

EXECUTIVE SUMMARY

Title: 2009 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina

Type of Executive Summary:

- Action
 Action on First Reading
 Discussion
 Information

Policy Implications:

- Constitution _____
 General Statute #115C-85-86, 93
 SBE Policy #HSP-H-000, HSP-H-001, HSP-H-006, HSP-H-007
 SBE Policy Amendment
 SBE Policy (New)
 APA #16NCAC 6D.0204, .0205, .0206
 APA Amendment
 APA (New)
 Other _____

Presenter(s): Mrs. Charlotte Hughes, (Director, Program Monitoring and School Support), Dr. Diane Frost, (Chair, N.C. Textbook Commission), and Mrs. Harriette K. Sparlin (Textbook Administrator, Program Monitoring and Support)

Description:

The *Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* is submitted each year in April to the State Board of Education for approval. The *2009 Invitation* contains adoption information for Mathematics 6-12, Second Languages 6-12, English Language Development (ESL) K-12, and Agricultural Education 7-12. The *2009 Invitation* also includes rules and regulations based on General Statutes, Administrative Code, and State Board Policy that govern the adoption process. As directed by State Board Policy (HSP-H-007), the *2009 Invitation* has been reviewed by General Counsel to the Board. To view the revised *Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina*, please go to <http://www.ncpublicschools.org/textbook/publishers/invitation/>.

Resources:

Stipends for evaluators, NC Textbook Commission's expenses

Input Process:

NC Textbook Commission, Exceptional Children Division, Educational Consultants from Mathematics, Second Languages, English Language Development, and Agricultural Education

Stakeholders:

Administrators, teachers, parents and students in public schools, publishers on Publishers Registry

Timeline for Action:

The *2009 Invitation* is presented to the State Board of Education for Discussion in March and will be returned for Action in April. After approval, the *2009 Invitation* will be e-mailed to all publishers listed on the Publishers Registry and posted to the Department of Public Instruction's web site.

Recommendations:

The Department requests that the Board approve the *2009 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* for the curriculum as presented.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
 Specify: _____
 Audio Requirements (computer or other, except for PA system which is provided)
 Specify: _____
 Document Camera (for transparencies or paper documents – white paper preferred)

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: High Student Performance

Category: Textbooks

Policy ID Number: HSP-H-000

Policy Title: 16 NCAC 6D.0204 Policy defining the textbook adoption schedule

Current Policy Date: 08/03/1998

Other Historical Information: Previous board dates: 03/01/1990

Statutory Reference: GS 115C-89

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6D
.0204

.0204 TEXTBOOK ADOPTION SCHEDULE

To ensure adequate time for the evaluation of textbooks presented to the SBE for adoption for use in the public schools, the Textbook Commission, the department and the SBE shall adhere, to the extent practicable, to the following schedule on and after January 1, 1990:

- (1) January. The Superintendent of Public Instruction will identify for the SBE all textbook contracts scheduled to expire during the next calendar year, and recommend whether such contracts should be renewed or new textbooks adopted the following year.
- (2) March. The Superintendent will present for the SBE's approval a review of the curriculum requirements as prescribed in the Standard Course of Study and Competency Based Curriculum for the areas for which textbooks are scheduled to be adopted that year.
- (3) April. The Superintendent will present for the SBE's approval the call letter and evaluation forms prepared by the Curriculum Review Committee for the textbooks scheduled for adoption that year. The Superintendent will forward approved call letters to publishers listed on the Textbook Company Register and will forward approved evaluation forms to the Textbook Commission.
- (4) June. Textbook publishers will forward textbooks presented by publishers for adoption to the Textbook Commission and other recipients designated in the call letter.
- (5) June 15 to August 1. The Regional Textbook Evaluation Advisory Committees will evaluate textbooks under the direction of the Textbook Commission.

- (6) August and September. The Textbook Commission will review the recommendations of the Regional Textbook Evaluation Advisory Committees, and will prepare its recommendations to the SBE.
- (7) October. The Textbook Commission will present its recommendations to the SBE. The SBE will adopt textbooks.
- (8) November and December. Local school systems review adopted textbooks and identify textbooks to be ordered. Local school systems will place orders before March 1 of the next year.

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: High Student Performance

Category: Textbooks

Policy ID Number: HSP-H-001

Policy Title: 16 NCAC 6D.0205 Policy establishing the textbook curriculum review committee

Current Policy Date: 08/03/1989

Other Historical Information:

Statutory Reference: GS 115C-89

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6D
.0205

.0205 CURRICULUM REVIEW COMMITTEE

- (a) The Superintendent of Public Instruction shall appoint a Curriculum Review Committee to advise him about criteria to be included in each call letter to publishers requesting submission of textbooks for evaluation and adoption, and the development of forms for evaluation of textbooks presented for adoption.
- (b) The committee shall be organized and selected by the Superintendent of Public Instruction. The Committee should include, in addition to members of the department, representatives from local school systems, the Textbook Commission, and the community.
- (c) The committee shall begin performing its duties at least one year before the issuance of letters to publishers calling for submission of textbooks for evaluation and adoption.
- (d) The committee's responsibility is to help ensure that textbooks presented for adoption are evaluated for their conformity to the Standard Course of Study and the Competency Based Curriculum, and that the textbooks adopted in fact conform to the Standard Course of Study and the Competency Based Curriculum. The committee shall develop criteria to be included in each call letter and textbook evaluation forms that reflect the requirements of the Standard Course of Study and the Competency Based Curriculum.
- (e) The committee shall present the criteria and forms it develops to the Superintendent of Public Instruction for review and approval, and shall then present the criteria and forms to the SBE for review and adoption.

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: High Student Performance

Category: Textbooks

Policy ID Number: HSP-H-006

Policy Title: 16 NCAC 6D.0208 Policy and procedure governing the North Carolina textbook company register

Current Policy Date: 08/03/1989

Other Historical Information:

Statutory Reference: GS 115C-89

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6D .0208

.0208 TEXTBOOK COMPANY REGISTER

- (a) In accordance with G.S. 115C-94, the Superintendent of Public Instruction shall maintain a register of all publishers who submit books for adoption by the SBE. The Superintendent shall prescribe the information required for registration.
- (b) Only registered companies will receive notice of proposed textbook adoptions by the SBE.
- (c) The Superintendent shall remove from the Textbook Company Register any publisher whose representatives attempt to exercise undue pressure of any kind to adopt its books upon a member of the Textbook Commission, the regional textbook evaluation advisory committees, the curriculum review committee, or the department.
- (d) The SBE shall direct the Superintendent of Public Instruction to remove from the Textbook Company Register any publisher whose representatives attempt to exercise undue pressure of any form upon a member of the SBE to adopt its books.

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: High Student Performance

Category: Textbooks

Policy ID Number: HSP-H-007

Policy Title: Policy amending the textbook adoption process

Current Policy Date: 11/01/2001

Other Historical Information: Previous board dates: 02/01/1996

Statutory Reference: GS 115C-85 - 102

Administrative Procedures Act (APA) Reference Number and Category:

A. The evaluation form used by Textbook Commission members shall be revised to include the following changes:

1. Part I-Compatibility with the North Carolina Curriculum
Add to Part I-Compatibility with the North Carolina Curriculum a section for comments that will serve as documentation for the member's evaluation of "acceptable" or "not acceptable."

Add to Part I the following directions: "If the evaluation of Part I indicates materials are not compatible with the North Carolina Curriculum, then do not proceed with the remaining portion of the evaluation sheet." This section must receive at least two "yes" tallies in order to be recommended. Supporting documentation must be given in the documentation section.
2. Part II and Part III-General and Specific Criteria
Add to Part II, Specific Criteria, and Part III, General Criteria, sections for comments to document tallies.
3. Part IV-Overall Analysis
Each Textbook Commission member will complete their overall analysis of materials being evaluated after the commission deliberates. Part IV indicates each commissioner's vote. A documentation section is also added to Part IV.
4. Scoring
 - (a) Limit all answers to acceptable or not acceptable.
 - (b) Comments should provide documentation for positive or negative tallies.

