

Mercer Island School District
Learning Services
4160 86th AVE SE
Mercer Island, WA 98040
206-236-3330

Meeting Notes

June 9, 2015

Instructional Materials Committee

Facilitator: Fred Rundle, Director of Learning Services • Note taker: Vanessa Adams, Learning Services

Members present:

David Baxter
Molly Fort
Rebecca Hedlund
David Hoffman
Amanda Mattocks
Jason Meade
Lori Otto Punke
Denise Radow
Nancy Rogers
Fred Rundle
Jessica Weinman

The meeting was called to order at 4:10 pm.

***Quant À Moi*, by Jeannette D. Bragger, Donald B. Rice. Published by Heinle, Cengage Learning, 2013**

MIHS French teachers Ji Sider and Deana Wiatr proposed a recommendation for adoption as core materials for French 4 grades 10-12 the *Quant À Moi* textbook. The number of students this recommendation will impact (annually and over 5 years) is 25-60. Two teachers will be required. The proposal was approved by the Curriculum Review Team on March 3, 2015, and has met all other appropriate approvals. Wiatr presented the recommendation. She stated that French 4 is a new class that will be introduced in the 2015-16 school year. This course may not be available every year. Availability will be based on enrollment and student interest. So far, 28 students have signed up. She remarked that the team compared several books with good AP themes, including *Face À Face*, by Vista Higher Learning. They determined that *Face À Face* was beyond the capacity of 4th level French students. In addition to its other attributes, *Quant À Moi* has a receptive listening component via cd and online options for students. Though the online options are not stellar, they are comparable to other online language program options. The *Quant À Moi* digital software was tested on desktop computers but not iPads.

Vote: There was a motion to approve adoption for core materials; the motion was seconded; all voted in favor; there were no abstentions.

***Washington: A State of Contrasts*, by Dale Lambert and Dustin Clark. Published by Directed Media, Inc., 2008** ***The Washington Journey*, by Laurie Winn Carlson, Michael K. Green, Charlene Kerwin Reyes. Published by Gibbs Smith, 2010**

IMS 7th grade Language Arts/Social Studies teacher Vicky Mann presented a recommendation for adoption as core materials the *Washington: A State of Contrasts* textbook and *The Washington Journey*, for 7th grade social studies students. The number of students this recommendation will impact is approximately 350 per year/1750 total. Five regular and Highly Capable teachers will be required. The proposal was approved by the Department Review Team on May 14, 2015, and has met with approval from the building principal where the materials will be used. Mann stated that *Washington: A State of Contrasts* provides a fantastic connection to US history that has been missing in previous textbooks. *The Washington Journey* is a tried and true book containing primary source material and is helpful when used in conjunction with *Washington: A State of Contrasts*. There is not much online presence, therefore, supplemental materials may be needed. There does not appear to be an eBook reader but there may be pdf's available through Schoology. *Washington: A State of Contrasts* contains a dual table of contents, but no glossary. The book focuses on

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vocabulary and context. It is hoped that the two books together will provide struggling students with additional help. A student focus group highly approved of *Washington: A State of Contrasts*. This proposal is for adoption without a pilot-test.

Vote: There was a motion to approve both texts for adoption as core materials; the motion was seconded; there was one abstention due to lack of pilot-testing; the rest voted in favor.

***EPEC 4 Kids*. Published by Michigan Fitness Foundation, 1994-2015**

Island Park PE teacher Nate Krahn presented a recommendation to field test the *EPEC 4 Kids* curriculum, which consists of the *EPEC Classic* K-5 curriculum with CD and DVD and three *Fitbit* books, for all K-5 PE classes. The number of students this recommendation will impact (annually and over 5 years) will be all K-5 students. Four elementary PE teachers will be required. The proposal was approved by the Departmental Review Team on May 8, 2015, and has met with approval from the building principals where the materials will be used. Nate voiced the view of the K-5 PE department that it would be beneficial to have a health and fitness curriculum that is consistent throughout the district—K-5 PE teachers have been trying to meet state mandates individually. To that end, they met periodically with interim associate principal Kathy Bledsoe to discuss piloting a consistent curriculum. With a list of values and an evaluation rubric they compared three programs. They decided that *EPEC* contained a nice balance fostering movement, physical, social and emotional health, and sportsmanship. The lessons and assessments are closely aligned with state and national (S.H.A.P.E.) standards. The pilot may cover just a portion of the school year.

Vote: There was a motion to approve field-testing of this curriculum for the 2015-16 school year; the motion was seconded; all voted in favor; there were no abstentions.

***We The People* by Benjamin Ginsberg, Theodore J. Lowi, Margaret Weir, and Caroline J. Tolbert. Published by W. W. Norton & Company, 2013**

MIHS Social Studies teachers David Willecke and Alex Kattar proposed a recommendation for adoption as core materials for Civics/International Studies the textbook *We The People*. This textbook will be for eventual use in the 12th grade to fulfill the new Washington State Civics requirement for 2016. The number of students this recommendation will impact (annually and over 5 years) is 450. All 9 teachers in the Social Studies Department will be required. The proposal was approved by the Curriculum Review Team in June, 2014. During field-testing in International Studies, Kattar found this book challenging and with solid glossaries at the end of the book and on each page, allowing continuous definition of terms. Her students liked the online support for chapter review, practice quizzes, flashcards, etc. They approved of the graphics and current data in the book, but found the reading level challenging. Because the book focuses more on big picture, timeless themes, she would use this as core text for major concepts. The publisher updates the website with current event articles. This book does not include local history, but Kattar found some free materials from the League of Women Voters, giving a good idea of free supplemental materials that are available. Willecke said the book facilitates student engagement as much as any textbook can. It provides resources to delve deeper into subjects. To some, the book might be perceived as propaganda for the government. Kattar sees it as trying to counteract the decline of trust in the governmental process; promoting democracy and increasing civic engagement.

Vote: There was a motion to approve adoption for core materials; the motion was seconded; all voted in favor; there were no abstentions.

Conclusion: As their committee terms end, Fred thanked Larry Bencivengo and Denise Radow for their years of. He thanked the rest of the committee for their thoughtfulness in all aspects of student education.

The meeting adjourned at 5:30 pm.