle school 6th grade standards.

CGL4014

Commissioner Linker told the advisors that it was okay to make the same comment for each one if it's a subcomponent. It would just be helpful if you would make the comment for each one.

Advisor Comment

- This one does not meet the grade standards. It would be preferred for the lower grade level.

CGL4015

Advisor Comment

- It also does not meet the grade level standards. It would be preferred for a lower level.

CGL4016

Advisor Comment

- I reviewed 4016 through these 6th grade lenses. It is a 5th grade curriculum, and it does meet many of the 6th grade standards. It is weak on math standards, although it had more math standards present than the 6th grade curriculum. I thought that it was extremely user friendly once you've had a chance to work within the program for a while. It had great accessibility features and very rich graphics that are engaging as well as the videos. The technology did not have glitches. There was one big issue, I thought with excellent accessibility and that was that there really was no way to access the table of contents, index glossary or word to word that were embedded within the book. There really needed to be some sort of a shortcut on a sidebar for those features as well as the interactive eBook that was hidden all the way under the resources tab. There really needed to be some sort of a short cut to the interactive eBook from the main contents page where the units were listed, other than that it had some great features. This was only the student textbook that we were looking at, not the teacher's edition, therefore we were not able to evaluate the teacher's edition. But it met on many occasions as a 5th grade curriculum and it still met the 6th grade standards.

CGL4017

Advisor Comment

- This is going to be the same situation. This is book "A" only from the 5th grade curriculum. It did not meet as many of the standards because it was only half of the course. I would say it fell short somewhere in around 45% of the 6th grade standards being met. Once again, there was maybe only one of the math language standards that were covered. The text was still appropriate for 6th grade. They were just slightly less complex, But still very accessible and appropriate.

CGL4018

Advisor Comment

- This would be from the same bundle. This is book B, only of the 5th grade, and it was viewed through the 6th grade lens. It met somewhere around 86% of the 6th grade standards. So, it was still highly effective as a 6th grade curriculum, even though it was designed for 5th grade, all of the same wonderful accessibility of features, present still need to have a shortcut and a sidebar to access some of the main features like table of contents and index glossary, and interactive eBook.

Advisor Comment

- I found that it was a bit stronger in the literature versus the Math and science language required at the 6th grade level. The language arts was the stronger side.

CGL4019

Advisor Comment

- This was a 6th grade curriculum, and the texts were more complex after looking at the progression. The activities were highly varied, and almost every one of the standards was hit. I think that there were maybe 3 of the math standards that were not hit in this book. Strong practices for all the different types of writing genres narrating expressive and also interpretation and amazing scaffolds built all throughout using a variety of thinking, maps and graphic organizers for almost every single task that the students were asked to do there were a lot of footnotes built in within these texts as well have students stop and do checks for understanding and reference to keywords and multiple meaning words, figurative language. It is a whole language curriculum that really hits all the components, except for just a few of the math components.

CGL4020

Advisor Comment

- This is only book "A" of the 6A 6B bundle. It did fall shy in just a few areas. In the argument and social studies categories as well as the math language categories of standards and it still had all of the same great features the bundle contained there was no teacher version in this submission. We were only looking at the student books.

CGL4021

- This is book "B" of the bundle. This is where you are going to find most of the argument standards being. Present and practice. It did also hit more of the standards as a standalone resource then book "A" did, and you could almost use book "B" by itself as a standalone resource because of the number of standards that were met here. A repetition of other skills that had already been covered in book "A" were also cycled back and practiced again in the "B" version of the book. But with more complexity in the 2nd book. Still needs a shortcut for table of contents and all of that.

LLS4000

Advisor Comment

- I felt that this would be a good supplemental activity. This was the first thing that I looked at on the first day and so I think some of the components were not available at that time, but when I looked at it, it seemed to only be Listening and speaking.

Advisor Comment

- I only started to preview it before I was told to move on to someone else because they had enough eyes on it, but I thought it was very unusual that, I kind of felt like the English accent that they were using was a little bit confusing. It should have been maybe a little bit more of an American accent unless they're trying to market it towards different countries.

Commissioner Linker said that completes the 6th grade considerations and they will move on to the 7th grade.

Grade 7

CGL4000

Commissioner Linker said if you reviewed it as the set from the 7th grade, with the 7th grade criteria, and the 7th grade standards. We would appreciate input. Commissioner Linker said that there are reviews if you could just give us (commissioners) a strength and weakness your overall impression of the strength or weakness.

CGL4001

An advisor asked a question: The rubric for 6, 7 and 8th grade is for 6 through 8. I did not review lift, but I'm wondering if people who were assigned to 6th grade would have the same comments for 6th grade, 7th grade and 8th grade? Because I think it's supposed to be the same rubric.

Commissioner Linker said the comments could be the same if they did the reviews, they would have it in their forms.

