

## CURRICULUM, ASSESSMENT, AND PROGRAM EVALUATION (CAPE) COMMITTEE

Wednesday July 12th, 2023

Brookfield HS Auditorium

6:10 pm

### MINUTES

- 1) Call to order at 6:14pm: Rosa Fernandes, Debbie Brooks, Mike Murphy (BOE Members), Dr. Anna Mahon (Assistant Superintendent), Marc Baland (BHS Principal), Dr. Liz Spencer (Humanities Department Leader)
  
- 2) Public Comment: None
  
- 3) Dr. Spencer and Mr. Balanda presented a proposal for a new AP World History: Modern Textbook, *Traditions and Encounters - A Global Perspective on the Past*. The rationale behind the proposal focused on the updated AP curriculum as well as the reinstatement of the course at Brookfield High School. The course had been offered up through a few school years back but, due to reorganization of the course scope and sequence, was discontinued as an offering. Based on a recent change to the scope and sequence as well as in an effort to better prepare students for other AP history course offerings, the AP World History:Modern course is now being offered as a 10th grade course. In order to align with the updated curriculum, a new textbook is warranted. Based on a thorough review of 6 possible titles, the committee narrowed their list down to 2 semifinalist options. A thorough review was conducted by the committee, which consisted of Dr. Spencer, Mr. Ram Cinar (AP World History: Modern teacher), Ms. Dawn Blake (AP US History and AP European History teacher), and Jenn Rocca (Teacher Librarian). The committee unanimously chose the proposed title: Modern Textbook, *Traditions and Encounters - A Global Perspective on the Past* (see attached proposal below). Rosa Fernandes made the following motion: To accept the proposed textbook, *Traditions and Encounters - A Global Perspective on the Past*, to be used as a curricular and instructional resource for the AP World History class beginning in the 2023-2024 school year; Debbie Brooks seconded the motion. Mike Murphy called for the vote, and the motion was unanimously approved.
  
- 4) Dr. Mahon offered an updated on some of the summer projects she and her team are working on and highlighted how each aligns with BPS Strategic Plan:

- a) DESSA trend data analysis-The trend data from grade level, building level and district level will be reviewed during July to look for demonstrated strengths, weaknesses, and how this information can help inform building, grade, and even classroom level support of student social-emotional learning and well being. A report on the findings will be made to the CAPE committee and full BOE in September.
- b) Student assessment score analysis-State testing results have not yet been released, but the expected date is around **Aug 1, 2023** . Once the score reports are released, Dr. Mahon will work with the building level administrators to review the data and reflect on practices employed during the 22-23 school year to decide on what worked, what needs to be tweaked, and what may need to be added. The goal is to ensure all students are prepared for these and all assessments through rigorous, vertically aligned, standards based curriculum. In addition, the analysis will assist us in continuing to refine our research based instructional and assessment practices to create meaningful, assured learning experiences for each student. A full presentation will be offered to the BOE at the October meeting.
- c) Curricular work with Illustrative Math and ELA adjustments (5th and 7th grade)-Work is underway with preparing for the incorporating of the Illustrative Math (IM) instructional materials for grades 4-8, as well as piloting some units of study using IM in grade K-3 during the 23-24 school year. In addition, curriculum writing is being completed for grades 5 and 7 for ELA to continue to align to standards and create meaningful and assured learning experiences for students. Rosa Fernandes made a suggestion that a presentation to the full BOE in the winter around curriculum development and Atlas Rubicon would help BOE members understand what it means to develop curriculum and inform instruction and assessment. This will be scheduled for January or February.
- d) Professional development calendar and pathway planning-Dr. Mahon is working collaboratively with the co-chairs of the Professional Development and Evaluation Committee (PDEC) to prepare PD Pathways for the 23-24 school year. Teachers were able to identify their top 3 choices based on interest and professional goals and will spend the year focusing on one of the pathway areas, which include: dispositions of portrait of the graduate, technology integration, curriculum exploration, math advancements, reading/literacy across the

disciplines, grading for equity, evaluating our systems, school culture and community.

5) Good of the order-None

6) Adjournment-6:46pm

## **AP World History: Modern Textbook Review Committee Summary CAPE Meeting - July 12, 2023**

**Overall Textbook Purpose:** To provide students with appropriate instructional resources aligned with the expectations as laid out by the College Board in the [course and exam description for AP World History: Modern](#).

Committee Members:

- Liz Spencer - Curriculum Specialist for Humanities
- Ram Cinar - Social studies teacher and course instructor
- Dawn Blake - Social studies teacher, including AP US History and AP European History
- Jenn Rocca - Teacher Librarian

Textbooks that were initially considered:

- ***Traditions and Encounters - A Global Perspective on the Past* by Bentley, Ziegler, Streets-Salter, Benjamin 7th Edition, AP Edition**
  - **Published by McGraw-Hill, 2023**
- *Voyages in World History* - 3rd Edition by Hansen and Curtis
  - Published by: Cengage, 2019
  - *Not aligned with the AP course description*
- *Ways of the World*, 5th Edition: For the AP World History Modern course-A Global History with Sources by Strayer and Nelson
  - Published by Bedford, freeman, & worth, 2023
  - *Unequal balance between skills and content*
- ***World Civilizations: The Global Experience, Since 1200* - 8th Edition/AP Edition by Stearns, Ada, Schwartz, Gilbert**
  - **Published by Pearson (Savvas), 2021**
- *World History*, 2nd Edition by Irving Gordon
  - Published by Amsco School Publications/ Perfection, 2000
  - *Not aligned to AP course description; limited content and visuals; format is not student friendly*
- *Worlds Together Worlds Apart* with Sources, Second AP Edition By Pollard, Rosenberg, Tignor, Karras
  - Published by W.W. Norton, 2019
  - *Limited alignment with AP course description; format is not as student friendly as other texts*

The McGraw-Hill and Pearson texts were identified as the semi-finalists because they were strong in content, skill-based questions, alignment to the AP exam, readability, high-quality maps, and a range of supplemental visual information. The committee was unanimous in

selecting *Traditions and Encounters* from McGraw-Hill as the top choice for the AP World: Modern course.

