

DATE: June 25, 2020

TO: Kevin Etue, Churchill High School
Pete Mazzoni, Stevenson High School
Andrew Pesci, Franklin High School

FROM: Christine Fankell
7-12 ELA and Social Studies Curriculum Coordinator

SUBJECT: Textbook Recommendations for 11th/12th Grade English Language Arts

This memo recommends the adoption of StudySync as a digital textbook and curriculum resource for 11th/12th grade English Language Arts. The details below provide more information about the adoption process as well as information to support the recommendation.

Committee Members

Churchill

Andrea Goh
Daniel Yowell
Deb Trombly

Franklin

Madison Lanzon
Jacki Price
Megan Paczek

Stevenson

Erica Jurkiewicz
Dave Shepherd
Jen Knoph
Allison Boike

Recommended Materials for Adoption

StudySync Grade 11, McGraw-Hill Education, Copyright: 2021

StudySync Grade 12, McGraw-Hill Education, Copyright: 2021

Cost proposal is attached.

Sales Representative: Kevin Clark
McGraw-Hill Education
Office: 313 655 6319
kevin.clark@mheducation.com

Materials

The purchase will include:

Teachers

1 print copy of the teacher's edition per teacher
1 digital license per teacher

Students

Class sets of the print hardcover student journal
7 year digital license
1 digital license per student

Summary of Course

StudySync is a comprehensive, twenty-first century curriculum for eleventh and twelfth grade English Language Arts. StudySync’s program fully aligns with the K-12 Michigan English Language Arts Standards. The program’s instruction targets the standards and aids teachers as they guide students to develop skills for college, career, and civic life. StudySync helps create the context for this achievement by providing a curriculum and platform that allows teachers to integrate content that is engaging, motivating, and intellectually challenging.

Overview

StudySync’s Integrated ELA program provides units of instruction at each grade level which, in total, provide instructional content, lesson plans, and all other resources necessary for one hundred and eighty days of instruction. A complete Scope and Sequence and detailed pacing guide helps teachers plan and deliver the curriculum. Each unit contains a single theme and essential question. Multi-faceted exploration of each theme and essential question allows for the development of deep content knowledge, including substantial coverage of science and history/social science topics. This investigation also provides students the opportunity to apply learning across a wide range of texts in and out of the classroom, build domain-specific vocabulary, and practice writing across texts. Novel options are included as an alternative instructional approach. In addition to the theme and essential question, each unit component, and each lesson therein, shares an integrated approach that blends instruction across reading, writing, speaking and listening, and language strands.

The themes and essential questions for each unit are listed below:

11th

Unit 1: Breaking Away

Essential Question: How does independence define the American spirit?

Unit 2: The Highway

Essential Question: How do journeys influence perspective?

Unit 3: No Strangers Here

Essential Question: How does place shape the individual?

Unit 4: Living the Dream

Essential Question: What does home mean to you?

Unit 5: The Wars We Wage

Essential Question: What does it mean to win?

Unit 6: With Malice Towards None

Essential Question: How Can We Achieve Justice for All

12th

Unit 1: What’s Next?

Essential Question: How can we transform the future?

Unit 2: Uncovering the Truth

Essential Question: How do challenges cause us to reveal our true selves?

Unit 3: Against the Wind

Essential Question: How do leaders fight for their ideas?

Unit 4: Sculpting Reality

Essential Question: What is the power of story?

Unit 5: Fractured Selves

Essential Question: What causes individuals to feel alienated?

Unit 6: Times of Transition

Essential Question: How are we shaped by change?

Evaluation Process

A committee of 11th and 12th grade English Language Arts teachers, with representation from all high schools, met monthly throughout the 2019-20 school year. The committee followed the textbook adoption procedures outlined in the Board Policy of Livonia Public Schools and ended the year with a recommendation for StudySync's English Language Arts program.

Shared Vision

The committee adopted the vision for “students who are college and career ready” from the Common Core State Standards. Students who are college and career ready will:

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

Evaluation Criteria

We evaluated the textbooks using a rubric with the following criteria:

- Alignment to vision and state standards
- Units with universal themes
- Complexity of texts, variety of texts, cultural diversity
- Close reading, metacognitive reading strategies, literary elements
- Questions and tasks that require textual evidence and critical thinking
- Analysis of arguments, use of textual evidence, writing in response to reading
- Academic conversations
- Grammar and language conventions
- Gradual release model
- Connections to student experience, contemporary world, diverse cultures
- Differentiation
- Formative and summative assessment
- Digital platform

Textbooks Considered

StudySync, McGraw-Hill Education, Copyright: 2021

myPerspectives, Pearson, Copyright: 2017

SpringBoard, CollegeBoard, Copyright: 2018

Developing Core Literacy Proficiencies, O'Dell, Copyright: 2016

ARC, Reading Company, Copyright: 2017

Evaluation Rubric Outcome

The results of the rubric rating showed McGraw-Hill Education and Pearson to be front runners. The overall scores of the two products were quite close. Each curriculum resource was piloted for 3-4 weeks.

Ultimately the decision to recommend McGraw-Hill Education's StudySync was based on the ease of navigation and the vast resources available in the digital platform.

Student Response

Pearson was piloted before the school closure. After the pilot, students completed the survey and provided feedback on their experience learning with Pearson as a curriculum resource. The McGraw-Hill pilot began around the time of the school closure. McGraw-Hill resources were used as a part of the Continuity of Learning Plan required by the Governor during the school closure. Because of these unique circumstances, committee members did not feel survey results from the McGraw-Hill pilot would be comparable. Teachers reported that students easily navigated the McGraw-Hill digital platform. Many students were already familiar with the platform because of their experience with StudySync in ELA 10.

Professional Development Needs

Christine Fankell will be working with the Sales Representative to design professional development. The focus for learning will be:

- understanding how to navigate the digital platform
- recognizing and applying instructional shifts
- assessing learning

For additional information on the adoption recommendation, contact Christine Fankell at x42192.

CC

Theresa O'Brien

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HS ELA Department Chairs