There were no comments for **CGL4002** or **CGL4003**. Commissioner Linker said that they would move forward to the 8th grade submissions.

CGL4000

There were no comments

CGL4001

Advisor Comment

- I reviewed that one for the 8th grade level. It was very comprehensive. I think its greatest strength was that it offered many more opportunities to practice expressive skills than most of the other books that I've reviewed and across all the different content areas too. I thought it was easy to navigate, but it didn't have a lot of exercises that addressed mass standards.

CGL4002

An advisor spoke up that they did not have access to this resource.

CGL4003

- I reviewed this book this program and, uh, for 8th grade. I believe it met most standards; it was missing the math component. It had language for math, but it did not have opportunities for expression or evaluation or trying out problems or practicing language. Aside from vocabulary its strengths were the visuals and relevant content that would engage the students. I think it would work for 8th graders as well as many other age groups in the middle grades, and that the topics would really draw students in and then get them to practice expressive language in many different ways authentically because they would be interested in the topics.

Commissioner Linker said that concludes the 8th grade bid submissions at this time we have finished our 6th through 8th grade ban. We, thank you for your time. We appreciate your work and look forward to listening to your comments tomorrow when we conclude with K5.

Commissioners returned from their break. Dr. Carmella Fair did the roll call, and the following Commissioners were present: Jodi Ray Autry, Rikki Baldwin, Marlena Bleu, Aubrey Godette, Kathleen Linker, Lisa Ray and Lindsay Sise.

Social Studies K-1

Commissioner Linker welcomed the Social Studies, Kindergarten, and 1st Grade advisors. We (commissioners) will start with kindergarten submissions, and then we'll go

to 1st grade and go through the 1st grade submissions. She will say the bid number and then ask for comments for weaknesses, strengths, and areas of concern.

Kindergarten

INQ7100

Advisor Comment

- I will say for EL students that there were videos that were available in both English and Spanish, and there's handouts that can also be translated and there's multiple ways for the students to present information. They can speak, collaborate, listen, and present. So, it covers the board Language components.

Advisor Comment

- I had 75% of the standards that were not met KE1.2, KG1.1, KG1.2, KG1.3, KG2.1 and KG2.2. The standards were not North Carolina specific. They were more general.

Advisor Comment

- I saw where a lot of the things only addressed the classroom and community aspects of the standards. But it did not expand them past the community, to the global world, so that they could compare. Also, there was no maps or Globes for the students to use when they were learning about maps and Globes. The vocabulary cards were in black and white, and they used epic books, which you must log in to use.

SSS7100

Advisor Comment

- Inquiry ARC framework covered a lot of the inquiry standards. It went from a concrete understanding for the children of self to a more abstract view of the world, and it promoted the use of D-OK to help with critical thinking.

Advisor Comment

- To add on to that, the student books were mostly comic strip, comic strip character pictures with diverse people and many cultures were highlighted. Another thing that was positive is, it felt built on positive relationships with others without bias.

Advisor Comment

- For social emotional skills, from an EL perspective, it has leveled readers, which helps students have different abilities. It covers the 4 language domains. It does a good job of Pre-loading vocabulary and highlighting both new and review vocabulary and it has many opportunities for group work.

Advisor Comment

- Again, from an EL perspective, as far as the teacher stops, it's kind of a one size fits all approach for differentiation. It doesn't appear that you can translate any of the resources that are supposed to be sent home and that many of the EL things are listed as being EL/below grade level.

Advisor Comment

- On the digital content, some of the content could be read aloud but all of the content did not have that option. So, it wouldn't be something that could be done independently.

SVL7100

Advisor Comment

- A strength from the EL perspective is it has a list for the ELs and list all 5 of the way to access levels. That entering emerging developing expanding and bridging gives the teacher activities for every one of those levels on the different lessons. The glossary is in English, and Spanish. It covers four language domains, and it highlights vocabulary.

Advisor Comment

- One of the things that would be a plus is it has distance learning. It has a switch that you can switch on and off for distance learning if you need to and if we have to get remote learning with children.

Advisor Comment

- It also uses different modalities for the students to show their understanding of their work.

Advisor Comment

- They did have a celebrate your state in it, but North Carolina was not highlighted or included in that.

Advisor Comment

- It seems more nationally motivated than state by state and motivated. So, there was very little talk about stuff for the community. The other concern I had was the ease of use of the digital platform. It did not seem very easy to me and I'm a technology person. I don't think that it would be easily used for children.

SWK7100

Advisor Comment

- At the end of each lesson, it asks a question to get you ready for the next lesson. So, are front loading students? The articles were easy to understand for the students, and they were broken down to smaller bits and pieces of information that the information could be built upon.

Advisor Comment

- From an EL perspective, there was no support listed.