The *Traditions & Encounters* text is strongest in its focus on the student as a learner.

- Each chapter is organized to include the following components:
  - “Zooming in on Traditions or Encounters” that features a historical vignette to engage the reader in the historical period.
  - “Chapter Focus” that presents a bulleted list of chapter content and concepts, historical developments, reasoning processes, and historical thinking skills.
    - This organization directly aligns with the components of the AP course framework.
  - Sections that focus on “Source Analysis,” “Connecting the Sources,” and “Interpreting Images” will help students to build mastery on these skills which are assessed on the AP exam.
  - The “What’s Left Out” section of each chapter is a unique feature that highlights neglected historical voices and encourages students to think critically about history from multiple perspectives. This component was especially important to the review committee.

### A Sample Chapter Comparison: Chapter 8

	<i>Traditions &amp; Encounters</i>	<i>World Civilizations</i>
Chapter Title	Worlds Apart: The Americas and Oceania	The Americas
Pages	242-268	187-211
Section Headings	States and Empires in Mesoamerica States and Empires in South America The Societies of Oceania	Postclassical Mesoamerica, 1000-1500 C.E. Aztec Religious and Economic Structure Aztec Society in Transition Tawantinsuyu: World of the Incas The Other Peoples of the Americas
Topic and Subtopic Headings	<b>The Toltecs and the Mexica</b> (Toltecs, Tula, The Mexica, Tenochtitlan, The Aztec Empire, Tribute and Trade) <b>Mexica Society</b> (Warriors, Mexica Women, Priests, Cultivators and Slaves, Artisans and Merchants) <b>Mexica Culture</b> (Mexica Gods, Ritual Bloodletting, Huitzilopochtli) <b>Peoples and Societies of North America</b> (Pueblo and Navajo)	<b>The Aztec Rise to Power</b> <b>The Aztec Social Contract</b> <b>Religion and the Ideology of Conquest Feeding the People: The Economy of the Empire</b> <b>A Widening Social Gult</b> <b>Overcoming Technological Constraints</b> <b>A Tribute Empire</b> <b>The Inca Rise to Power</b> <b>Conquest and Religion</b> <b>The Techniques of Inca Imperial Rule</b>

	<p>Societies, Iroquois Peoples, Mound-Building Peoples, Cahokia, Trade)</p> <p><b>The Coming of the Incas</b> (Chacuito, Chimu, The Inca Empire, Inca Administration, Quipu, Cuzco, Inca Roads)</p> <p><b>Inca Society</b> (Trade, Ruling Elites, Aristocrats and Priests, Peasants, Inca Religion, Moral Thought)</p> <p><b>The Nomadic Foragers of Australia</b> (Trade, Cultural and Religious Traditions)</p> <p><b>The Development of Pacific Island Societies</b> (Trade between Island Groups, Long-Distance Voyaging, Population Growth, Nan Madol, Development of Social Classes, The Formation of Chiefly States, Polynesian Religion)</p>	<p><b>Inca Cultural Achievements</b>  <b>Comparing Incas and Aztecs</b>  <b>How Many People</b>  <b>Differing Cultural Patterns</b>  <b>American Diversity in the World Context</b></p>
Timelines and Tables	Chronology of Americas and Oceania	900 C.E.-1450 C.E. Population Estimate for Western Hemisphere, 1492 World Population, c 1500
Maps	The Toltec and Aztec empire, 950-1520 C.E. North American cultural groups, ca. 1600 The Inca Empire, 1471-1532 Oceania	Central Mexico and Lake Texcoco Inca Expansion Ancient Cities of Peru
Art	Huitzilopochtli Chinampas agriculture Mexica list Codex Borgita Manuscript illustration of offering to Huitzilopochtli Ritual meal for Inca rule Priests crossing Kealakekua Bay in Hawaii	Island Capital of the Aztecs Manuscript illustration of offering to Huitzilopochtli Military society
Pictures	Great Serpent Mound Quipu threads Inca coastal road at Pachacamac Sanctuary Silver llama from Inca Peru Nan Madol in Pohnpei	Warrior statues Aztec stone calendar City of Chan-Chan Inca sculpture of mamaconas Taos Pueblo

Supplemental Readings	The Aztec Capital at Its Height Mexica source material Mexica Expectations of Boys and Girls The Diffusion of Technologies Moikeha's Migration from Tahiti to Hawaii	Aztec Women and Men The "Troubling" Civilization of the Americas The Americas and the World
AP Exam Practice	Stimulus-based multiple-choice questions: 8 DBQ essay question with 3 sources Long Essay Question	None
Text Features to Support Learning	Chapter Focus list Historical Developments list Reasoning Processes List Historical Thinking Skills Thinking Critically About Sources questions Annotated questions and For Further Reflection questions on primary sources List of Study Terms For Further Reading List	Key terms define in the margins Review questions at the end of primary sources Critical Thinking Questions at the end of the chapter
List Price	\$196.88	\$219.95
Quoted Price	\$126.66 for hardcover copy and digital access (per student)  51 students currently enrolled Total cost for 55 copies, teacher edition, and teacher resources is \$6966.30 which would come from the Social Studies Textbook account.	Not requested

Padlet of resources [here](#)