

**New Fairfield Public Schools  
Textbook Selection Information**

**Title:** My World Interactive

**Author:** Dr. Linda Bennett and Dr. James Kracht

**Publisher:** Pearson

**Date:** 2019

*The following criteria were adopted and/or adapted from the American Library Association Workbook for Selection Policy Writing.*

- 1. Learning resources shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses.**

My World Interactive is a researched-based, student-centered instructional resource with a four-part structure that enriches student learning. Students have the opportunity to interact with content by connecting, investigating, synthesizing, and demonstrating their understanding. The program engages students through civil involvement and literacy whereby students learn about their world while covering the Connecticut Social Studies Standards.

- 2. Learning resources shall be chosen to enrich and support the curriculum and the personal needs of users.**

The Connecticut Social Studies Framework outlines how students should be engaged in a process of inquiry and engagement. My World Interactive introduces students to a particular topic through a ‘Big Question,’ which is similar to how the Framework recommends compelling questions. Jumpstart activities promote active student engagement before students are invited to go on ‘quest’ activities. Students are presented with real world problems where they can work collaboratively to solve particular challenges. These types of higher order activities enrich and support curriculum and will meet the individual needs of students.

- 3. Learning resources shall meet high standards of quality.**

Both teacher and student components support high quality learning. The teacher components include the teacher guide, activity guide, classroom reader lesson plans and access to the online digital platform. The teacher guide contains full lesson plans that integrate ELL and differentiated instruction support into each lesson. While the program emphasizes social studies content, it provides strong reading instruction support by providing vocabulary and reading checks. The student components include a consumable student worktext, student activity mats, leveled readers, and online access for students. The worktext has built in short-answer responses to text, graphic organizers, and student assessments. The activity mats are activity-centered and include maps where students can write on the resource with dry erase markers.

**4. Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected.**

The grades 3-5 teachers on the committee primarily selected this resource because it was leveled appropriately for the range of developmental learning of students in their classrooms. The activities and quests will engage students in meaningful classroom discussions. The focus on primary source documents is a nice bridge to middle school where students are required analyze different texts and evaluate the reliability of information.

The resource differentiates to meet various learning modalities. It considers the speed and manner in which students process new information and focuses on sensory models including sights, sounds and touch. For instance, the social studies curriculum incorporates maps, writing, reading, audio, video, and online geographic representations of regions where learners can engage their preferences for acquiring new information.

**5. Learning resources shall promote an appreciation of cultural diversity.**

Pearson encourages teachers to contemplate the culturally responsive classroom. This is scaffolded in several ways, but primarily teachers are scaffolded to do the following: check for unconscious bias, create a culture of inclusion, make a space for student voice, honor multiple viewpoints, and be a role model for change.

**6. Learning resources shall be designed to provide a background of information that will motivate students and staff to examine their own attitudes and behavior; to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society; and to make informed judgments in their daily lives.**

The Connecticut Social Studies Framework and My World Interactive are based on the Dimensions of Inquiry. These standards clearly define efforts for students to evaluate sources, make judgments, and take informed action in their community. The student quests provide deep inquiry-led projects that enable students to investigate their society through the lens of critical thinking and social action. These real life simulations allow students to ask questions, listen to others' views, weigh all evidence and learn about real-world experiences.

**7. The publisher provides appropriate support materials.**

Pearson provides many support materials for the My World Interactive program. These supports consist of the following: teacher guide, student workbook, activity guides, level readers, activity mats, project-based quests, primary sources, online platform, embedded vocabulary study, critical thinking support (e.g. graphic organizers), student progress checks and students assessments.

## **8. Price per book and number needed**

The anticipated cost for students in grades 3-5 is \$34,963 for six years. This includes renewable classroom workbooks for students and digital access to the online platform. Based on student enrollment estimates for next year for 443 students, this would cost approximately \$78 per student for a six-year investment, \$13 per student annually. The investment also includes 24 teacher editions.

Respectfully Submitted by Dr. Jason McKinnon and the K-5 social studies committee