- (c) Tallies shall reflect the overall recommendation in Part IV.
 - (d) Failing Part I eliminates a program from further consideration.
- B. A publisher may submit a title or titles in no more than two subject categories which are outlined in the Invitation to Submit... The submitting publisher shall be responsible for placing titles in the categories.
- C. A period of time shall be set aside for the Textbook Commission to meet and deliberate before a list of textbook recommendations is taken to the State Board of Education for adoption. Prior to the October Board meeting, publishers will have time to present additional information to the commission if their title(s) have been excluded from the list of recommendations. Further, the following policy for reconsideration shall be established.
 - 1. The Textbook Commission shall meet to determine recommendations to present to the State Board of Education and shall complete those deliberations no later than the 10th of September, unless unforeseen circumstances prevent adherence to this deadline.
 - 2. At the conclusion of deliberations, each publisher whose submission(s) have not been recommended will have the opportunity to submit additional information that might assist the Textbook Commission in re-assessing its recommendation. This additional information shall be presented verbally to the Commission. The Textbook Commission will advise publishers who wish to be heard about the format for the verbal presentation. If, after hearing the additional information, the Textbook Commission votes to alter its recommendation, the Commission will advise the publisher as soon as that decision is made and document reasons in support of the decision.
 - 3. All submitting publishers shall be notified by the Textbook Commission about the list of its recommendations on or before the 15th of September.
 - 4. Documentation will accompany reports of "not recommended" titles.
 - 5. If the "not recommended" status is retained after the Textbook Commission has heard the additional information and a publisher has further documentation to substantiate reconsideration, a publisher may complete and file a Publisher's Response Form for Reconsideration of Not-Recommended Materials.
 - 6. Completed forms for reconsideration must be submitted in writing to the State Board of Education, Executive Director, on or before the 22nd of September. The completed form shall be no longer than 2 single-sided pages.
 - 7. Copies of the reconsideration form will be forwarded to the State Board counsel, State Board members, State Superintendent, and Textbook Commission members by the Executive Director.

8. The State Board shall consider each request, with the aid of counsel, and shall inform each publishing company regarding its findings at the October State Board meeting.
 9. A publishing company shall not contact any State Board member personally to discuss the reconsideration of a Textbook Commission recommendation.
 10. All adoption decisions made by the State Board of Education shall be final.
- D. Include in the call letter, the Invitation to Submit Textbooks for Evaluation and Adoption, the following information about contact with State Board of Education members and Textbook Commission members:
1. The Commission may meet publicly with representatives of publishers to discuss the Commission's plans and procedures for adoption of textbooks.
 2. At no time during the adoption process (from the time the State Board approves the call letter in April until the State Board adopts the list of textbooks in October) may the Commission or any of its members meet privately with any publisher's representatives.
 3. The Superintendent shall remove from the Textbook Company Register any publisher whose representatives attempt to exercise undue pressure of any kind to adopt its books upon a member of the Textbook Commission, the regional textbook evaluation advisory committees, the curriculum review committee or the staff of the Department of Public Instruction.
 4. The State Board of Education shall direct the Superintendent of Public Instruction to remove from the Textbook Company register any publisher whose representatives attempt to exercise undue pressure of any form upon a member of the State Board of Education to adopt its books.

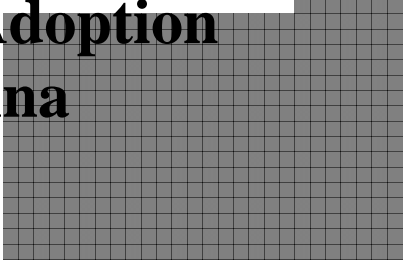
For purposes of restrictions, "undue pressure" means personal contact (other than with the Executive Director of the State Board of Education or the Textbook Selections Coordinator of the Department of Public Instruction), whether in person, or by telephone, that attempts to advocate for the selection of a particular book or series of books. "Undue pressure" does not include social contact or presentations to the Textbook Commission as a whole, and does not include written communication with Textbook Commission members or agency officials following acceptance or rejection of a submission in an effort to seek clarification or reconsideration.

- E. In an effort to insure that the textbook selection process is conducted in an impartial and ethical manner, the following shall be enacted:
1. On an annual basis, the State Board of Education shall devote a portion of its March meeting to review the Board's responsibilities to select and adopt textbooks as specified in GS 115C-85 - GS 115C-102.
 2. At this meeting, the Board shall also review those statutes related to the appointment of the Textbook Commission, the Commission's responsibilities, the

selection of textbooks, and other statutes in GS 115C pertaining to textbooks and contracting with publishers.

3. The members of the State Board of Education shall be informed annually of the legal and ethical considerations of discussions with textbook company representatives during the textbook selection process.
 4. At the beginning of each four-year selection cycle for the Textbook Commission, all members shall receive extensive training regarding rules, regulations, and the textbook selection process as outlined in the law, and in State Board of Education policy. It is recommended that the members also review annually any legal and ethical considerations related to their role, as well as any changes etc. related to the process that might be considered.
 5. The Commission Chairperson shall annually, in June, prior to the hearings for publishers to present the textbooks which will be submitted to the Commission, conduct an information session for all publishers' representatives for the purpose of discussing pertinent issues related to the current adoption.
- F. General Counsel to the State Board of Education shall review and approve the Invitation to Submit Textbooks for Evaluation and Adoption, prior to the call letter being presented to the State Board of Education in March of each year.
- G. By April 1 each publishing company piloting textbook materials being submitted for consideration in the current adoption year shall notify the Textbook Commission, in writing, which materials are being piloted and in which districts materials are being piloted. The Textbook Commission shall notify all local superintendents, involved in piloting textbook materials prior to the end of the textbook selection process, that the materials they are piloting may or may not be accepted by the Commission.
- H. The Textbook Study Committee shall remain as an ad hoc committee to the State Board to reconvene as needed.

**2009 Invitation to Submit Textbooks
for Evaluation and Adoption
in North Carolina**



Office of Textbook Adoption Services
North Carolina Department of Public Instruction
301 North Wilmington Street
Raleigh, NC 27601-2825
(919) 807-4009
April, 2009

2009 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina

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INTRODUCTION AND REQUIREMENTS

The *2009 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* initiates the annual evaluation and adoption of textbooks in selected subject categories for use in North Carolina schools. This document, including all attachments, provides an overview of the total process for submission, evaluation, and adoption of textbooks for 2009. By submitting textbooks for evaluation, publishers and producers agree to follow the procedures set forth in this document. **Failure to comply with all procedures, including stated deadlines, may result in disqualification.**

Authority for the North Carolina State Board of Education to adopt textbooks is codified in the General Statutes of North Carolina §115C-85-86; 102. Materials from this adoption will be introduced into the public schools in the 2010 school year. Publishers listed on the North Carolina Publishers Registry are invited to submit textbooks/programs in response to the requirements of this document, and all responses must conform to the specified requirements.

The 2009 textbook adoption will include the subject categories listed on pages 3 and 4. On the Bid Proposal Form (Attachment 8) publishers must designate each specific category, by number and name, for which a bid submission is to be evaluated.

As cited in GS 115C-85, textbook is defined as:

“... systematically organized material comprehensive enough to cover the primary objectives outlined in the standard course of study for a grade or course. Formats for textbooks may be print or non-print, including hardbound books, softbound books, activity-oriented programs, classroom kits, and technology-based programs that require the use of electronic equipment in order to be used in the learning process.”