Grade 1

INQ7101

Advisor Comment

- In that resource, they had PowerPoints that were relevant to the material and had songs. They had handouts that you could print out for students to complete.

Advisor Comment

- There were also vocabulary cards and then with the videos, there was great engagement opportunities.

Advisor Comment

- There were also vocabulary cards and then with the videos, there was great engagement opportunities.

Advisor Comment

- For EL students, the videos for those who speak Spanish were mainly able to be translated and the handouts could also be translate.

Advisor Comment

- They did not cover B1, B2. B1.4. and E1.

Advisor Comment

- Constantly going back and forth from modules to lessons. It would have a lesson for something and then it would say click here to see a module. So, there was a lot of back and forth and it was only digital, there was no textbook students could have those hands-on experience.

Advisor Comment

- A lot of the books were on epic.

SSS7101

Advisor Comment

- Good pictures, and they had diverse characters and the comics, for the children to see.

Advisor Comment

- It has leveled readers.

Advisor Comment

- From the E. L perspective and gave concrete examples to the teacher of things that the EL would need, and it covers the 4 domains of language.

Advisor Comment

- I have that also as well as a plus of being able to translate some things into Spanish.

Advisor Comment

- Going through the review, it was unorganized, and very hard to navigate. The topics were not graded accordingly. They might have something about culture in chapter 2. and then the other part of that is in chapter 7. It was really a lot of digging to find the different standards, although it met the standards that didn't

flow properly. Also, in the textbook itself they did have student handouts and student activities but in the text, at the end of each lesson they didn't have questions where students could write in the books or activities to ask them to highlight things, underline or circle things.

Advisor Comment

- To piggyback off of that. I noted that it would be very hard because of those reasons for a non-veteran teacher to really follow it because you had to go to different chapters for different things that didn't flow well.

SVL7101

Advisor Comment

- I thought this was a great resource. It was interactive and kid friendly. They had videos, songs and games that went along with it. Each chapter had a big question where they had to kind of think about that question as they were going through each lesson, they had good vocabulary. They also have on-line quizzes and can chart their progress. Teachers can see who has turned in or submitted what assignment and they had quest lessons which expanded the lesson from just the text.

Advisor Comment

- It also has the level of reading books that had digital learning and it had different ways to show your work and going back for the quest they had at the request. The children got different ways to show them about the quest and the lesson itself.

Advisor Comment

- From an EL perspective, it addressed all 5 of the access levels of all. EL Learner, which would be very beneficial to someone who was unfamiliar with having EL students in their classroom and it also covered all 4 of the language domains.

Advisor Comment

- It had a strong digital component that aides in the instructional strategy. All of the graphics were diverse and culturally relevant so that students saw multiple perspectives at a very accurate level.

Advisor Comment

- The standards did not explicitly align to the North Carolina standard course of study. It didn't teach the inquiry process as strong as it could have. There was a lack of primary sources, and some of the vocabulary did not match the North Carolina State vocabulary.

SWK7101

Advisor Comment

- This resource was very well organized. Everything was together in the chapters for everything that you needed for the standard. It was kid friendly and interactive. It had videos of this guy and a dinosaur that the kids would be engaging in. the kids had writing activities with each chapter and again immediate feedback had multiple choice questions that would let them know if you were right or wrong. Then for the online quizzes, it would score it and let the teacher know how they did what they missed and might be done to reteach that also.

Advisor Comment

- The digital part of it was read aloud for the children to choose. They can press the button and it reads what it says to them and has videos for each lesson, and also has the vocabulary or that digital piece with videos that I could click on to get a better understanding of the vocabulary and that lesson in itself.

Advisor Comment

- I was just going to piggyback on what you both have just said about how the length of the text was appropriate for the grade level, and again, some great illustrations and very colorful for the kids.

Advisor Comment

- I was going to echo those comments as well as saying how well it aligns to the North Carolina standard course of study. It flows very well for sequencing for conceptual based learning and then it also has a strong cultural relevancy and representation.

Advisor Comment

- The only area of concern that I saw was they did not talk about opinions. They talk about facts and fiction, but they don't go into detail about facts and opinions.

Advisor Comment

- While it had some primary sources, they were very limited as to a picture of what a primary source was or it told what a primary source was but didn't really have deep examples because it was a little bit limited in that kind of content. So, 1-B1 standard 1.1 and 1.2 were a little bit weaker.

Commissioner Linker they have concluded the 1st grade social studies submissions. On behalf of the commission, she thanked them each for their hard work over the last week. The commission has their more specific and detailed information in the platform. Commissioner Ray also thanked the advisors for their service.

Meeting Adjourned: Meeting adjourned at 6:34pm. Commissioner Baldwin made a motion to adjourn and Commissioner Bleu second the motion. Each of the commissioners in attendance agreed for the meeting to be adjourned.

Minutes taken by: Audrey Long

Date of Approval: