

Board of Education Curriculum Committee Meeting

Thursday, February 1, 2024 5:30 PM

Board of Education Conference Room E, Live Stream:

<http://devos2.bethel.k12.ct.us/show?video=763ff4de0370> Materials can be viewed at: <https://meetings.boardbook.org/Public/Organization/2425> The opportunity for members of the public wishing to make comments can attend and comment in-person or may send public comments to the Board via email or letter and it will be included as part of the record of the meeting., 1 School Street, PO Box 253, Bethel, CT 06801

1. US History Curriculum

2. BMS Science Program: OpenSciEd

3. BMS ELA Program

4. New Business

5. Public Comment

(Please note: The Board welcomes Public Comment and asks that speakers please limit their comments to 2 minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the Bethel Public School System.)

6. Adjourn

Social Studies Curriculum Presentation

United States History 32

Bethel High School
Jessica Galbraith

BETHEL HS

**SOCIAL STUDIES
DEPARTMENT**



Website Linked Above

Connecticut Social Studies Standards

United States History – A Vertical Look

Grade 5 United States History I: Migration - American Revolution	<ol style="list-style-type: none">1. Migration and Settlement2. The Colonial Era3. The American Revolution4. The United States Constitution and Civic Participation
Grade 8 United States History II: Colonial America - Reconstruction	<ol style="list-style-type: none">1. Origins of United States Democracy and National Identity2. Expansion, Influence, and Economic Growth3. Civil Unrest, Civil War, and Reconstruction
High School United States History III: Reconstruction - the Digital Age	<ol style="list-style-type: none">1. Reconstruction2. Immigration, Industrialization, and Progressivism3. Imperialism and WWI4. The 1920s, Great Depression, and New Deal5. World War II6. Cold War and Civil Rights7. Foreign Policy, Global Conflicts, and Cultural Shifts8. National Identity in a Digital Age

Grade 9

- Modern World History I (College Prep) (Honors)

Grade 10

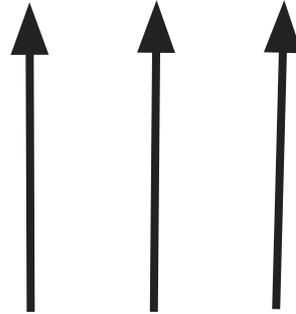
- Modern World History II (College Prep)
- AP European History (10-12)
- AP Human Geography (10-12)

Grade 11

- **US History 32**
- American Studies
- ECE US History

Electives

- AP Psychology
- Intro. to Psychology
- College History
- Black & Latino Studies
- Comparative Religions
- Civics (Global Issues) (Intro to Law)



BHS Social Studies Course Sequencing

United States History 32 - Grade 11

Program of Studies Course Description:

This course allows students to gain a perspective of our past and our national heritage. Concepts are taught in conjunction with historical events in order to improve student understanding of continuity and change over time. Students examine both domestic and foreign issues and make judgments about their impact on the development of our nation.

- **US History 32 - approx. 50% of juniors (120-170 students)**
- American Studies - approx. 25% of juniors (50-100 students)
- AP US History - approx. 25% of juniors (60-70 students)

Focus Areas

- Historical thinking skills
- Inquiry
- Questioning skills
- Respectful discourse
- Analytical reading and writing skills
- Stimulus-based multiple choice questions
- Document-based questions
- Engaged and concerned citizens

US History Sequencing

6 Units

[United States History Curriculum Map](#)

Unit 1: Slavery, Civil War, Reconstruction

Unit 2: Gilded Age, Progressive Era, WW1, 1920s, Harlem Renaissance

Unit 3: Great Depression, WW2

Unit 4: 1950s America, Post WW2, Cold War, McCarthyism

Unit 5: Vietnam, Counter Culture, Civil Rights Movement

Unit 6: Modern United States (1970s-Present)

Grade 11 - Unit 2 - 1920s Inquiry Project

Grade 11 - Unit 2 - 1920s Big Idea Group Work

TRANSFER GOALS

Students will be able to independently use their learning to

- Analyze and evaluate evidence, arguments, claims and beliefs to draw conclusions, make informed decisions, and solve problems.
- Communicate effectively & coherently in written & oral form, addressing the task, purpose, perspective, intended audience.

LEARNING OUTCOMES

- *I can conduct research on a topic to create a presentation that informs the reader about the topic and its significance.*
- *I can work with a group to form a big idea statement.*
- *I can use evidence from my research and presentation to prove a big idea statement.*

ESSENTIAL QUESTIONS

Students will know...

- How do individuals seek to create social, political, and economic change within society?
- How can the historical context of a time period contribute to major cultural changes & reform?
- How do we make informed decisions about problems encountered?

STANDARDS

- HIST 9–12.2 Analyze change and continuity in historical eras.
- INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives. (e.g., immigration, labor, the role of women).

SKILLS

Students will be skilled at (be able to)...

- Present logical conclusions that demonstrate understanding of the complexity of the issue
- Organize and prioritize evidence to reveal important societal patterns
- Use literal, inferential & evaluative questions to synthesize & communicate learning to various audiences.

Grade 11 - Unit 4 - Analyzing the 1950s Documents

Grade 11 - Unit 4 - Analyzing the 1950s DBQ

TRANSFER GOALS

Students will be able to independently use their learning to...

- Examine a claim for meaning and analyze the source's context, audience, purpose, and perspective.
- Explore the patterns of history in order to inform future decisions.

LEARNING OUTCOMES

- *I can use evidence from primary and secondary sources to substantiate a claim.*
- *I can explain using evidence whether the 1950's was an age of conformity or an age of anxiety.*

STANDARDS

- INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- HIST 9–12.2 Analyze change and continuity in historical eras.

ESSENTIAL QUESTIONS

- How do economic, social, and ethical pressures drive national discourse?

SKILLS

Students will be skilled at (be able to)...

- Reflect, analyze, and evaluate evidence, arguments, claims and beliefs in order to make informed decisions about the long lasting impacts of war
- Examine primary and secondary source documents to discuss and debate the long lasting impacts of war on societal, cultural, economic and political systems.
- Analyze primary sources to reflect on the norms and expectations of society.

Recent Curricular Changes



- Discourse - discussions with students about current events & challenging topics
- Reconfiguration of units & resources to ensure that all perspectives and voices are shared with & from students
 - Ensure there is an opportunity to let more students see themselves in the curriculum (mirrors)
 - Provide a more complete understanding of the history of all people (windows)
- Unit 6 is designed to be more flexible than the others so that students can grapple with current issues as they present themselves

Next Steps...

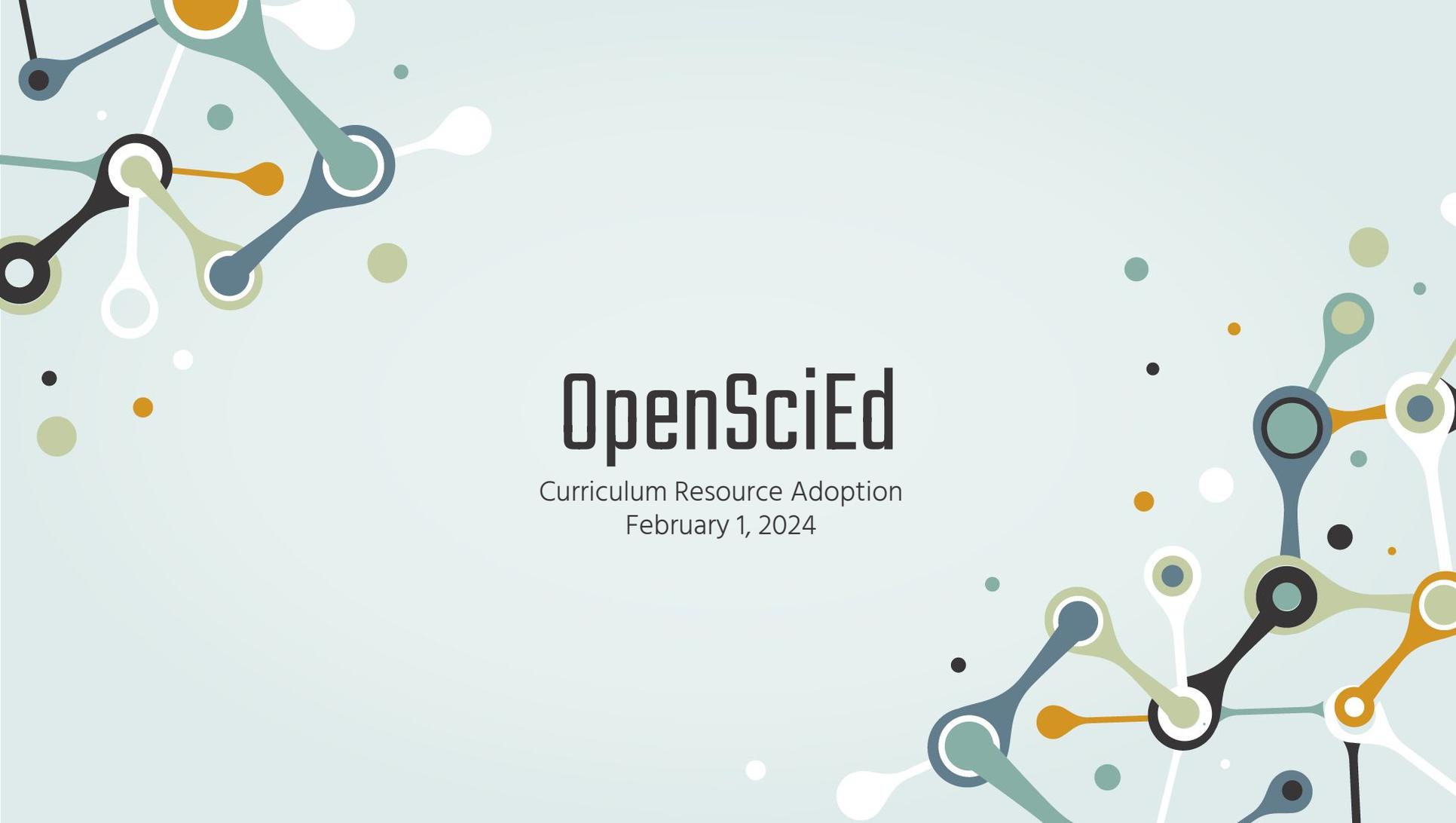


- Pacing - balance between the need to establish foundational content and skills AND progress at a pace that allows the entire curriculum to be covered in a meaningful way
- Seamless integration of global competency skills & historical thinking skills
- Diverse perspectives
- More student voice & choice
- Engaging tasks/assessments
- Standards & Legislation

State of CT Updates Legislation

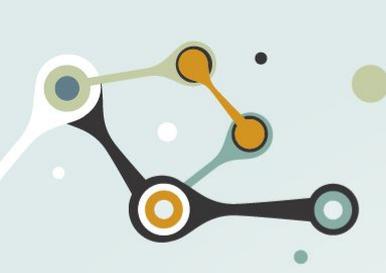


- For the 2025 school year each local and regional board of education shall include Asian American and Pacific Islander studies as part of the social studies curriculum for the school district
 - Unit 2 - Immigration, Progressive Era
 - Unit 3 - WW2, Japanese-American Internment
 - Unit 5 - Civil Rights Movement
 - Unit 6 - Economics, Activism, Globalization



OpenSciEd

Curriculum Resource Adoption
February 1, 2024



WHY OpenSciEd FOR BETHEL MIDDLE SCHOOL?

01

Highly Rated

02

Development Process

03

Instructional Model

04

Equity & Inclusion

05

Teacher Support



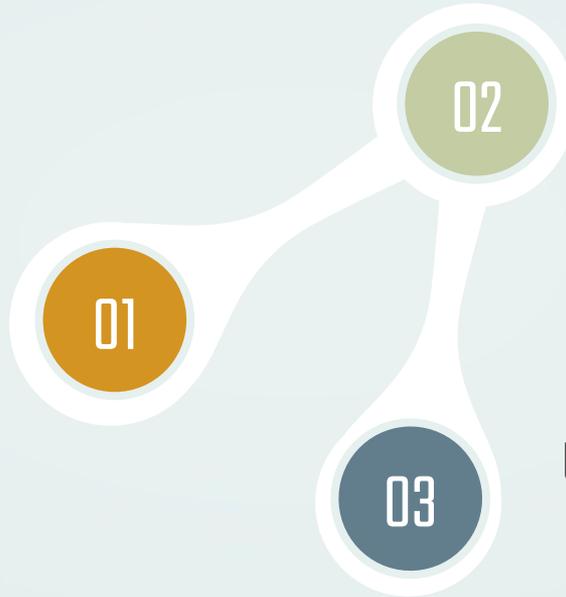
01

Highly Rated

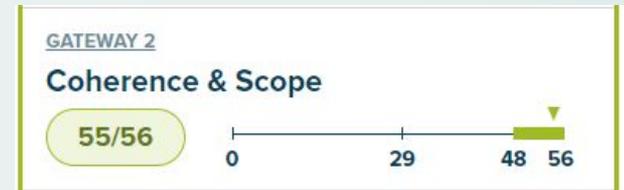


EdReports- OpenSciEd Middle School program earned green ratings on all three benchmarks

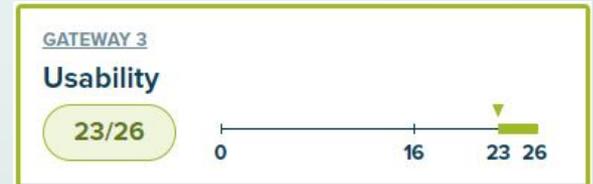
Designed for NGSS



Coherence and Scope



Usability



NextGenScience

All units rated as 'quality' by the **Science Peer Review Panel** at NextGenScience.

The only curriculum designed for the (NGSS) that has had every unit rated as quality by the Science Peer Review Panel at NextGenScience.

In contrast, 93% of instructional materials submitted to the Science Peer Review Panel for review do not achieve a quality ranking.



Development Process

- Multi Year- 7 Step Process
- Only units that are identified as examples of NGSS alignment through the Peer Review Process are actually released

A decorative graphic on the right side of the slide. It features a large orange teardrop shape containing a white circle with the number '02' in white. To the right, there is a green teardrop shape containing a black circle with a teal center. Further right, a black teardrop shape contains a teal circle. The background is light blue with several scattered circles in teal, dark blue, and black, and some abstract lines connecting the shapes.

02

1- Scope & Sequence

Collaboratively developed with 10 partner states & education experts

2- Anchoring Phenomenon

Developed by curriculum team with student input

3- Write the Unit

- Written by teams of curriculum developers, educators, content experts and science education experts

4-Field Testing

Unit is field tested across 10 partner states. Wide range of data collected to inform revisions

5- Revision

Revised based on field test data and initial external review using EQulP rubric

6-External Review

Revised unit sent to EQulP Peer Review Panel for final review

7-Unit Released

Instructional Routines

A decorative graphic on the right side of the slide. It features several abstract shapes: a large green circle with a black border and the number '03' in white; a large orange shape with a black border and a teal circle inside; a smaller white shape with a green border and a blue circle inside; and another orange shape with a white circle inside. There are also several small teal and black dots scattered around.

All OpenSciEd units are designed around 5 core instructional routines

- coherent instruction across grades and clusters
- students develop and refine skills over years
- research based pedagogy

ANCHORING PHENOMENON ROUTINE
We share an experience.

NAVIGATION ROUTINE
We figure out where we are and where we need to go next.

INVESTIGATION ROUTINE
We develop evidence from investigations to explain parts of the phenomena.

PUTTING THE PIECES TOGETHER ROUTINE
We come to a consensus on what we've figured out, and have a more complete explanation of the phenomenon.

QUESTIONS ANSWERED
We've answered many of the questions from our Driving Question Board and are ready to explain some new phenomena.



DRIVING QUESTION BOARD
We develop questions for the Driving Question Board.

PUTTING THE PIECES TOGETHER ROUTINE
We come to a consensus on what we've figured out so far.

PROBLEMATIZING ROUTINE
But new questions emerge through evidence we find.

INVESTIGATION ROUTINE
We develop evidence from investigations to explain parts of the phenomena.





04

EQUITY & INCLUSION

- Equitable instructional practices are central to the design of OpenSciEd materials and professional learning.
- Instructional routines are designed to value every student's voice in learning science, fostering a sense of belonging and empowerment for every student. In every unit of the field tests, greater than 90% of students reported their science learning was relevant to their lives.
- OpenSciEd units are purposefully designed with multiple avenues for engagement, representation, and action and expression.

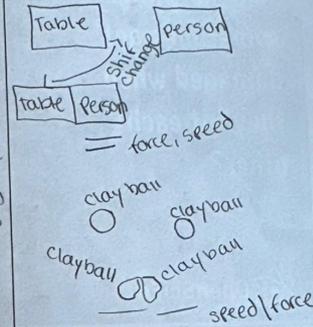
Student work examples

What I Figured Out... Use any combination of words and pictures to record ideas that would help you answer the LESSON question.
How Does It Connect... Reflect on how the information you recorded might help answer the DRIVING QUESTION.

Lesson 2: What causes the changes in motion and changes in shape of colliding objects?

I figured out ... mass, speed, and force causes the changes in motion and changes in shape of colliding objects. For example, if you bumped into a table, it won't hurt you or damage the table. If you run full speed into the table, you will get hurt and the table will move because of the force you're using to run into the table. When 2 clay balls collide, the clay balls will change shape because of the force. The mass of the objects get into

Models / Diagrams



Driving Question Board

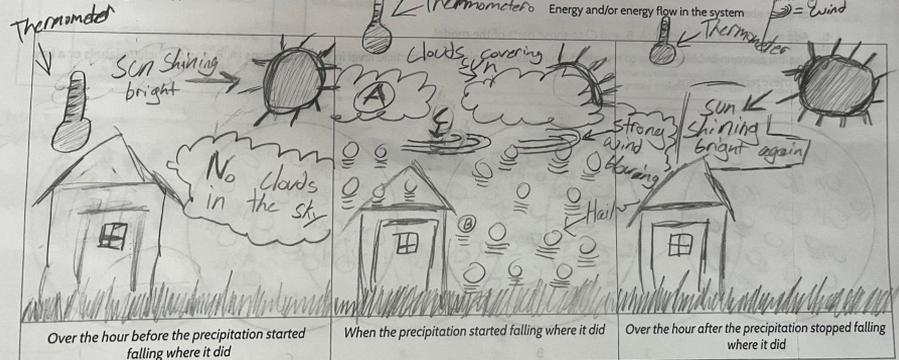
A sound source	B sound traveling	C sound receiver
How does a sound source create sound? Why do things vibrate? What is the difference between sound and noise? How does sound travel? What is the difference between sound and noise? How does sound travel? What is the difference between sound and noise?	How does sound travel? How does sound travel?	How does sound travel? How does sound travel?

Initial Model

Develop an initial model to explain "What causes this kind of precipitation event to occur?"

- Show what you think was happening above and around the area where the precipitation fell, at 3 different points in time.
- Use pictures, symbols, and words to help explain what caused these changes to happen over time.

- Your model should include:
- Multiple causal mechanisms and interactions
 - Identification of distance and scale
 - Matter at the particle level
 - Energy and/or energy flow in the system



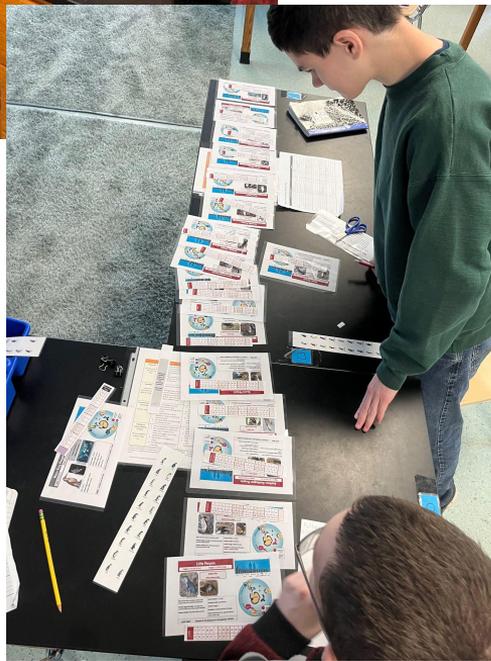
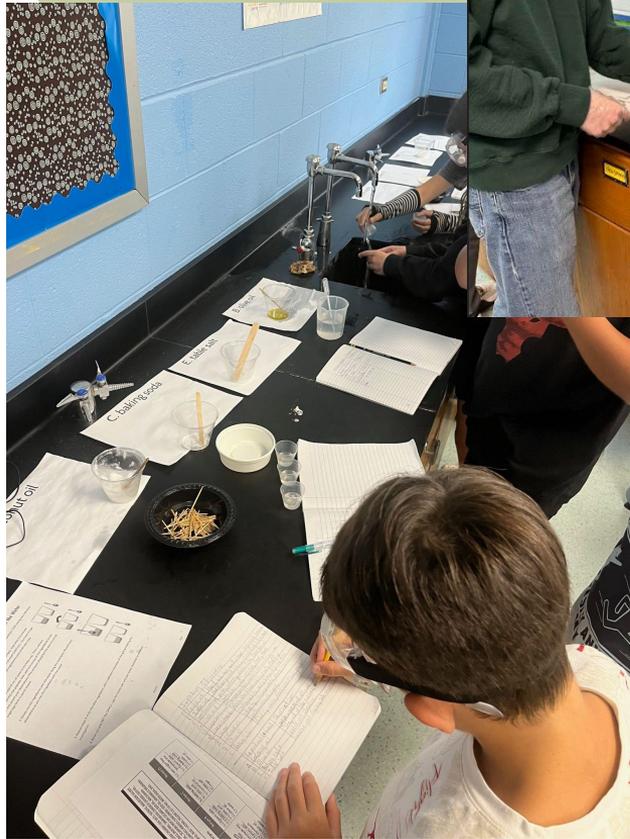
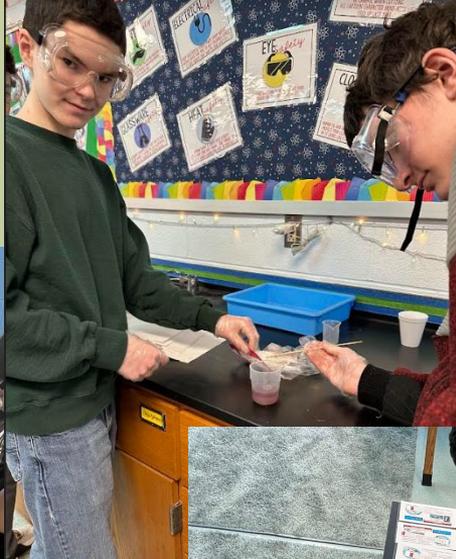
Key:
 ☀ = Heat
 ☁ = cloud
 ☀ = sun
 ☀ = wind

What do you think happened in this system that would help explain what caused this kind of precipitation event?

I think that the wind high up in the sky made it very cold and then the clouds created hail.

Handwritten notes on lined paper with a yellow pencil. The notes include a table with columns for 'Region A', 'Region B', and 'Region C'. The text is partially legible but mostly obscured by the pencil and the angle of the paper.

Students At Work



A decorative graphic at the top of the page features a central white teardrop shape containing a dark blue circle with the number '05' in white. This central element is surrounded by various abstract shapes: a blue teardrop shape on the left, a green teardrop shape on the right, and several solid circles in blue, green, and orange scattered around. The background is a light blue gradient.

05

Teacher Support

- Embedded educative supports built into the teacher materials in the form of front matter, teacher references, and callout boxes
- Webinars, videos, handbooks, toolkits, planning and assessment tools to support educators and curriculum development
- Integration with Google Classroom and Social Network support groups

Examples of Embedded Teacher Support:

* SUPPORTING STUDENTS IN ENGAGING IN ANALYZING AND INTERPRETING DATA

Scientists use a range of approaches and tools to derive meaning from data. In this lesson, one approach to making sense of the large amounts of data shown across the eight sites is the use of a summary table that lines up the findings from each site side by side first to compare key categories and changes in values across sites. Such a tool often helps scientists see larger patterns and outliers that would not be apparent by comparing the data from only one case to another.

ASSESSMENT OPPORTUNITY

Building towards: 2.A.3 Analyze and interpret data using graphical displays (e.g., maps, charts, graphs, tables) of large data sets to identify temporal and spatial patterns in the range of weather conditions that lead to the formation of precipitation (hail).

What to look/listen for: Ideas about patterns for where hailstorms occur:

- Hail isn't seen in the winter months.
- Hail happens later in the day.
- The temperature is relatively warm (above 50°F) on days when it hails.
- Hailstorms are relatively short.
- Hailstorms appear in "lines".
- Humidity is relatively high when it hails.
- Note: Students may often notice the general trends listed below, though they are difficult ones to find in the data due to the relatively brief nature of the hailstorm vs. where weather stations are located and how often they are sampling the weather conditions:
 - The humidity often goes up and the temperature often goes down and there are often changes in the wind around the time of a hailstorm.

What to do: If students struggle to identify patterns, prompt them with questions such as, *What time of day do hailstorms seem to happen? What time of year? How would you characterize the duration (length of time) of hailstorms? How would you characterize the temperature during a hailstorm? How did that compare across sites?* If students struggle with the variability in the data (e.g., the temperatures differ from site to site), help them look for the broader pattern using a visual representation of the class data.

5 · ANALYZE HAILSTORM CASES IN PARTNERS

MATERIALS: Weather Data from Seven Hailstorm Sites

Analyze cases in partners. Present slide K and have students group in partners. Distribute the case files from *Weather Data from Seven Hailstorm Sites* and have partners identify patterns in their assigned case by marking and writing what they notice on the map and weather data tables. Give students 8-10 minutes for the task.

Share observations with another pair. Project slide L. After pairs have had a chance to annotate their data, have them share their observations with another pair. Ask students to listen for similarities and differences between the cases as they share.

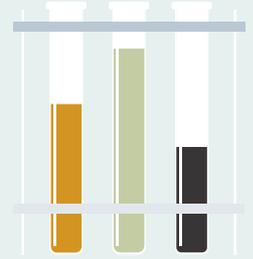
 **Introduce exit ticket.** Project slide M. Ask students to individually record patterns they are starting to see between the cases: one regarding the location of hailstorms and one regarding the timing or conditions needed for hailstorms to occur. They can record these on a sheet of paper or index card to turn in.

* ATTENDING TO EQUITY

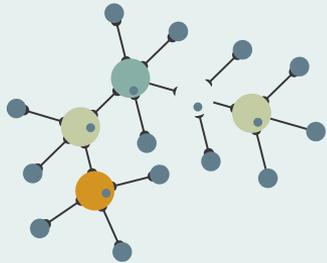
Cases A and G are somewhat more complex because in one case there are two hailstorm events and in one case the time of the hailstorm is unknown. As an opportunity for differentiation, you can provide these cases to students who may benefit from the extra challenge.



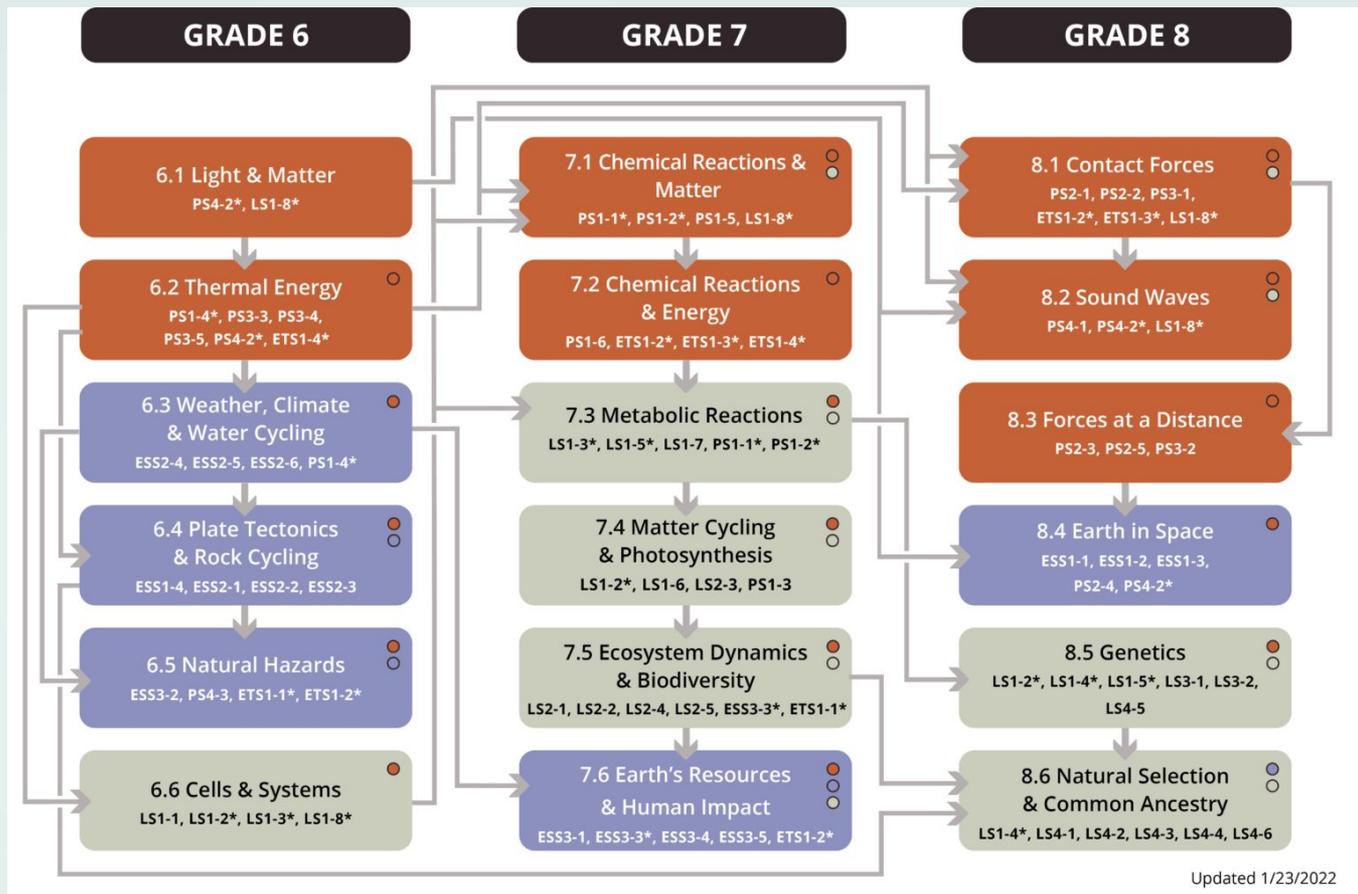
OER Resource



- OpenSci Ed Units are free for Bethel to use and customize to meet the needs of our diverse populations here in Bethel
- Fully integrated with Google Classroom to support all students
- No cost to district for teacher or student access to curriculum materials
- Consumable supply costs are aligned to current budgets



Scope & Sequence



Unit Emphasis

- PHYSICAL SCIENCE PEs
- EARTH AND SPACE SCIENCE PEs
- LIFE SCIENCE PEs

*PE builds across multiple units

Prior PEs the Unit Builds on

- PRIOR PHYSICAL SCIENCE PEs
- PRIOR EARTH AND SPACE SCIENCE PEs
- PRIOR LIFE SCIENCE PEs

Unit Connections

3-Dimensional Assessment Tools

Exit Tickets

Analyzing Graphs of
Sound Source Vibrations

Practice Specific

Visualizing Sound in a
Medium Investigations

Unit Summative

Application of Skills and
Knowledge to a New
Phenomena

Lesson Set Formative

Connecting Graphical
Representations

Self Assessment

Self Assessment for
Classroom Discussions

Progress Tracker

Record of students
sensemaking and
synthesis of learning

Bethel Public School

Textbook or Instructional Resource Adoption Form

Please use as much space as needed to complete the questions. When the form is complete, please email it to Dr. Brooks and send one hard copy with signatures in the interoffice mail. If you need any assistance with any part of the form, please contact Dr. Brooks.

1. Title of **Currently Used** Textbook/Instructional Resource: - Accelerate Learning StemScopes Science 6-8

2. Title of **Proposed** Textbook/Instructional Resource: OpenSciEd Middle School Science 6-8

3. Subject Area: Science

4. Course: Grade 6-8 Science

5. Grade Level: 6-8

6. Author(s): The development team includes: The BSCS Science Learning Team, The Northwestern University Team, The University of Colorado Boulder Team, The Boston College Team , The Charles A. Dana Center Team.

7. Publisher: N/A - hosted on OpenSciEd Website

8. Unit Cost of Textbook or Unit Cost of the Instructional Resource: Zero- OpenSource

9. Number of Textbooks/Instructional Resource Materials Needed: None - Digitally Available

10. Total Cost (including estimated shipping): Zero

11. What specific selection criteria were established by the Selection Committee for a new textbook or instructional material?

Ed Reports Ratings
Universal Design For Learning
Equity / Inclusion
NGSS aligned Phenomena Based Instruction
Teacher Support

12. List the names of the Selection Committee members:

Kit Nielsen
Shellie Zancan
Noelle Chiafari
Kristen Brooks

13. Has the Selection Committee carefully vetted this textbook/instructional resource using the established criteria?

Yes

14. Is there a digital component to this textbook that would collect student information (names, email, date of birth, address, etc.) or house student content? No

- a. Did you review the status of the application or software program on our [website](#) to see if it has already been approved for use?
- b. If not, did you go through the Bethel Public School's [resource review process](#) to have it approved?

15. What other textbooks or instructional resources were reviewed during the selection process? (list them below)

There are no other resources that are as highly rated.

16. Was all or part of the textbook or instructional resource piloted by teachers? (Describe the pilot procedure or explain why the textbook was not piloted.)

Several units were piloted in the 7th and 8th grade classrooms in 2023. Student work from OpenSciEd and Stemsscopes were compared. OpenSciEd was the superior resource.

17. What other school districts in our area or in Connecticut use this textbook or instructional resource?

OpenSciEd has been adopted by California, Iowa, Louisiana, Massachusetts, Michigan, New Jersey, New Mexico, Oklahoma, Rhode Island, and Washington. It is in use in multiple districts in CT, including Southbury. CT Education Dept uses OpenSciEd as model curriculum.

18. Summarize the reasons why this textbook or instructional resource is being recommended to the Board of Education for adoption.

We recommend the resource as it is the best resource available for science instruction aligned with the vision and practices of the NGSS. It is grounded in equity and principles of Universal Design for Learning. It is consistently being updated and improved as more states and districts adopt and implement the materials. It provides excellent professional learning and support for teachers of all experience levels through well-developed and supportive teacher manuals, videos, and handbooks.

Signature: _____
Proposal Originator

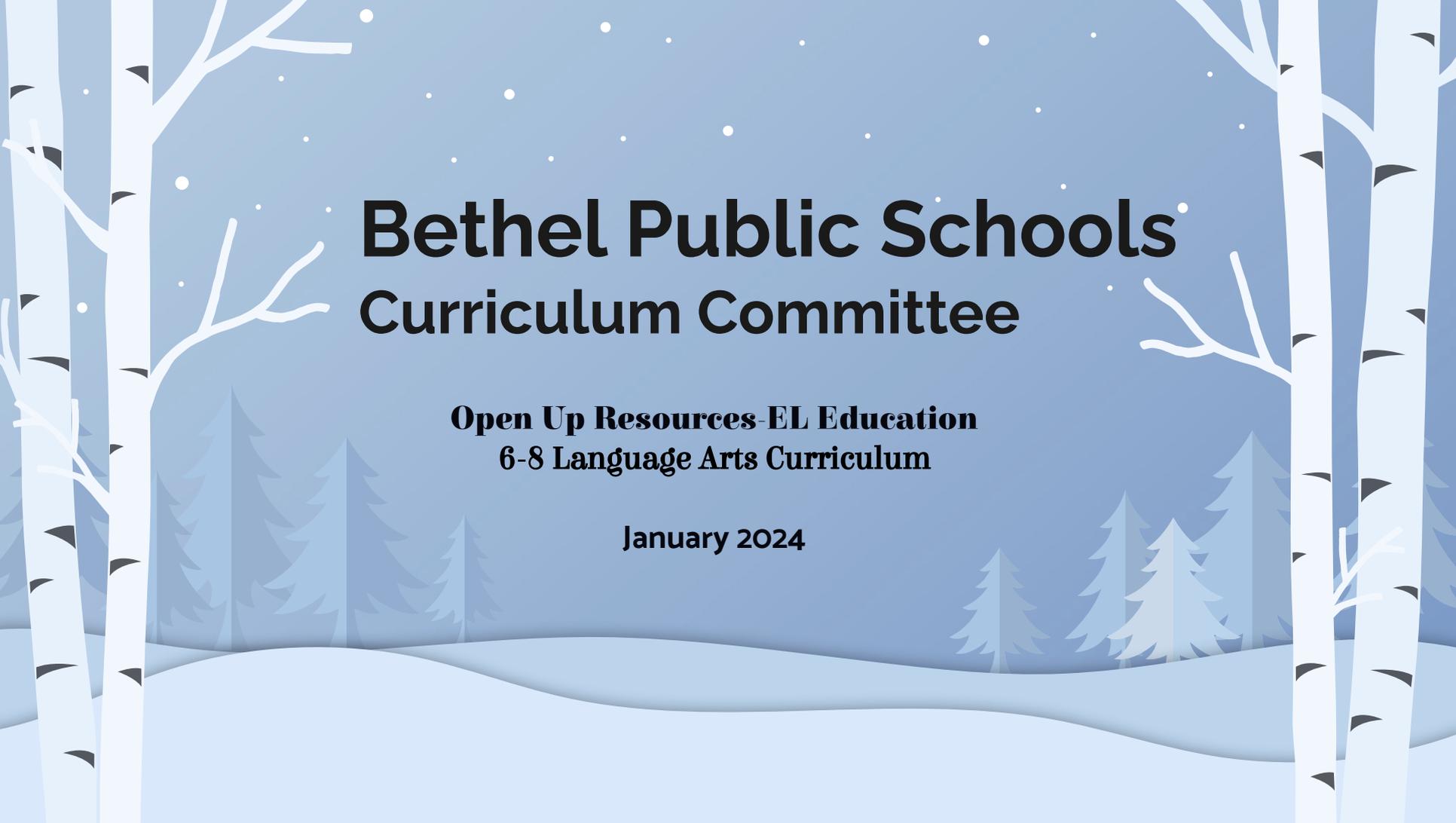
Date: _____

Signature: _____
Building Administrator

Date: _____

Signature: _____
District Administrator

Date: _____

The background is a light blue gradient with white birch tree trunks and branches on the left and right sides. Small white dots representing snowflakes are scattered across the sky. In the lower half, there are stylized blue evergreen trees and a white, wavy line representing snow on the ground.

Bethel Public Schools Curriculum Committee

**Open Up Resources-EL Education
6-8 Language Arts Curriculum**

January 2024

Selection Process

- A team with representation of teachers, literacy specialist, EL/Multilingual Learner Teacher, Instructional Coach, and administrators met to explore several options for resources.
- The initial team brought forward for review:
 - Lucy Calkins Reading and Writing Workshop Curriculum for Middle Grades
 - Open Up Resources-EL Education
- The team prioritized standards alignment, assessments, rigor of instruction, and relevance. [Program Evaluation Review Questions for Discussion](#)
 - Comprehensiveness/Rigor of Curriculum and Materials
 - Differentiated Instruction-Meeting the Needs of all Learners
 - Assessment and Data-Driven Instruction
- In addition, credible and comprehensive literacy material reviews and research findings, including [EdReports](#) and [CURATE](#), were reviewed by the team.

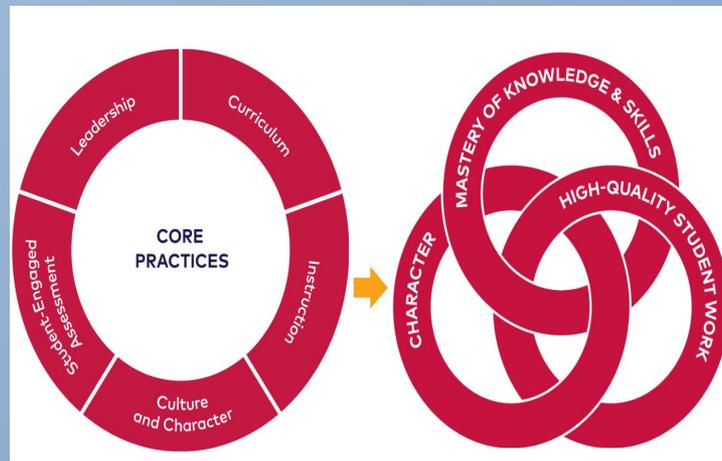
Selection Process

- The team unanimously chose to pilot Open Up Resources-EL Education.
- The resources have been piloted in all ELA Grades 6-8 classes from September-December during the 2023-2024 School Year.
- Teams continually worked in PLCs and on Professional Learning days to unpack the units and plan for instruction, and analyze assessment data to meet the needs of the students in Bethel.



Open Up Resources-EL Education 6-8 Language Arts Curriculum

- Open Up Resources-EL Education (formerly known as Expeditionary Learning) is a school reform model that emphasizes high achievement through active learning, character growth, and teamwork.
- Developed by the nonprofit EL Education, which continues to make the curriculum openly available on its website.