Submission Parameters

- 1. Instructional Materials may be submitted in no more than two categories. Bid Proposal Forms must clearly state each category.**
- 2. Publishers are responsible for determining categories for their materials prior to submission.**
- 3. Instructional Materials will be evaluated only in categories specified by the publisher.**
- 4. It is the responsibility of the publisher to ensure that each submission is complete. All materials listed on the bid proposal form must be included in all sample sets that are shipped to designated sites for evaluation. All shipped materials must contain the identification number that will be supplied by the Office of Textbook Adoption Services.**
- 5. Titles are adopted by the State Board of Education in October and are placed on contract for the Public Schools of North Carolina. Adopted titles are distributed solely through the North Carolina Textbook Warehouse. §115C - 96 (2)**
- 6. As stated in the sample contract (Attachment 5, PART IV (12)), substitutions of adopted titles shall be considered only after the second year of the current adoption.**

MATERIALS TO BE CONSIDERED

Print and non-print material will be considered. All material must be comprehensive in nature and cover the primary goals and objectives of a course or grade level. Other specifications are identified within “criteria for the selection of textbooks” for each subject listing. **Only materials that are on the Bid Proposal Forms will be evaluated. No non-bid materials shall be shipped to an evaluation site that is not on the Bid Proposal Forms. No non-bid materials shall be provided during the Textbook Caravan or shipped to any school or school district. No additional materials may be provided as part of any State textbook package or purchase agreement unless evaluated and recommended by the Textbook Commission.**

Designation of Categories

Materials may be submitted in no more than two categories, and publishers are responsible for determining the categories for their materials. If materials are bid in two categories, they must be listed in both categories on the Bid Proposal Form.

Compatibility with the Curriculum

All submissions must be compatible with the goals and objectives of the *North Carolina Standard Course of Study, Mathematics Education 6-12, English as a Second Language (ESL) K-12, Second Languages 6-12, and Agricultural Education 7-12*. Ordering information for these documents is located in Attachment 1.

Materials for Students

GE - General Education: These materials are suitable for use with general education students and with students in special settings.

AM - Adapted Materials: Important considerations for adapted materials include a reading level appropriate for students who require special instruction and text formats that promote the development of cognitive processes for special students. Overly-modified language to achieve appropriate reading level is unacceptable. The same evaluative criteria for textbooks will be used for GE and AM submissions.

Technology Based Instructional Materials

Technology-based instructional materials are those basic learning resources that require the availability of electronic equipment. All components and technical requirements must be listed on the Bid Proposal Forms.

CONTENT AREAS FOR THE TEXTBOOK ADOPTION PROCESS

MATHEMATICS, 6-8
Middle School Mathematics

- MATHEMATICS, 9-12
- A. Advanced Functions and Modeling
 - B. AP Calculus
 - C. AP Statistics
 - D. Algebra I, II
 - E. Geometry
 - F. Pre-Calculus
 - G. Discrete Mathematics
 - H. Integrated Mathematics I, II, III, IV
 - I. Applied Mathematics I, II
 - J. Introductory Mathematics

<http://www.ncpublicschools.org/curriculum/mathematics/>

SECOND LANGUAGES, 6-8

- A. French
- B. Spanish
- C. Chinese
- D. German
- E. Japanese
- F. Latin
- G. Exploratory
 - i. French
 - ii. Spanish
 - iii. Latin

SECOND LANGUAGES, 9-12

- A. French 1-4+, AP
- B. Spanish 1-4+, AP
- C. American Sign Language (ASL) 1-2
- D. Chinese 1-4+, AP
- E. German 1-4+, AP
- F. Japanese 1-4+, AP
- G. Latin, 1-4, AP
- H. Spanish for Native Speakers, 1-2

<http://www.ncpublicschools.org/curriculum/secondlanguages/>

ENGLISH LANGUAGE DEVELOPMENT (ESL) K-12,
English as a Second Language, K-5, 6-8, 9-12

<http://www.ncpublicschools.org/curriculum/esl/>

AGRICULTURAL EDUCATION, 7-12

- A. Exploring Biotechnology, 7-8
- B. Agriscience Applications
- C. Agricultural Mechanics I, II
- D. Agricultural Production I, II
- E. Animal Science I, II
- F. Equine Science I, II
- G. Biotechnology and Agriscience Research I, II
- H. Environmental and Natural Resources I, II
- I. Horticulture I, II
- J. Agricultural Mechanics II – small engines
- K. Animal Science II – small animal
- L. Horticulture II – Turf Grass
- M. Horticulture II – Landscape Construction
- N. Agricultural Advanced Studies

<http://dpi.state.nc.us/cte/agriculture/curriculum.html>

Schedule and Description of Activities for 2009 Textbook Adoption Schedule

March 3 DPI presents a review of the curriculum requirements and a draft of the call letter for the 2009 textbook adoption process to the State Board for discussion.

March 16-17 Textbook Commission Planning Session (Joseph S. Koury Convention Center Sheraton Four Seasons Hotel, Greensboro, NC.)

April 1 Publishers who are conducting pilot programs in North Carolina schools and plan to submit the piloted materials in the current adoption year must notify Textbook Adoption Services in writing. The name of each pilot LEA and the materials being piloted must be submitted to Textbook Adoption Services before April 1, 2009. The Textbook Commission shall notify all superintendents whose LEAs are involved in piloting textbook materials that the materials may or may not be accepted by the Commission. Notifications may be emailed to smoore@dpi.state.nc.us (North Carolina State Board of Education Policy HSP-H-007).

April 2 State Board approves the *2009 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina*.

April 6 DPI emails the *2009 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* to publishers and producers who are in the NC Publishers' Registry. The *Invitation* is also available on DPI's website: <http://www.ncpublicschools.org/textbook/publishers/invitation/>. **No sampling or promotion of materials under consideration shall be allowed after issuance of the *Invitation* until after June 26, 2009.**

April 15 Preliminary meeting for publishers interested in submitting books for consideration during the 2009 adoption cycle. This meeting will present information about submitting bids, highlight significant deadlines, and provide publishers with an opportunity to ask questions.
NCDPI Education Building, Room 150 North
301 North Wilmington Street, Raleigh, North Carolina
(10:00 a.m. – 11:30 a.m.).
Publishers are encouraged to attend this meeting.

May 4 Bids are to be submitted on CD (two copies) and may be mailed or hand-delivered.
Bids-Deadline (Required) Bids must be received no later than 5:00 p.m. (EST) on Monday, May 4, 2009 at the Office of Textbook Adoption Services, 5th floor, NC Education Building, 6343 Mail Service Center, Raleigh, North Carolina 27699-6343. Refer any questions to smoore@dpi.state.nc.us or hsparlin@dpi.state.nc.us .

Electronic bids are due by 5:00 p.m. (EST) on Monday, May 4, 2009. Bids should be submitted in Excel format and e-mailed to Sylvia Moore at smoore@dpi.state.nc.us. Subject line should read "Instructional Materials Bid."

A publisher must submit its instructional material bids on the Bid Proposal Form (Attachment 8). Instructional materials are comprised only of items necessary to meet the standards and requirements of the course or subject for which they are designed and submitted. Instructional materials may include either a single item or a number of items bundled together to meet the required standards. Send two copies of the Bid Proposal Forms on CDs to: Harriette Sparlin, Office of Textbook Adoption Services. Envelopes in which sealed bids are submitted shall be plainly marked on the outside, “Instructional Materials Bid”.

Authority to Submit Bids for Instructional Materials (Attachment 7) must be signed by the president or designee of the publishing company and included with the bid submissions.

Bid Items – All bid submissions will be listed on the Bid Proposal Forms. Publishers are encouraged to include a student text CD with student editions for grades 6-12.

Publishers may submit as many bids as they wish; however, each bid may only have three packages per grade level. Package A is the basic package which must meet the minimum requirements for adoption and include only the student text and teacher edition for each class set. Package B contain the items included in Package A, as well as all accompanying materials. Package C contains the items included in Packages A and B, as well as all enrichment materials.

Materials termed as “accompanying materials” are defined as those materials which are used individually by the student. Examples of “accompanying materials” include, but are not limited to, workbooks, practice books, and practice tests. These materials are provided for each student as per the price of the package.

Materials termed as “enrichment materials” are defined as those materials in which the teacher governs the usage. These materials are those that are not necessarily used on a one-to-one basis. Examples of “enrichment materials” include, but are not limited to, test makers, games, transparency/art kits, manipulatives, posters, and maps. These materials are provided in a quantity of one per classroom (15 students) or one per teacher. Materials may be bundled into packages to include both accompanying materials and/or enrichment materials at the publisher’s discretion in order to meet the standards and requirements of the adoption process.

Items deemed to be inappropriate during evaluation may be disqualified.

North Carolina Editions – Except for North Carolina history textbooks, North Carolina will no longer accept textbooks labeled “North Carolina Edition.”

Bid Calculation

Publishers shall calculate the Bid Proposal Forms in accordance with the following process (Attachment 8):

(a) *Net wholesale* (col. 1) each publisher shall start with the net wholesale price (lowest price available in the United States), free-on-board (f.o.b.) publisher for which the textbook/program will be offered in North Carolina.

(b) *NC Warehouse Allowance* (col. 2) North Carolina maintains and operates its own textbook warehouse and distributes textbooks to local school systems. An allowance shall be calculated at 8% of the net wholesale price.

(c) *Bid Price* (col. 3) the warehouse allowance shall be deducted from the net wholesale price to render the net price the State Board of Education will pay for the textbook. This price shall be the bid price (f.o.b. Raleigh, with freight prepaid).

It is understood that bid prices will be calculated at the lowest price given to any state as required by §115C-95 and Part III, Section 9 of the textbook contract. A current catalog must be submitted with bid sheets.

It is the responsibility of the submitting publisher to assure accuracy and completeness of all information on the bid form. Omission of title(s) from bid assumes withdrawal from consideration.

Any price is subject to further reduction during the term of the contract under the terms of paragraph (9) of the proposed contract.

Free Materials **NO FREE MATERIALS. All bid materials must be listed on the Bid Proposal Forms for evaluation.**

NOTE: No free materials include items that do not have intellectual content. Examples of disqualified materials include, but are not limited to, electronic or computer hardware, microscopes, carts, standard electronic equipment (DVD players, overhead projectors, blackboards, phone/music/data transmitting and listening devices, and cameras).

May 5
Bids Opened Bids will be opened at 9:00 a.m. on May 5, 2009 in the NCDPI Education Building, Wilmington Street, Raleigh.

June 16
Deadline for
Samples and
Correlations
(Required) Deadline for bid samples and correlations to be received by the Textbook Commission, State Board of Education, and Office of Textbook Adoption Services (Attachment 2, page 79). **No samples should be received prior to June 10th, nor later than June 16th.** All samples must be complete unless otherwise approved by the Office of Textbook Adoption Services. If a submission includes a classroom kit or library with multiple copies of the same materials, a sampler may be created with only **one** copy of each of the items.

Correlations to the North Carolina Standard Course of Study and/or Blueprints are required for each submission and must be **shipped with all sample copies.** Exception: It is not necessary to send correlations with adopted sample copies shipped to the NC Textbook Warehouse. (*Adopted samples due October 30, 2009*).

It is the publisher's responsibility to ensure the accuracy of the correlations. Publishers who submit inaccurate correlations may be disqualified. The correlations are used by evaluators, commission members, and other educators and should be worded appropriately.

Sample Requirements

- All samples must be plainly identified as sample copies and marked on the outside front cover of bid submissions.
- Materials must be in complete form.
- North Carolina employs the standards for textbooks as prescribed in the manufacturing *Standards and Specifications for Textbooks* as developed by the National Association of State Textbook Administrators (NASTA), and a Form B (Attachment 9) must be completed and attached to the Official Sample Copy for each instructional material submitted as a single title or as a part of a comprehensive program.

Form M (Attachment 9), also developed by NASTA, shall be completed for all technology components and attached to appropriate materials.

When labeling bid materials, a list of items with individual titles and International Standard Book Number (ISBNs) **must** accompany sets of sample materials. DPI-assigned identification number must also be included on the label, also.

Official Sample Copy

The official evaluation copy is due no earlier than June 10th and no later than June 16th. It shall consist of all items on the Bid Proposal Forms.

Technology-based program components that accompany the student edition may consist of software and/or hardware.

Form B shall be attached to the student edition.

Form M shall be included with all technology components of each textbook/program.

One copy of each **bid submission** shall be sent to the Office of Textbook Adoption Services and shall be labeled as follows:

<p style="text-align: center;">OFFICIAL SAMPLE COPY Submitted for and on the behalf of _____ (publisher) 2009 North Carolina Adoption * DPI Identification Number/ISBN *Grade Level/Course Title</p>

If a sample contains multiple copies of the same item, one copy may be sent as the official sample copy.

Mailing cartons shall be accurately marked on the outside using the appropriate label (Attachment 3). Do not send unmarked boxes.

Send **Official Sample Copies** to:

Drew Fairchild
Textbook Services
Textbook Warehouse
3905 Reedy Creek Road
Raleigh, NC 27607

Submission Samples

Submission samples to the Textbook Commission and the State Board of Education are **due no earlier than June 10th and no later than June 16th**.

The evaluation sample copies shall consist of the same materials as the official sample copy. Neither Form B nor Form M is required with evaluation sample copies. Correlations shall be shipped with corresponding materials.

One copy of each evaluation sample shall be marked on the outside of the front cover and on program components:

<p>SUBMISSION SAMPLE COPY Submitted for and on the behalf of _____ (publisher) 2009 North Carolina Adoption *DPI Identification Number/ISBN *Grade Level/Course Title</p>

* Publishers are responsible for marking each bid submission with the DPI identification number assigned by the Office of Textbook Adoption Services. These numbers will correspond with the numbering system on the submission list compiled by the Office of Textbook Adoption Services. **(NOTE: The identification number, ISBN numbers, and grade level/course title are required).**

Using the appropriate shipping label (Attachment 3), send the sample bid submissions copy to the following:

- Members of the North Carolina Textbook Commission (Attachment 2)
- Members of the State Board of Education (Attachment 2)

Samples for Lexile Levels

Lexile Framework samples are due by June 16th. The North Carolina Department of Public Instruction has worked with the developers of the Lexile Framework to provide information to the schools regarding reading comprehension levels of textbooks. The call for textbooks requests that publishers provide copies of student texts in the subjects of Mathematics 6-12, Second Languages 6-12, English Language Development (ESL) K-12, and Agricultural Education 7-12, to MetaMetrics, Inc. so that Lexile levels may be determined.

Student text material may be submitted electronically on disk in ASCII format or in a standard word-processing format. Hardcopies of student texts are accepted; however, there is a cost to publishers for processing (scanning.) MetaMetrics, Inc. will provide a report to the Department of Public Instruction using the information obtained from the leveling of all the textbooks being considered for adoption. This information will not be used by the Textbook Commission for evaluation purposes.

The leveling of textbooks is not mandatory, but providing this information is strongly recommended. Most of the schools in North Carolina are familiar with the Lexile Framework and depend upon the Lexile levels as a tool for instruction.

MetaMetrics, Inc. Contacts
Eleanor E. Sanford, Ph.D. ATTN: NC Textbook Adoption
Vice President, Research and Development
Voice: (919) 547-3407
E-Mail: esanford@lexile.com

or

Kanista Zuniga
Text Measurement Services Manager
E-Mail: kzuniga@lexile.com
Voice: 919.547.3426

MetaMetrics, Inc., Developers of the Lexile and Quantile Frameworks
1000 Park Forty Plaza, Suite 120, Durham, NC 27713
1-888-LEXILES
Fax: (919) 547-3401
Web: www.Lexile.com

**June 21
Evaluation
Displays
(Required)**

Publishers set up instructional materials at the Sheraton Imperial Hotel, Research Triangle Park, I-40 Exit 282, Page Road and must check in at the registration desk.

Set up of Displays

- **Publishers, not hotel personnel, are responsible for having materials and hardware on site and set up by 12:00 (noon) on Sunday, June 21, 2009.** Oversized displays are not allowed due to limited space. The materials should be easily located and displayed on tabletops only. Banners may be used if the banner includes company name only. Only bid materials may be displayed – no candy, catalogs, price lists, or address information may be included on the display table. **Publishers who do not have materials and hardware set up and checked in by a Textbook Commission member may be disqualified.**
- Set-up time is Sunday, June 21, 2009 from 9:00 a.m. until 12:00 (noon)
NOTE: All set ups must be completed by 12:00 (noon)
- The State Board of Education and the Textbook Commission shall provide space to display submitted materials. Tables will be assigned.
- Each publisher participating in the 2009 adoption shall provide and set up:
 - Two copies of all materials that are listed on the Bid Proposal Form. If multiple items are part of a bid submission and an item is not available for review, **that item will be omitted** from the evaluation process and it will be deleted from the Bid Proposal Form. If the omitted item is deemed substantial, the entire bid **submission may be disqualified** by the Textbook Commission.
 - Two sets per category of all appropriate equipment to demonstrate submitted materials. It is the responsibility of the publisher to arrange equipment and Internet access for technology-based items. **Electrical requirements are the responsibility of the publisher. Please contact hotel directly.**
 - Two copies of appropriate correlations are required. **If two**

correlations are not available, materials will be disqualified. If multiple items are part of a bid submission and an item is not available for review, **that item will be omitted** from the evaluation process and it will be deleted from the Bid Proposal Form. If the omitted item is deemed substantial, the entire bid submission **may be disqualified** by the Textbook Commission.

- **Prior arrangements must be made with the management of the Sheraton Imperial Hotel before any shipments will be accepted by the hotel. The hotel requests that no shipments be sent more than three days prior to June 21, 2009.**

**June 22
Publishers’
Hearings**

Publishers will present to Commission members and textbook evaluators. There will be no question/answer session during this presentation.

Presentation schedules will be mailed by May 29, 2009.

NOTE: No prices shall be displayed or materials distributed during the publisher presentation to the Textbook Commission and evaluators.

June 21-26

Research Triangle Park, Evaluation Sessions, Regional Textbook Evaluation Advisory Committees, Sheraton Imperial Hotel

The Textbook Commission and evaluators will meet June 21-26, 2009 to evaluate all submitted materials (Sheraton Imperial, I-40, Exit 282, Research Triangle Park).

Note: At no time during display set up or breakdown shall publishers discuss bid submissions, materials, process, voting, or feedback with Textbook Commission members or evaluators who may be on the premises. Questions concerning the displays may be directed to Harriette Sparlin or her designee.

A screening committee appointed by the Textbook Commission Chairperson will examine materials in the displays to determine if submissions are in compliance with terms of the *2009 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina*. It is the responsibility of the publisher to ensure that submissions are complete and that all items listed on the Bid Proposal Form are displayed for evaluation. The Textbook Commission assumes no responsibility for assuring that all bid items are displayed.

Bid submissions not in compliance with the *Invitation to Submit* will be removed from the display and the submission may be disqualified from consideration.

Before leaving display areas, publishers are responsible for following Textbook Commission checkout procedures.

**June 26
Display
Removal
(Required)**

Publishers will take down displays at the Sheraton Imperial between 2:00 p.m. and 4:00 p.m.

Each publisher shall be responsible for the removal of display/evaluation materials and equipment at the conclusion of the evaluation sessions.

Materials and equipment left after 4:00 p.m. on Friday, June 26, 2009 will be removed and disposed of at publisher's expense. ***Publishers must make independent computer rental companies aware of this policy before leaving the hotel.***

July 6 Errata sheets are due for 6-12 Mathematics, 6-12 Second Languages, K-12 English Language Development, and 7-12 Agricultural Education.

**August 13-14
Textbook
Commission
Deliberations** Deliberations Meetings: Textbook Commission meets to formulate a list of textbooks to be recommended to the State Board of Education. Location: Sheraton Imperial, RTP, NC.

**Reconsideration
Phase I** Publishers must be present at the Deliberations Meeting in order to request Reconsideration Phase I (verbal appeal) to the Textbook Commission. Failure of a publisher to appear at the Textbook Commission Deliberations Meeting to make a verbal appeal shall prohibit publishers from taking part in Reconsideration Phase II (written appeal) of the reconsideration process.

**August 21
Reconsideration
Phase II** Reconsideration Phase II. Deadline for the Executive Director of the State Board of Education to receive Publisher's Response Form for Reconsideration (Attachment 4). The form may be submitted only if Phase I (verbal appeal to the Textbook Commission) was completed.

**August 28
Recommended
List** Publishers are notified of recommended list.

**September 30-
October 1** Textbook Commission Chair and State Textbook Administrator present the list of recommended materials for the 2009 Textbook Adoption to the State Board of Education.

The State Board of Education will determine which contracts will be awarded at the October State Board meeting. Bid submissions will be adopted and contracts awarded by the State Board based upon the:

- recommendations of the North Carolina Textbook Commission
- conformity with the requirements for submission of materials and proposed contract contained herein
- conformity with the *North Carolina Standard Course of Study, Course Blueprint* or individually titled elective courses
- price
- needs of the public schools.

**Reservations of
Rights** The State Board of Education reserves the right to reject any and all bids, to waive any formality in bids, and unless otherwise specified, to accept any item in the bid.

A publisher may withdraw from consideration of bid submission at any time prior to June 12, 2009. A letter of withdrawal shall be submitted to the Office of Textbook Adoptions Services addressed to the attention of Harriette Sparlin. An officer of the submitting company shall sign any letter of withdrawal.

Contract Terms All contracts awarded will be identical to the sample contract (Attachment 5). The State Board of Education reserves the right to amend, delete, or add items to the contract if it deems this appropriate and necessary.

Current textbook contracts which list materials being submitted in the 2009 adoption will be valid and prices will remain in effect until contract expiration. (Attachment 5), Textbook Contract, Part VII, Paragraph 19, Continuation of Rights.

Upon adoption of the textbooks at the October 2009 State Board meeting, all sales will be handled through the Textbook Warehouse. Contracts are in effect from February 1, 2010 through June 30, 2015 and may be extended for two, one-year periods.

Delivery *Time of Delivery:* If the seller fails to deliver state adopted materials within forty-five (45) calendar days of the date an order is placed by the State Board, fines will be assessed at the rate of \$100.00 per day per title for each day's delay in the receipt of materials. See Part V, 15 of contract (Attachment 5).

Substitutions *Revised or Later Copyrighted Editions:* The seller shall not submit for substitution a new edition for the older edition prior to October 1 of year two (2011) of the adoption. The primary criterion for approval of a substitution is that the two editions may be used in the same classroom without undue inconvenience or disruption to the teacher or students.

Surety Bond Required: A surety bond in the amount of **\$3,000.00 for each adopted submission** will be required as indicated in Part II, Section 7 of the North Carolina State Board of Education Textbook Contract and in §115C – 89 (Attachment 6).

Teacher Editions After materials are adopted by the State Board of Education, publishers awarded contracts will be required to provide, at no cost, one teacher edition for each adopted textbook for each teacher using that textbook in the classroom. (Attachment 5 - PART II (3)).

Colleges with teacher education programs: One teacher edition for each adopted textbook shall be provided to each college with a teacher education department approved by the North Carolina Department of Public Instruction. If no teacher edition is available, then a student edition shall be provided to each college with a teacher education department [(Attachment 5 - PART II (3))]

October 30, 2009 Warehouse Adopted Samples (Required) **Deadline to submit adopted samples to Textbook Warehouse.**

The adopted sample copies for the Textbook Warehouse shall consist of **all bid items** adopted by the State Board of Education at its October meeting. Adopted materials will be sent to the North Carolina Textbook Warehouse.