Open Up Resources-EL Education-Design of Resource

Each Grade Level has 4 Modules

6-8 Language Arts Curriculum, 2019 Edition

Grade 6 ▶

Module 1



Module 2



Module 3



Module 4



Grade 7 ▶

Module 1



Module 2



Module 3



Module 4



Grade 8 ▶

Module 1



Module 2



Module 3



Module 4



Sample: Grade 7 Modules

Grade 7 Module Lessons

Module 1
The Lost Children of Sudan

+

Module 2
Epidemics

+

Module 3
The Harlem Renaissance

+

Module 4
Plastic Pollution

+

Each Module Has Three Units

Grade 7: Module 1

Unit 1

Lesson 1
45 min

Lesson 2
45 min

Lesson 3
45 min

Lesson 4
45 min

Lesson 5
45 min

Lesson 6
45 min

Lesson 7
45 min

Lesson 8
45 min

Lesson
45 min

Lesson
13
45 min

Lesson
14
45 min

Lesson
15-16
90 min

**Mid-Unit 1 Assessment: Analyze
Setting, Plot, and Point of View**
A Long Walk to Water, Chapter 6

Unit 2

Lesson 1
45 min

Lesson 2
45 min

Lesson 3
45 min

Lesson 4
45 min

Lesson
5-6
90 min

Lesson 7
45 min

Lesson 8
45 min

Lesson 9
45 min

Lesson
10
45 min

Lesson
11
45 min

Lesson
12-13
90 min

Lesson
14
45 min

Unit 3

Lesson 1
45 min

Lesson 2
45 min

Lesson 3
45 min

Lesson 4
45 min

Lesson 5
45 min

Lesson 6
45 min

Lesson 7
45 min

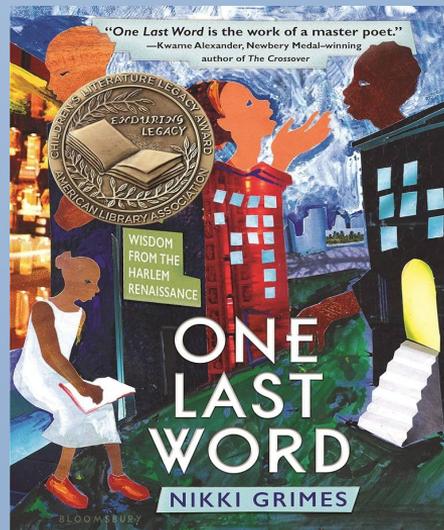
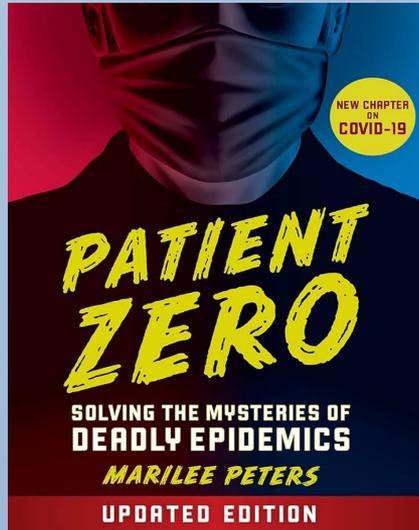
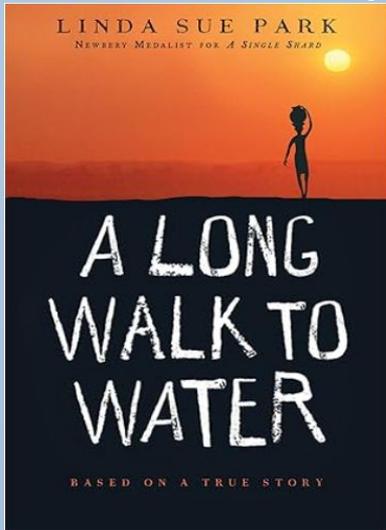
Lesson 8
45 min

Lesson 9
45 min

Lesson
10-11
90 min

▴ indicates the lesson includes an assessment.

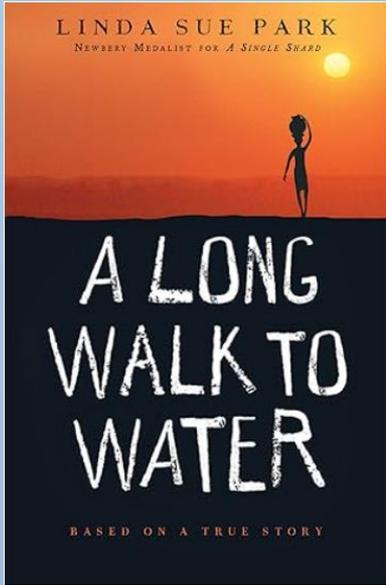
Core Texts Used to Anchor Instruction (Grade 7 Novels)



Each Unit has a core text to anchor the instruction along with other resources.

- Designed around science and social studies topics for cross-curricular engagement.
- Fiction & nonfiction text sets for each topic promote knowledge and vocabulary acquisition.

Core Texts Used to Anchor Instruction



- In Module 1 of grade 7, students read *A Long Walk to Water* by Linda Sue Park.
- The main tasks of this module allow students to develop reading and writing skills and strategies for figuring out the meanings of unfamiliar words, determining the central ideas and important details of early chapters in the book, and writing summaries of shorter texts related to topics in the book.
- Students also develop their narrative writing skills to include dialogue, description, and pacing in a story about a Lost Boy or Girl of Sudan.

Detailed Lesson Plans with Teacher Notes

Lesson 14: Prepare for Text-Based Discussion: Themes: *A Long Walk to Water*



Focus Standards

These are the standards the instruction addresses.

- RL.7.2, SL.7.1

Supporting Standards

These are the standards that are incidental—no direct instruction in this lesson, but practice of these standards occurs as a result of addressing the focus standards.

- RL.7.1, RL.7.10, W.7.8, L.7.6



- I can identify how themes in *A Long Walk to Water* have developed in chapter 11. (RL.7.2)
- I can prepare for a text-based discussion about how themes are developed in *A Long Walk to Water*. (RL.7.2, SL.7.1)

Ongoing Assessment

- Opening A: Entrance Ticket: Unit 1, Lesson 14 (W.7.8)
- Work Time A: Prepare for a Text-Based Discussion: Themes: *A Long Walk to Water* note-catcher (RL.7.1, RL.7.2, SL.7.1)

Agenda

1. **Opening**
 - A. Engage the Learner – W.7.8 (5 minutes)
2. **Work Time**
 - A. Read *A Long Walk to Water*, Chapter 11 (15 minutes)
 - B. Prepare for a Text-Based Discussion – RL.7.2 (15 minutes)
3. **Closing and Assessment**

Lesson Plans Include:

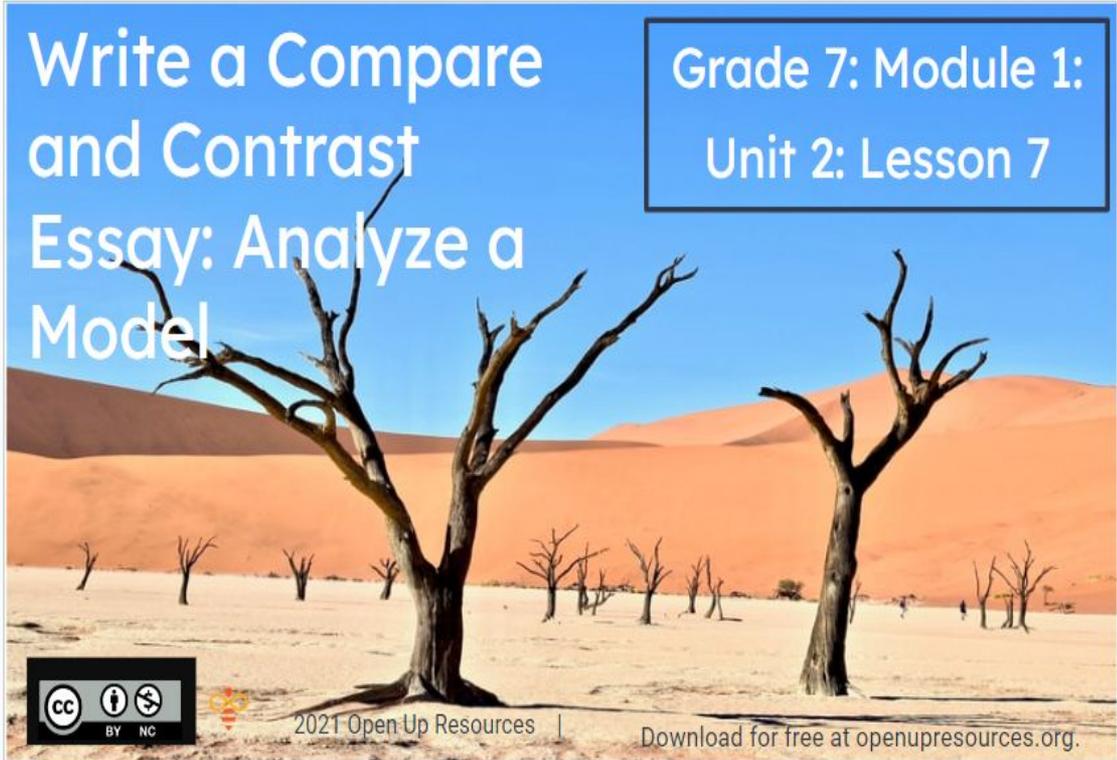
- Standard(s) focus for each lesson
- Daily Learning Targets
- Scripted Overview of Full Lesson
- Assessment Opportunities
- Suggested Support Strategies for Students Who Need Support
- Academic Vocabulary/Morphology and Word Work
- Collaborative Discussion Techniques Incorporating Social Emotional Competencies

Resources to Support Instruction

Sample Powerpoints modeled from the lesson plans for teachers to use when planning for instruction.

Write a Compare
and Contrast
Essay: Analyze a
Model

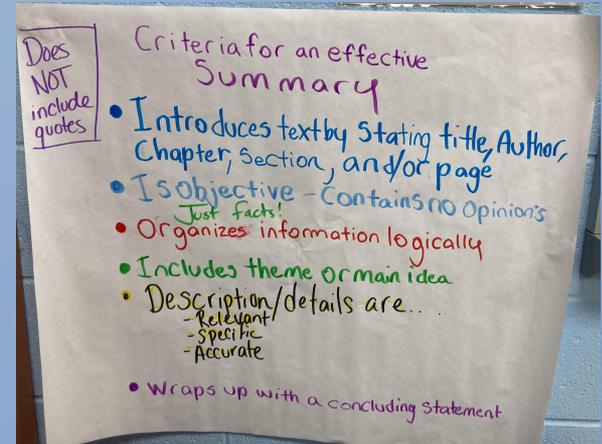
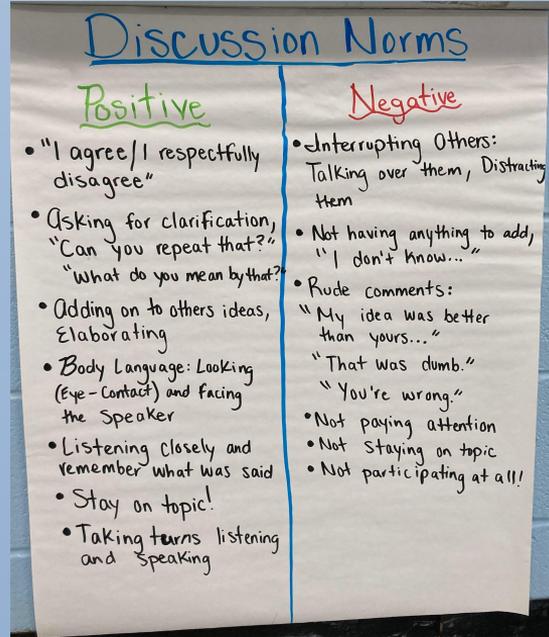
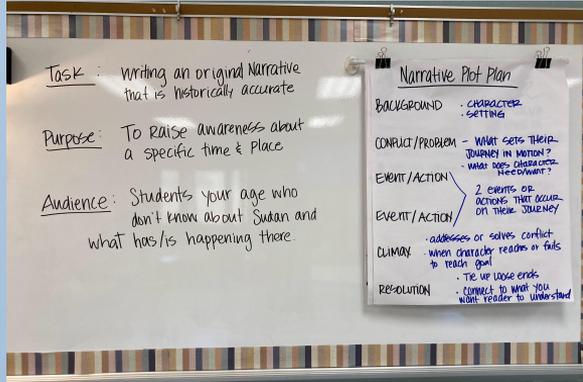
Grade 7: Module 1:
Unit 2: Lesson 7



2021 Open Up Resources

Download for free at openupresources.org.