In addition to one sample of every adopted bid item, three extra student editions (total of 4 copies) shall be sent to the Textbook Warehouse.

Adopted samples shall be sent to:

Textbook Services
North Carolina Textbook Warehouse
3905 Reedy Creek Road
Raleigh, NC 27607

October/November Textbook Caravan Presentations of adopted materials by publishers to local school system personnel (coordinated by Office of Textbook Adoptions Services). A presentation schedule will be provided by the Office of Textbook Adoptions Services. An administrative cost per publisher is required for textbook publishers' presentations to LEAs. (Administrative cost information and form will be provided).

December 4 Required computerized files for the 2009 adoption (Attachment 10) are due to:

Jennifer McMillen
North Carolina Textbook Warehouse
3905 Reedy Creek Road
Raleigh, NC 27607

NOTE: If you send computerized files to NIMAS, please notify, by email, the Office of Textbook Adoption Services by (smoore@dpi.state.nc.us) and the Textbook Warehouse (jmcmillen@dpi.state.nc.us).

January 7, 2010 Publisher's deadline for contracts and surety bond to be at NCDPI, Office of the Textbook Adoption Services (Attachments 5 and 6).

January 8, 2010 Publisher's signed affidavit due to Office of Textbook Adoption Services certifying that all materials shipped to North Carolina have been thoroughly examined and are error free (Attachment 11).

Mathematics 6-12

PREFACE

Intent

The intent of the *North Carolina Mathematics Standard Course of Study* is to provide a set of mathematical competencies for each grade and high school course to ensure rigorous student academic performance standards that are uniform across the state. It is not meant to be an instructional manual. It does not provide strategies for teaching or lesson plans.

Teachers will find NCDPI-developed support documents more useful in lesson planning and design. Support documents will provide more detailed recommendations and support for teaching and assessing the intended curriculum.

The *North Carolina Mathematics Standard Course of Study* clearly defines standards supporting the ABC's school reform effort as well as the North Carolina Testing Program. These revisions maintain a forward focus, looking at what students will need to know and be able to do to be successful and contributing citizens in our state and nation in the years ahead.

Revisions

North Carolina has had a *Standard Course of Study* since 1898. The Basic Education Program was enacted into law in 1985 and called for “a set of competencies by grade level, for each curriculum area.” In 1997 the Excellent Schools Act included the following:

The State Board of Education shall develop a plan to create rigorous student academic performance standards for kindergarten through eighth grade and student academic performance standards for courses in grades 9-12. The performance standards shall align, whenever possible, with the student academic performance standards developed for the National Assessment of Educational Progress (NAEP).

The *North Carolina Mathematics Standard Course of Study* was last revised in 2003. Advisory committee meetings generated discussions centered on initiatives in mathematics education developed or published since 2003. The review included the Trends in International Mathematics and Science Study (TIMSS, 2007) and the Program for International Assessment (PISA, 2006), Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence (NCTM, 2006), the National Assessment of Educational Progress Mathematics Framework (NAEP, 2005) and the College Board Standards for College Success: Mathematics and Statistics (2006 and 2007).

The current revisions continue to build upon the work of the North Carolina Mathematics Framework that is “based on a philosophy of the teaching and learning of mathematics

that is consistent with the current research, exemplary practices, and national standards.” The primary goal of this document is to provide content requirements that lead students to attain proficiency in mathematics. The objectives set clear, concise, and measurable expectations for all students. This *North Carolina Mathematics Standard Course of Study* provides expectations that students demonstrate competence in conceptual understanding, computing, applying, and reasoning. Classroom activities should encourage students to explore, make conjectures, use technology appropriately, reason logically, and use a variety of mathematical methods effectively and efficiently to solve problems.

A team of mathematics educators in North Carolina developed the revisions in content for this document.

Program Review

In order to create and maintain a quality program, a continuing re-evaluation of all aspects of the mathematics education program is necessary. There continues to be an urgent need to examine:

- The roles of teachers and students in classrooms;
- The content of school mathematics;
- Assessment practices;
- The preparation and professional development of teachers; and
- The level of support for mathematics education from all parts of society.

PHILOSOPHY

North Carolina public schools have the challenge to provide all students with the mathematical knowledge, skills, and confidence they will need to compete in a technology-oriented workforce and to be informed citizens. With national standards, research in learning, and the increasing role of the federal government in education, there is an emerging consensus about the essential elements of mathematics content and instruction.

The *North Carolina Mathematics Standard Course of Study* is organized in six strands or goals for K-5: Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra, and Problem Solving. The *North Carolina Mathematics Standard Course of Study* is organized in five strands or goals for 6-8: Number and Operations, Measurement, Geometry, Data Analysis and Probability, and Algebra. The objectives for each goal progress in complexity at each grade level and throughout the high school courses. The curriculum has been designed around key ideas that should not be piecemealed into incidental details that address low-level skills. Success in mathematics integrates knowledge, conjecture, and facility with a variety of mathematical concepts. The goal of mathematics instruction should be to produce learners who comprehend concepts, operations, and relationships in mathematics as well as proficiency in computation and the application of those concepts.

The early grades focus on building a strong understanding of number and fluency with mathematics to solve problems. Fundamental to these skills is knowledge of number facts, the computational processes, and the appropriate use of each operation. Together with an emphasis on using mathematics to solve problems, elementary students will build a depth of understanding enabling them to apply the content in a variety of contexts.

Middle grades content will highlight rational numbers and algebraic thinking. Students will develop fluency in solving multi-step equations and modeling linear functions.

High school courses are designed to give students the skills and knowledge required for their future. Algebraic and geometric thinking and applied mathematics are essential for all students.

Fluency in mathematics is an expectation for all students. Fluency incorporates three ideas: efficiency, accuracy, and flexibility. Students can get bogged down with procedures and calculations that lead to errors. They become efficient as they develop strategies that are manageable, understandable, easily carried out, and generate results that solve problems. Students must develop an accurate knowledge of number facts and number relationships, including memorization of basic number facts and relationships, in order to reason and solve problems well. Flexibility is the product of students' successful experiences with problems using a variety of strategies and the analysis of the strategies to determine their efficiency and accuracy.

Mathematics has its own language, and the acquisition of specialized vocabulary and language patterns is critical to a student's understanding and appreciation of the subject. Students need to use correctly the concepts, skills, symbols, and vocabulary identified in the standards set in this document. Students should talk about mathematics and use the language to verify solutions to mathematical problems.

Problem solving and reasoning are stressed throughout the goals at each grade and in every course. The development of problem-solving skills is a major goal of the mathematics program. Experiences in problem-solving processes should permeate instruction. Problem solving should be integrated early and continuously into each student's mathematics education. Students need a wide range of skills and strategies to use as a tool for representing and solving a variety of problems.

Mathematical modeling is an important technique used to build understanding of abstract ideas. Teachers need to expose students to physical representations that help develop understanding of abstract concepts. Early years should include work with manipulatives to help form a sense of number, and work with geometric shapes and patterns facilitates the development of spatial reasoning. In later studies, students will generate algebraic expressions, another form of modeling, which represent physical, social, or natural phenomena and help them make predictions.

One of the challenges facing education today is the development of effective mechanisms for informing teachers about this research so that they can transform the learning environment in their classrooms. Research shows that students develop mathematical competence and power by engaging in solving meaningful problems. Beginning in the earliest grade levels, students should use their own knowledge and experience, working alone, in pairs, and in small and large groups, to solve challenging tasks. They should be expected to communicate their thinking with pictures, numbers and words. Teachers should encourage students to question one another when an explanation doesn't make sense to them. This problem-centered approach to learning mathematics will enable students to take greater responsibility for their own learning, to develop essential communication and decision-making skills, and to understand the fundamental concepts of mathematics, all of which will be critically important to them.

PURPOSE

The vision and philosophy described throughout this document are based on our goals in mathematics education for North Carolina students.