Anchor Charts



Teacher created anchor charts to support student learning.

Multilingual Learner Support

Grade 7: Module 1: Unit 1: Lesson 2

Lesson 2

Supports guided in part by CA ELD Standards 7.II.B.6, 7.II.B.8, 7.II.B.3, and 7.II.B.4.

Important Points in the Lesson Itself

- To support ELLs, this lesson introduces a vocabulary log for the systematic investigation of vocabulary, establishes an environment of respect for diverse perspectives, and demonstrates how to determine the gist of a chapter of narrative text.
- ELLs may find it challenging to determine the gist of the first chapter of *A Long Walk to Water* because of the volume of potentially unfamiliar new language in the chapter. Consider how strategic grouping could support this task.

Levels of Support

Opening

For Lighter Support	For Heavier Support
<ul style="list-style-type: none"> When presenting <i>empathy</i> as a sample word for the vocabulary log, display images that demonstrate empathy, and encourage students to use the images to help them infer the meaning of the word. 	<ul style="list-style-type: none"> Adapt work with the vocabulary log by adding other elements that may further help students develop their knowledge of a word. Examples follow below: <ul style="list-style-type: none"> Word and pronunciation: "What is the word, and how do you say it?" Forms of the word: "What are the different forms of the word?" Translation and cognate: "What is the translation in your home language?" "Does the word look like a similar word in your home language?" Synonyms and antonyms: "What words have a similar meaning?" "What words have the opposite meaning?" Collocations: "What other words are commonly used with the word?" Showing sentences: "Where else have you read or heard this word?" "What does it mean in the new sentence?"

Closing and Assessment

For Lighter Support	For Heavier Support
<ul style="list-style-type: none"> Remind students of the definitions of <i>respect</i> and <i>empathy</i> before asking them to reflect on how they foster a sense of belonging. 	<ul style="list-style-type: none"> Before asking students to reflect on <i>respect</i> and <i>empathy</i>, briefly describe concrete examples of respect and empathy that you have observed between students in the class during work time or in an earlier lesson. Then, explain that these are the type of interactions that you mean when you are referring to instances of empathy and respect. These concrete examples help ELLs to better understand abstract terms for values which are often difficult to convey in comprehensible language.

Unit 1: Lesson 2

Unit 1: Lesson 1

Infer the Topic: I Notice/I Wonder Note-Catcher

RL.7.1, RI.7.1

Name: _____ Date: _____

What do you think you will be learning about in this module?

I Notice (things I see)	I Wonder (questions I have)
	
What countries do you see on the map?	What do the pictures make you think about?
I notice	I wonder
What do you see in the pictures?	What do the words make you think about?
I notice	I wonder
Some important words in the resources that I already know:	Some important words in the resources that I wonder about:

Each lesson has suggestions for support for multilingual learners.

These supports can also be used to differentiate for any student that needs support.

Assessments

End of Unit 1 Assessment, Part I: Analyze Development of Theme: *A Long Walk to Water*, Chapter 9

Name: _____

Date: _____

Read chapter 9 of *A Long Walk to Water*, and answer the following questions.

1. Part A

Select a theme that the author develops in chapter 9 from the list below by underlining an option. (RL.7.1, RL.7.2)

- a. Family is our most important support.
- b. Nature can present many challenges to humans.
- c. In challenging situations, it can be helpful to focus only on small steps.

Part B

Write two or three phrases or sentences from chapter 9 that best support the answer to Part A and demonstrate where the author is developing the theme in the chapter. (RL.7.1, RL.7.2)

2. Write an objective summary of chapter 9 of *A Long Walk to Water*. Be sure that your summary
- introduces the text with the title and author and “wraps up” with a concluding statement,
 - uses relevant events and important details from the text to explain what happens, and
 - is clear and concise.

Entrance Ticket: Unit 3, Lesson 4

RL.7.4, L.7.5c

Name: _____ Date: _____

Directions: As you enter class, answer the following prompts.

“Little Kuol . . . Salva closed his eyes for a few moments, trying to picture his brothers through a **haze** of time and grief.” (106)

What does the word **haze** tell you about what Salva was experiencing? What is the connotation of the word **haze**?

Each unit contains a mid-unit and end of unit assessment.

Each module concludes with a performance task.

Additional opportunities with Entrance and Exit Tickets.

Performance Task Examples

The Lost Children of Sudan

Grade 7: Module 1: Performance Task

Performance Task Anchor Chart

RI.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.9b, W.7.10, L.7.6

Students, create an illustrated ebook of your narrative with an informative foreword explaining the context of the Lost Child's story and the habits of character evident in your stories.

Your illustrated ebook will include:

- a cover page with title,
- an informative author's note describing your research and the habits of character evident in the story you have written,
- a story about a Lost Boy or Girl,
- multimedia like images and software to make an ebook,
- the chance to present to younger students (spread into manageable chunks for elementary school students to understand),
- a cover page with title, and
- thoughtful use of transitions and pacing throughout.

Epidemics

Grade 7: Module 2: Performance Task

Performance Task Anchor Chart

RI.7.1, W.7.6, SL.7.4, SL.7.5, L.7.1, L.7.3

Create a podcast in groups of three with sound effects, music, and other podcast features (such as a hook to grab the listener's attention; a variety of voices; a charismatic, engaging tone; interviews; description; fieldwork, etc.). Then publish your podcast by posting it on the internet (either at the online editing and recording site on which you made your podcast, or to a class blog, etc.).

Your podcast will include

- music and/or other sound effects;
- more than one voice;
- organization of the podcast with different sections and chapter or act titles;
- your podcast script, which includes the following four sections:
 - A narrative nonfiction lead telling the "story of the epidemic"
 - The social and scientific ideas surrounding the epidemic
 - The mindset, character traits, and tools people used to solve the epidemic
 - A deeper message, life lesson, insight, or purpose

Sample Student Work:

Grade 7 Narrative Writing

“You’re our leader Asim,” said the little boy. Moments after saying this, all the little kids began to look at me, fear in their eyes, light sparks of hope.

Then I looked down and thought: *How did I get here?*

5 days ago...

“Goallll!” laughed Ali. I rolled my eyes, as much as it was annoying to see my little brother score as much as he did, it was fun. I loved playing soccer with my friends even though I was always compared to my younger brother who was a natural at everything, cattling the animals, farming, and playing soccer. All of these loveable things he did got him a name in the village. Just like my father, who also was a natural born leader, who was the chief of the village. Unlike me. Even though I was 14 years of age and Ali was only 12, I had yet to see a leader in me. I was more of a follower.

Quickly I snapped out of it and went back to playing, I only had so much time after all. I didn’t want to be called to do chores again.

As I was waiting for someone to pass me the ball I noticed Ali stood right beside me. I said to him, “Are you going to be captain?” poking fun at an obvious answer. He looked at me and opened his mouth to say, “Well I-”

“You can’t find your parents either?” I asked them. They shook their heads no. “We must find them. Do you have any idea what happened?”

“We aren’t completely sure, but we think the rebels stopped by to take them to refugee camps. Before this happened my parents said they were splitting up families, and leaving kids all on their own,” the girl said. I remember her, and I think her name was Leila. She was with two other girls, I think their names were Ivana and Joyce. I remembered them from one time at the water hole. “And I think we all agree, we must find our families. We need them.”

Before the war in South Sudan, Asim’s life was great. She just turned 13, she was on top of her class, after school she would go and fetch water for dinner and help her dad. But the only thing that wasn’t so great was her mother. Her mother had been sick for years but she had been strong, fighting through the pain and not giving up. Asim also had two siblings, one older brother, and one younger sister, although her older brother didn’t act like it. Asim was more like the older sister than the middle child.

Task: Compose a narrative that includes dialogue, description, and pacing in a story about a Lost Boy or Girl of Sudan.

Students used the historical background knowledge they acquired across the unit to craft truly realistic characters, plots, and settings.



Implementation Costs Funding Plan

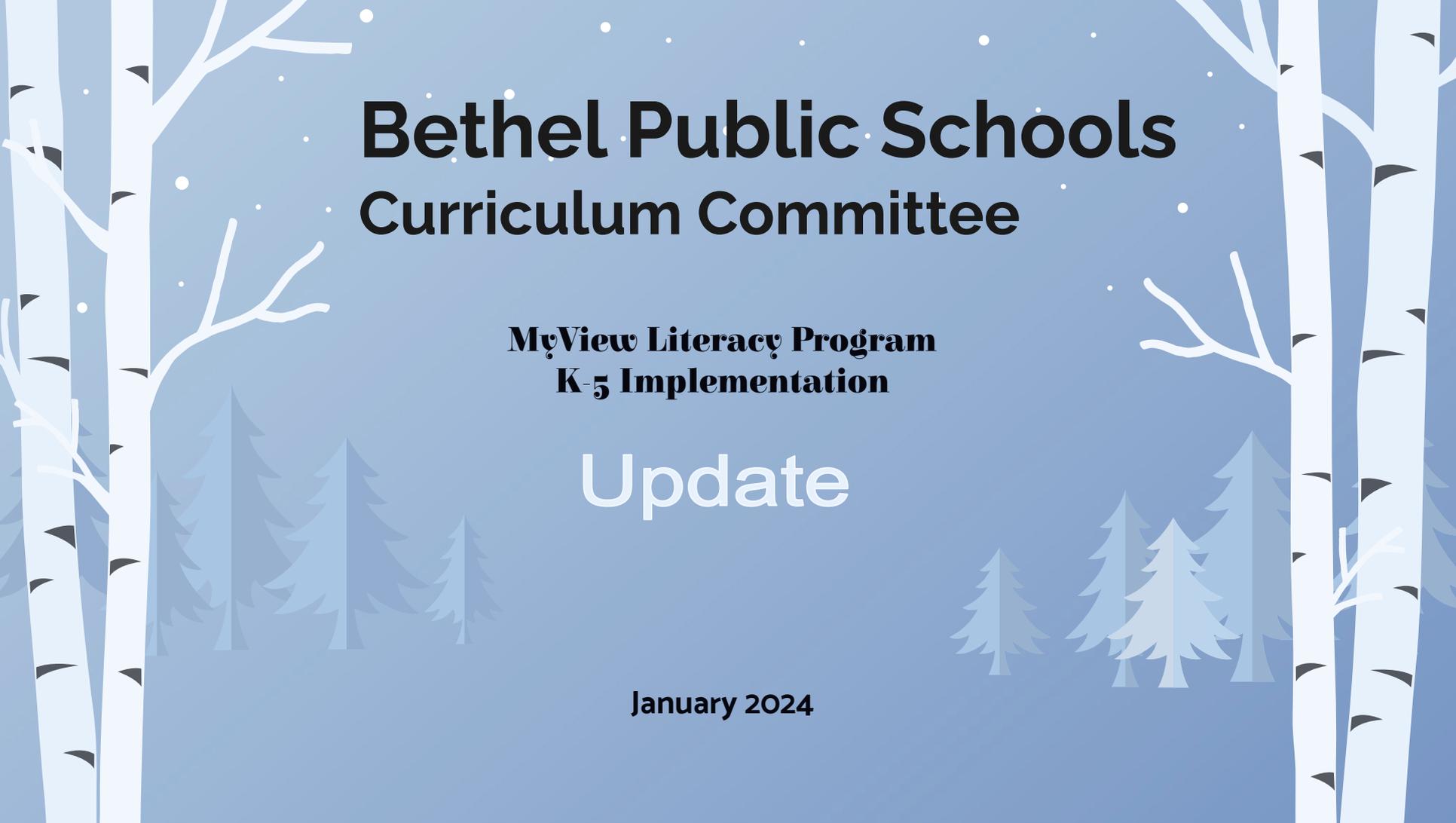
- Core Texts for the Modules-Have already been purchased through grant funding.
- No other implementation costs required.