The six goals are for *all* students to develop:

- Strong mathematical problem-solving and reasoning abilities;
- A firm grounding in essential mathematical concepts and skills, including computation and estimation;
- Connections within mathematics and with other disciplines;
- The ability to use appropriate tools including technology to solve mathematical problems;
- The ability to communicate their understanding of mathematics effectively; and
- Positive attitudes and beliefs about mathematics.

These goals for our students in mathematics are the foundation for the rest of the document and guide the development of the critical areas in mathematics education.

Five components have been identified as critical for achieving the goals for our students and as making a significant impact on the quality of mathematics education. A summary of each of these is given here. They are:

- Teaching and Learning
- Content
- Assessment
- Preparation and Professional Development of Teachers
- Roles and Responsibilities

Teachers are the keys to changing the learning environment in North Carolina's classrooms. They plan classroom experiences and create a supportive environment for learning to take place. A teacher plays many roles in today's classrooms as the guide, the coach, the facilitator, and the instigator of mathematical explorations. Through their classroom practices, teachers promote students' mathematical reasoning, challenge them with rich problems through which they learn to value mathematics, and provide them with a strong foundation for further study. Most of all, teachers encourage and support their students' development of mathematical power.

The heart of mathematics is reasoning, which, together with knowledge of appropriate mathematical content, forms the basis of mathematical power. The goal of mathematics education in North Carolina is to enable all students to develop mathematical power and confidence in their ability to do mathematics. A curriculum that focuses on significant mathematical ideas, instead of isolated topics, encompasses both concepts and skills through rich explorations, problems, and applications that enable students to develop a genuine understanding of the big ideas of mathematics.

Assessment is a process of planning, gathering evidence, interpreting evidence, and making decisions. Mathematics assessment is directly related to instruction and student thinking. Four purposes of assessment are monitoring student progress, making instructional decisions, evaluating student achievement, and evaluating a program.

Assessment has taken on a broader meaning. Beyond grading students, assessment should probe beneath right answers to discover how students think and how instruction can be improved. In this view of assessment, expected outcomes are set and the time necessary for each student to achieve the intended outcomes varies. Every student is challenged to meet a higher standard.

Effective assessment fosters the development of mathematical power. Students must be given opportunities to acquire and demonstrate understanding and depth of knowledge. The criteria for judging mathematical accomplishment must be made public and communicated clearly to students, parents, and other appropriate parties.

Teaching in a manner that cultivates mathematical power for all students is a complex and demanding process that requires intensive lifelong learning. Teachers must have not only extensive knowledge of mathematics but also deep understanding of how students learn mathematics. Appropriate content and pedagogical preparation enables teachers to design lessons and implement curriculum using suitable strategies and resources in an environment where all students have an opportunity to succeed. Teachers are role models for their students, as learners and problem solvers who value and enjoy mathematics. Programs for teachers at all stages in their career must provide them with the tools to implement the goals previously stated.

The professional development of a mathematics teacher is an ongoing process. This development occurs in three distinct phases: pre-service (undergraduate or teacher preparation); induction (the first three to five years of teaching); and in-service (continued professional growth over the span of the teacher's career). Communication and articulation efforts to link these phases are necessary for a continuum of professional growth. Although teachers need to take a major responsibility for their own professional development, it also requires leadership, resources, financial support, and advocacy at the state, district, school, classroom, and university levels.

Many different constituencies in North Carolina must work together to establish a mathematics education program that enables all students in the state to develop their full potential as powerful and creative thinkers and problem solvers.

Support for mathematics education requires that:

- Legislators and other financial partners provide funding that increases the likelihood of student achievement;
- School boards and administrators enact policies which enable teachers to provide quality instruction;
- Colleges and universities help teachers develop content knowledge and expertise in teaching;
- Parents and other citizens become partners with schools to value and nurture student efforts; and
- Educators and students work cooperatively to establish and reach high educational goals.

The education of students is our shared responsibility. All citizens of North Carolina must assume this responsibility and become active advocates for improved mathematics education.

THE MATHEMATICS PROGRAM

The competency goals and objectives of the *North Carolina Standard Course of Study of Mathematics K-8* are organized into six strands: Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra and Problem Solving. These strands are not meant to be a sequential guide for instruction but rather an organization of similar objectives under a common topic.

The mathematics program is designed in grade spans that parallel the developmental stages of students: grades K-2, grades 3-5, grades 6-8, and grades 9-12. The elementary program focuses on students actively engaged in the development of mathematical understanding by using manipulatives, working independently and cooperatively to solve problems, and conducting investigations and recording findings. Middle grade students expand their skills to compute with all real numbers and are challenged to apply their prior knowledge and experience in new and more difficult situations. The core high school mathematics program includes a choice of the integrated sequence of courses (Integrated Mathematics 1, 2, 3) or the conventional sequence of courses (Algebra 1, Geometry, Algebra 2) plus one additional mathematics course to complete a minimum of 4

mathematics credits for graduation from high school. Additional courses outside the core courses are intended to offer opportunities that address the needs of individual students.

K-8 Mathematics	
High School Mathematics	
Integrated Mathematics 1-3	OR Algebra 1, Geometry, Algebra 2
High School Courses (4th mathematics requirement)	
Integrated Mathematics 4	OR Pre-Calculus OR
Advanced Functions & Modeling	OR Discrete Mathematics
High School Courses (Advanced Placement Courses)	
Advanced Placement Statistics	Advanced Placement Calculus

MATHEMATICS GRADES 6-12

INSTRUCTIONAL MATERIALS TITLE _____ NO. _____

PUBLISHER/COPYRIGHT DATE _____

AUTHOR(S) _____

EVALUATOR _____ REGION _____ DATE _____

Indicate Appropriate Course:

Mathematics 6-8 _____	Algebra I _____	Integrated Mathematics 4 _____
Introductory Mathematics _____	Geometry _____	Pre-Calculus _____
Applied Mathematics 1 _____	Algebra 2 _____	Advanced Functions & Modeling _____
Applied Mathematics 2 _____	Integrated Mathematics 1-3 _____	Discrete Mathematics _____
		AP Calculus _____
		AP Statistics _____

PART I Compatibility with the North Carolina Curriculum for Mathematics in the North Carolina Standard Course of Study (NCSCOS). *In accordance to State Board Policy HSP-H-007, if all items in Part I are not marked “acceptable,” do not complete Parts II, III, and IV.*

<i>Instructional materials include all components of the program being reviewed (including, but not limited to, teacher resources, student materials, and supplementary technology resources).</i>	<i>Accept</i>	<i>Not Accept</i>
A. Content, methodology, instructional levels, and teaching strategies are consistent with the philosophy, values, and goals of the <i>North Carolina Standard Course of Study</i> .		
B. Instructional materials present the main concepts that support a minimum of 80% of the instructional objectives for the course/grade/media in the <i>North Carolina Standard Course of Study</i> .		
C. All instructional materials (including maps, charts, timelines, demographics, and statistics) are mathematically accurate, current, and written in language that is precise.		

Documentation for Part I: *(Use extra sheets if necessary.)*

PART II Specific Criteria

	<i>Accept</i>	<i>Not Accept</i>
A. Instructional materials are comprehensible, logically sequenced, and promote mathematical understanding.		
B. Instructional materials provide worthwhile mathematical tasks in meaningful contexts that engage, motivate, and challenge all students to develop higher order thinking skills.		
C. Mathematical ideas are modeled and represented in a variety of ways including numerically, verbally, symbolically, and graphically.		
D. Instructional materials require students to communicate mathematical understanding by explaining, conjecturing, and defending their ideas orally and in writing.		
E. Instructional materials support the development of mathematical reasoning and conceptual understanding.		