Next Steps

- Continue to explore and implement the resources within the Open Up Resources-EL Education.
- Develop a deeper understanding of materials and expectations for student learning.
- Curriculum Writing-Summer (2025)

Thank you and Questions





Bethel Public Schools Curriculum Committee

**MyView Literacy Program
K-5 Implementation**

Update

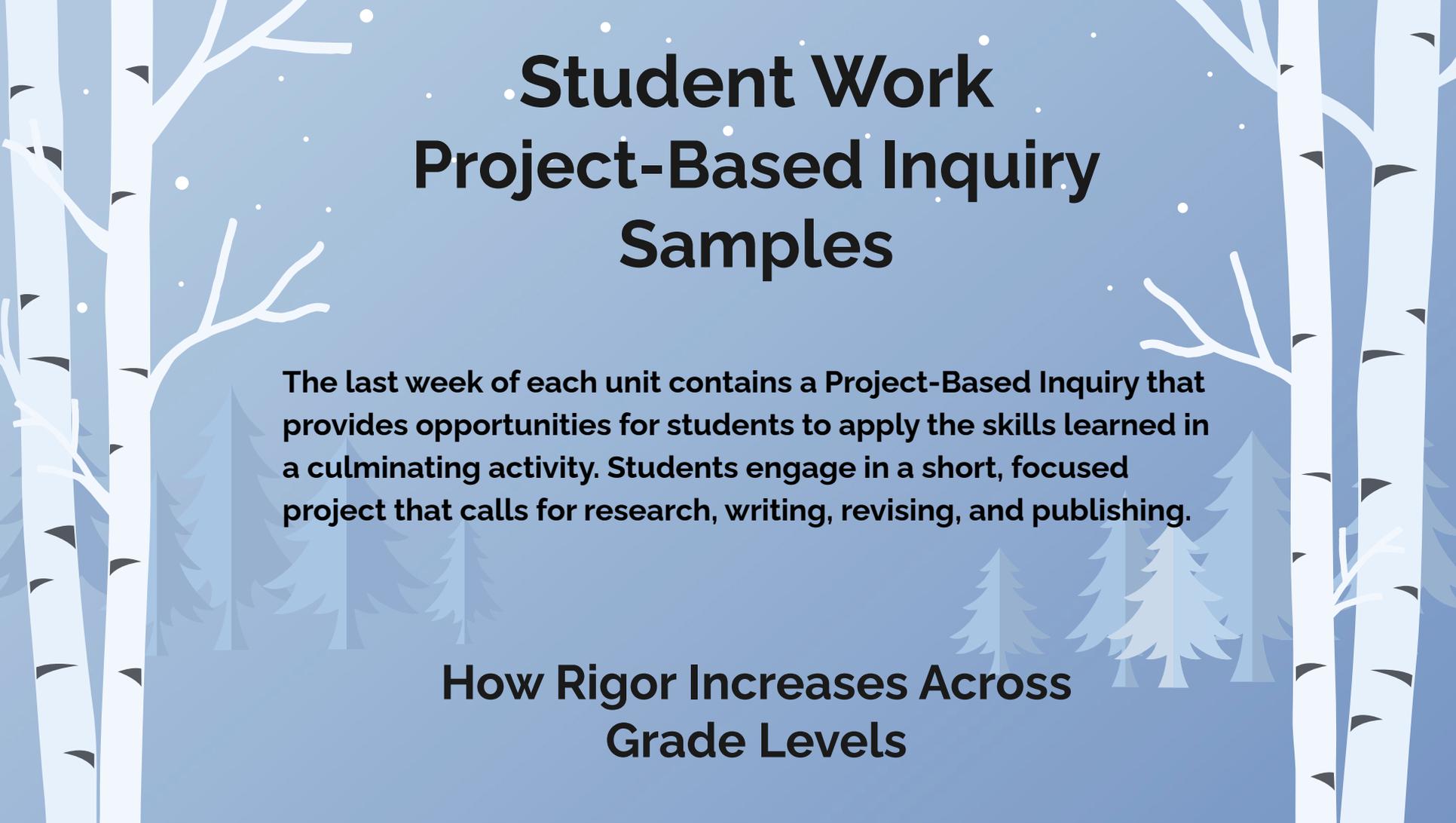
January 2024

Triumphs, Victories, and Celebrations

- High level of rigor in classrooms. Instruction is focused on grade level standards. Developing rich vocabulary and background knowledge.
- Comprehensive: Includes all aspects of quality literacy instruction. Word Work including phonological awareness, phonics, language and conventions, spelling, vocabulary, reading and listening comprehension, and writing. (All integrated)
- High Levels of Student Engagement-Unit topics are engaging for students.
- Assessment of and for student learning (weekly progress checks, fluency assessments, unit assessments)

Adventures

- VERY Comprehensive-But hitting a groove, starting to be able to determine the “must-do” aspects of the program.
- Working to embed instructional strategies that include high levels of intellectual engagement.
- Calibrating grade level expectations-establishing grade level common assessments, reviewing more student work together. Leading us to a deeper understanding of grade level expectations.
- Learning the the online platform-finding where materials are, assessing students online, navigating tech challenges.



Student Work Project-Based Inquiry Samples

The last week of each unit contains a Project-Based Inquiry that provides opportunities for students to apply the skills learned in a culminating activity. Students engage in a short, focused project that calls for research, writing, revising, and publishing.

How Rigor Increases Across Grade Levels

UNIT THEME
My Neighborhood

Essential Question

What is a neighborhood?

Look Both Ways!

How do signs in our neighborhood help us?

WEEK 2

from Henry on Wheels

What can I see in a neighborhood?

Weekly Questions
Students relate the weekly questions to their reading.
WEEKS 1-5

WEEK 1

The Blackout

How can neighbors help each other?

WEEK 3



WEEK 4

Garden Party and Click, Clack, Click!

How can I get to know my neighbors?

WEEK 5

Making a Map

What does a neighborhood look like?

WEEK 6

Project

Project-Based Inquiry

At the end of the unit, students will get the chance to apply what they've learned about "my neighborhood" in the WEEK 6 PROJECT: People in My Neighborhood.

**Grade One
Unit One
Project-Based Inquiry**

Research a neighborhood worker.
Write an Informational Article

Generate questions for inquiry
Gather information from relevant sources

4-Point Research Project Rubric

Score	Focus	Research	Development	Conventions	Speaking and Listening
4	Main idea is clearly stated.	One or more sources are used to find facts.	Facts and details clearly support the main idea.	Spelling is correct. Sentences are complete.	Student reads clearly and at an appropriate rate, and listens actively.
3	Main idea is stated.	At least one source is used.	Facts and details somewhat support the main idea.	Spelling is mostly correct. Most sentences are complete.	Student reads mostly clearly but rate can vary. Student mostly listens attentively.
2	Main idea is not clear.	A source is referred to but facts are not used in writing.	Facts and details are not in a logical order to show support.	Writing includes errors in spelling, capitalization, and/or punctuation.	Student struggles to read clearly and at a steady, appropriate rate. Student is not fully attentive.
1	Main idea is not relevant.	A nonrelevant source is used.	Facts and details are illogical or missing.	Spelling errors and incomplete sentences are frequent and impede meaning.	Student's speech is unclear. Student interrupts or is easily distracted while listening.
0	Possible characteristics that would warrant a 0: • No response is given. • Student does not demonstrate adequate command of writing or delivery of an informational text. • Response is unintelligible, illegible, or off topic.				

Have students complete the student-friendly

Name

Ava



One neighborhood worker
is a Doctor. A Doctor
takes blood pressures
on kids and groups
too. Doctors help sick

Sample Student Work-Grade 1

people to get better.
If they get sick
that's why they go
to the Doctors.
Doctors are so cool!

Grade Three Unit One Project-Based Inquiry

Research what could be some to improve a local park or playground.

Write a persuasive letter to a town official or someone of importance.

Take informed action.

4-Point Research Project Rubric

Score	Focus	Research	Organization and Development	Language and Vocabulary	Delivery
4	The topic and opinion are clear and convincing.	The opinion is well supported with thorough and accurate field research.	The organization is clear and effective. The opinion is supported by relevant reasons, facts, and details.	Language is clear and precise with appropriate linking words. Vocabulary is specific and appropriate to the topic.	Delivery method is effective. Presenter employs appropriate eye contact, speaking rate, volume, and enunciation.
3	The topic and opinion are mostly clear.	The opinion is supported with mostly relevant and accurate field research.	The organization is mostly clear. The opinion is supported by some reasons, facts, and details.	Language is mostly clear and includes some linking words. Vocabulary is mostly appropriate to the topic.	Delivery method is adequate. Presenter employs mostly appropriate eye contact, speaking rate, volume, and enunciation.
2	The topic is stated, but the opinion is weak or confusing.	The opinion is minimally supported. Field research is incomplete or somewhat irrelevant.	The organization is not always clear. Some reasons and supporting evidence may be missing or irrelevant.	Language is often vague and may be missing transitions. Vocabulary may be overly general.	Delivery method is ineffective. Eye contact, speaking rate, volume, and enunciation are uneven.
1	The topic and opinion are confusing or not present.	Research is absent, irrelevant, or inaccurate.	Organization is confusing and support is absent, irrelevant, or inaccurate.	Language is vague, general, and words may be used incorrectly. Linking words are absent.	There is little command of presentation skills.

UNIT 1 UNIT OF STUDY

UNIT THEME

Environments



Dear Dr. Salerno,

On our awesome playground on the cubes, I would recommend that we add clear glass on the bottom of each cube. It adds more safety. The holes are dangerous because you can fall through the big holes on the bottom and hit your head on the wood chips. We would have less time getting hurt.

I think that using clear glass on the bottom of the cubes will make the playground safer and more secure. I sometimes awfully see other students getting bruises from falling off or banging their knees while they climb. We can add a type of soft carpet for each cube so we don't slip and bump our heads especially after it rains. If we could add clear glass and a carpet for each cube, the fun doesn't stop and other kids don't get hurt. Others can also get a good grip on the glass when they are climbing so they don't trip. It is also smooth because if the glass was hard we could bonk our heads.

Please help us take care of our community by adding clear glass to cubes and a carpet for each one of them. Our playground will be safer for everyone!

Sincerely,

Sample Student Work-Grade 3

NOVEMBER
11, 2023

Dear Dr. Salerno

The Johnson playground should have more wheelchair approved equipment. Everyone should be able to have fun at recess including student's with wheelchairs but unfortunately Johnson doesn't have all wheelchair approved equipment. Ex. chair swing with straps. Ex. Merry-go-round wheelchair approved. Please consider these suggestions to make recess fun for everyone.

Sincerely,

Journeys

Essential Question

How do journeys change us?

Weekly Questions
Students relate the
weekly questions to
their reading.
WEEKS 1-5

WEEK 2

from **Life on Earth—
and Beyond**

What can scientists discover by
traveling to distant places?



WEEK 3

from **Pedro's Journal**

What can people learn
from visiting unknown
lands?



WEEK 4

Poetry Collection

What inspires people to
start a journey?



WEEK 5

**Picturesque
Journeys**

How can new places
change the way a
person sees the
world?

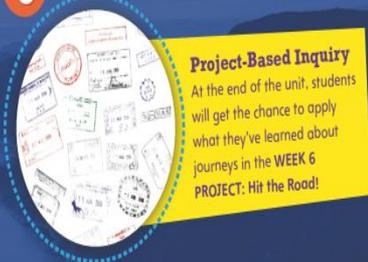


WEEK 6

Project

Project-Based Inquiry

At the end of the unit, students
will get the chance to apply
what they've learned about
journeys in the WEEK 6
PROJECT: Hit the Road!



WEEK 1

**The Path to Paper Son and
Louie Share Kim, Paper Son**

What motivates people to leave a place
they call home?



4-Point Research Project Rubric



Score	Focus	Research	Organization and Development	Language and Vocabulary	Delivery
4	The topic and claim are clear and convincing.	The topic is well developed and includes at least two sources. The reasons and evidence fully support the claim.	The organization is clear and effective. Ideas are in logical order.	Language is clear and convincing. Academic vocabulary is specific and appropriate to the topic.	Delivery mode is effective. Presenter employs appropriate eye contact, speaking rate, and volume.
3	The topic and claim are mostly clear.	The topic is developed with at least one source. The reasons and evidence mostly support the claim.	The organization is mostly clear. Most of the ideas are in logical order.	Language is mostly clear with some convincing words and phrases. Academic vocabulary is mostly appropriate to the topic.	Delivery method is adequate. Presenter employs mostly appropriate eye contact, speaking rate, and volume.
2	The topic is stated, but the claim is weak or confusing.	The topic is minimally researched with few reasons and little evidence.	The organization is not always clear. The ideas are not in logical order, or the order is confusing.	Language is often vague, general, and missing convincing tone. Vocabulary may be overly general.	Delivery method is ineffective. Eye contact, speaking rate, and volume are uneven.
1	The topic and claim are confusing or not present.	Research is absent, irrelevant, or redundant.	Organization is confusing and support is absent, irrelevant, or inaccurate.	Language is vague, and words may be used incorrectly.	There is little command of presentation skills.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> No argument is given. Student does not demonstrate adequate research or understanding of the structure of a travel guide. Response is unintelligible, illegible, plagiarized, or in the wrong format. 				

Grade Five Unit One Project-Based Inquiry

Research a country they would like to visit.
Write an persuasive travel brochure.

Generate questions for inquiry.
Develop a claim.

Gather information from relevant sources.

Sample Brochure



Why Brazil?

Brazil is a fantastic place to visit! It's a big country which means there's a bunch of things to do. There's so many places to see. Let's go see more of why brazil is so awesome.



This is the famous amazon rainforest in brazil



This is the famous christ the redeemer statue

Landmarks

Brazil has so many landmarks to visit. One of the most famous one is the amazon river. It's actually home of the amazon pink dolphin. It's also the longest river in the world by volume. Imagine you on a boat in the biggest river in the world. Now that's cool. That's not the only cool landmark there's also the famous Christ the redeemer statue which represents expression of the divinity of Jesus Christ and the unsearchable riches of his Paschal Mystery. So if you end up going to brazil, you got to make sure you visit some of these awesome landmarks.

Climate in Brazil

Brazil's climate is tropical. It's warm and wet. The air is usually humid. Its goes up to a average of 79 degrees fahrenheit in the summer in the lowlands. The highland it goes to an average of 100 degrees fahrenheit. So if you like the warm, wet, tropical weather. Brazil is the place to go. Trust me. Im one of those people and If I had money I would go there right now



This is one example of a tropical day at the beach

Things to do in Brazil

Brazil has their very own soccer team and they have actually won the world cup five times. They have the biggest stadium in Brazil, the Maracana stadium in Rio de Janeiro. So if you go to Brazil, make sure to go to a soccer game to watch the famous Brazilian soccer. Most people even like to glide through the Amazon river and enjoy the amazing view. Some people also like to ride their boats through waterfalls. So if you ever go to Brazil, make sure to do some of these things.



Brazil soccer stadium

LOCATION

Brazil is neighbored by every country on the continent except Ecuador and Chile. Brazil is also pretty old so if you go there you ought to find some history there. Brazil is actually the fifth largest country in the world. Brazil is surrounded by the Atlantic Ocean in the south and the north side of Brazil. So you can enjoy your sweet time at the beach.



Brazil is right here in red

Visit Brazil



The Brazil flag

Thank you and Questions



Bethel Public School

Textbook or Instructional Resource Adoption Form

Please use as much space as needed to complete the questions. When the form is complete, please email it to Dr. Brooks and send one hard copy with signatures in the interoffice mail. If you need any assistance with any part of the form, please contact Dr. Brooks.

1. Title of **Currently Used** Textbook/Instructional Resource:
District Created Units of Study-Based on Lucy Calkins Units of Study
 2. Title of **Proposed** Textbook/Instructional Resource:
[Open Up Resources-EL Education](#) (formerly Expeditionary Learning)
6-8 Language Arts Curriculum, 2019 Edition
 3. Subject Area:
English Language Arts
 4. Grade Level:
6-8
 5. Publisher:
Open Up Resources
 6. Unit Cost of Textbook or Unit Cost of the Instructional Resource:
Open Source Free
 7. Number of Textbooks/Instructional Resource Materials Needed:
Core Novels-All have been purchased already through grant funding.
 8. Total Cost (including estimated shipping):
Nothing further.
 9. What **specific selection criteria** were established by the **Selection Committee** for a new textbook or instructional material? (enumerate below)
- The team prioritized standards alignment, assessments, and rigor of instruction, and relevance.
 - As we explored options, the team completed and discussed this [Program Evaluation Review Questions for Discussion](#) focused on:
 - Comprehensiveness/Rigor of Curriculum and Materials
 - Differentiated Instruction-Meeting the Needs of all Learners
 - Assessment and Data-Driven Instruction
 - In addition, credible and comprehensive literacy material reviews and research findings, including [EdReports](#) and [CURATE](#) were reviewed by the team.

10. List the names of the Selection Committee members:

A team with representation of teachers, literacy specialist, EL/Multilingual Learner Teacher, Instructional Coach, and administrators met to explore several resources options

Mickie Rutledge, Michele Walsh, Bryan Watson, Shannon Mariconda, Rob Flynn, Cathy Emerick, Alison Recklet, Nancy Seri, Jess DeFord, Rebecca Tate, Cheryl Daly

11. Has the Selection Committee carefully vetted this textbook/instructional resource using the established criteria?

Yes, the team reviewed the materials, credible research findings, including [CURATE](#) and [EdReports](#), and piloting in 6-8 classrooms were considered before final approval.

12. Is there a digital component to this textbook that would collect student information (names, email, date of birth, address, etc.) or house student content?

- a. Did you review the status of the application or software program on our [website](#) to see if it has already been approved for use?
- b. If not, did you go through the Bethel Public School's [resource review process](#) to have it approved?

There are no digital components that would collect student information or house content.

13. What other textbooks or instructional resources were reviewed during the selection process? (list them below)

We reviewed Lucy Calkins Reading and Writing Workshop Curriculum for Middle Grades.

14. Was all or part of the textbook or instructional resource piloted by teachers? (Describe the pilot procedure or explain why the textbook was not piloted.)

ELA Teachers in grades 6-8 at the middle school are in the process of piloting the EL Curriculum this year.

15. What other school districts in our area or in Connecticut use this textbook or instructional resource?

Several districts across the state utilizing the EL Education Curriculum Resources in grades in some way K-8. Some of these districts include:

- Clinton Public Schools (K-8), Region 14 School District (6-8), Hartford Public Schools (K-8), Region 16, RSD 13-Durham Public Schools, Woodstock Public Schools, Newtown Public Schools (K-4)
- We reached out to two districts that have implemented the Open Up Resources-EL Education curriculum resources in middle schools to establish a partnership and to get feedback about their implementation.

Region 14 (Woodbury/Bethlehem) who is implementing in grades 6-8 and Clinton Public Schools who has implemented in grades K-8. Both Districts echoed our observations.

Pros:

- Comprehensiveness/Standards aligned Curriculum and Materials
- Opportunities for Differentiated Instruction to meet the need of various learning including EL/Multilingual Learners
- Many assessment opportunities

Considerations:

- Very comprehensive, need to use your student learning data for planning to help prioritize instruction. There is so much included as guidance, it takes time to read through it all and make instructional decisions.

16. Summarize the reasons why this textbook or instructional resource is being recommended to the Board of Education for adoption.

In order to determine the program that would best meet our needs here in Bethel, we reviewed the strengths and challenges of several aspects including:

- Comprehensiveness/Rigor of Curriculum and Materials
- Engaging resources with inquiry opportunities
- Differentiated Instruction-Meeting the Needs for all Learners (particularly EL/Multilingual learners.)
- Assessment and Data-Driven Instruction Opportunites
- Connection to the global competencies and support of our work focused on emotional intelligence

Signature: Michelle Rutledge
Proposal Originator

Date: December 15, 2023

Signature: Bryan Watson
Building Administrator

Date: December 15, 2023

Signature: _____
District Administrator

Date: _____