F. Instructional materials alert teachers to commonly held mathematical misconceptions.		
G. Instructional materials help teachers create a classroom environment that fosters mathematical curiosity, exploration and investigation avoiding rigidity.		
H. Instructional materials incorporate the use of technology, manipulatives, or other tools to help students visualize mathematical concepts, acquire and analyze information, and communicate solutions.		
I. Instructional materials include assessments that can be used as diagnostic or formative instruments that help determine student's current mathematical thinking and level of understanding, rather than merely as an end-of-unit assessment.		
J. Instructional materials, to be used formally and informally, provide a variety of assessment activities that allow students to apply conceptual and procedural understanding in novel situations and measure students' knowledge, thinking, and application of mathematics.		

Documentation for Part II – Specific Criteria *(Use extra sheets, if necessary.)*

MATHEMATICS GRADES 6-12
PART III General Criteria

	<i>Accept</i>	<i>Not Accept</i>
. Accuracy		
Material models correct use of grammar, spelling, and sentence structure.		
Material represents a balance of cultural, ethnic, racial, and handicapped groups.		
Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
. Appropriateness		
Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
Content links students' prior knowledge to current topics/learning.		
Activities engage students' interest and promote interactive and participatory learning.		
Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
Level appropriate font size, color, spacing, legibility, page layout, and page width are present.		
. Scope		
Material presents information of sufficient depth and breadth to adequately cover topics for intended audience.		
A Table of Contents is provided and organized appropriately for content and grade level.		
Material presents topics in a logical sequence.		
Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced.		
Activities provide opportunities for students to collect, organize, interpret, and evaluate information in a variety of forms.		
Reference sections include glossary, bibliography/footnotes, and appendices.		
A resource list provides Web sites, literature links, and support agencies.		
An Index provides detailed and accurate headings, subheadings, <i>see</i> and <i>see also</i> references.		
. Teacher Resources		
Teacher resources provide instructional and/or behavioral objectives.		
Teacher resources are well organized, easy to use, comprehensive, durable, and reasonably sized.		
Teacher resources provide for the development, reinforcement, and review of vocabulary, skills, and concepts.		
Teacher resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
Teacher resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
Teacher resources include suggestions for the extension of learning and integration across the curriculum.		
Teacher resources provide ancillary materials for student use.		
Teacher resources include answer key(s).		

Documentation for Part III – General Criteria (*Use extra sheets, if necessary.*)

PART IV Overall Analysis: (For Textbook Commission Use Only)

This textbook/program is **acceptable** _____.

This textbook/program is **not acceptable** _____.

Documentation for Part V: *Comments that further describe standards for acceptable or not acceptable in Parts I, II, III, or IV. (Use extra sheets if necessary.)*

Second Languages

General Principles

The Second Language Standard Course of Study is based upon a set of principles governing language education. These tenets are anchored in language education research and supported by practice. They are as follows:

- All students can learn and experience success in a second language.
- Students learn in different ways.
- Language acquisition is a lifelong process. For optimum results, students should have the opportunity to engage in a long sequence of study.
- Students acquire proficiency at different rates.
- Students develop the needed skills to be citizens of a global society by learning a second language.
- Students develop some insights into other cultures as well as their own when learning a second language.
- Students are involved in interdisciplinary connections when learning a second language.
- Learning is assessed and reflects the students' ability to interpret and/or communicate in the target language.

Languages for All

Since 1985 and the inception of the Basic Education Program (BEP) and now reinforced by the 2002 federal No Child Left Behind legislation, second language educators in the state have held the belief that a second language is part of a basic education for each child in the state. Given the opportunity, all children can benefit from learning another language and all children are capable of doing so. This belief is reflected in the national standards document which states that “all children can be successful language and culture learners” (*Standards for Foreign Language Learning*, p. 7).

Additionally, reports from Louisiana, Milwaukee, and Cincinnati have pointed to the benefits of language instruction for all children but especially for disadvantaged children and children with average or below average intelligence. In one study, Foreign Language in the Elementary School (FLES) students of average and below average intelligence performed as well as their peers with above average intelligence on oral production and interpersonal communication skills (Rosenbusch, 1995).

Language Acquisition

According to the research on second language acquisition, students develop communicative competence in a second language in much the same way as in their first language, although the rate of acquisition will vary.

For most learners, language development occurs in a predictable pattern according to a series of stages. For example, students acquire language when the language is meaningful and interesting and when they are in a non-threatening environment.

They first acquire the language through “comprehensible input” (Krashen) which is focused on developing listening comprehension by building on receptive vocabulary. For this reason, learners usually can understand more than they are able to say. Thus, language acquisition begins long before speech production occurs.

As the students' interaction with the language intensifies, they are able to speak using one or two words or short phrases. They are encouraged to produce the vocabulary they already understand. Speaking results from

acquisition and speech emerges naturally, gradually, on its own and in stages. Reading and writing are introduced as extensions and support what students can already understand and say.

At the next stage of language development, students move ahead by using longer phrases and strings of sentences. They recombine the language in different ways and they begin to create with the language. As language development proceeds, students become increasingly able to use the language in a variety of contexts, for a variety of audiences, and for a variety of purposes.

Proficiency

The main goal for modern foreign language education is to help students develop the ability to communicate with speakers of another language. To achieve this goal, students need to use the language in a variety of real-life, meaningful, and culturally accurate situations designed to promote relevant communication.

As stated above, language acquisition and development occur in a series of stages. The American Council on the Teaching of Foreign Language (ACTFL) has organized these stages (novice, intermediate, advanced, and superior) in the *ACTFL Proficiency Guidelines* and more recently in the *ACTFL Performance Guidelines* which are used to describe the expectations for students at each level of language development.

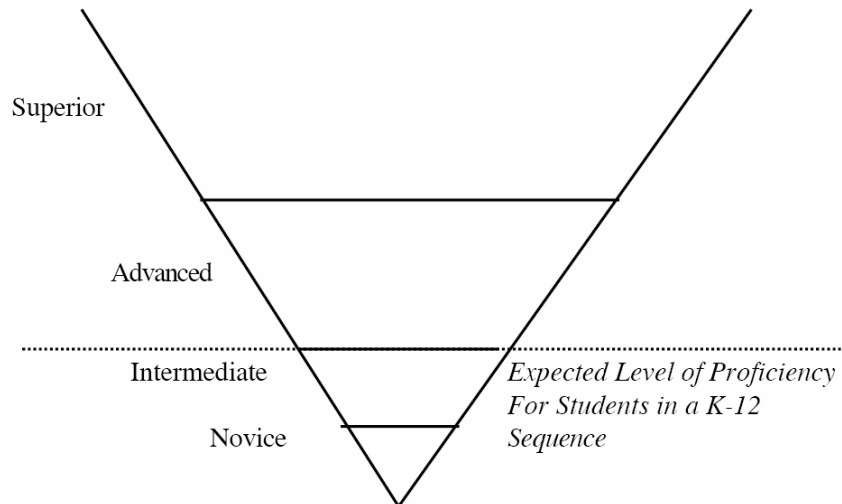


Figure 1. Levels of Proficiency

Explanation of Figure 1

The level of language proficiency, which can be attained, is directly related to the amount of time spent in the target language. It is easier to move up at the beginning levels of proficiency than at the more advanced levels. The beginning levels are dealing with vocabulary expansion, limited language structures, and limited ability to communicate. The leap from novice to intermediate involves vocabulary expansion and use of some basic grammatical structures and can be achieved in shorter amount of time. At the upper levels, the language is more sophisticated and the vocabulary becomes broader and more complex. Speakers at this level have the ability to function as a native or near native speaker. The Superior level can be attained only through extensive living in the target culture.

The level of proficiency students can attain is closely related to the program goals, to the quality of instruction, and to the amount of time and practice they have with the language. A long sequence of language instruction is likely to produce students who develop higher levels of proficiency than those in a program which starts late and/or which is not sequenced.

Another factor that affects language acquisition is the age of the learner. Children, according to Krashen, “acquire” language in that they are given time to sort out the language they hear and understand before using it.

Adult learners on the other hand “learn” a language through vocabulary and grammar structures that they then apply when communicating.

Also, in a proficiency-based program, students have different rates of individual learning. One learner may take two years to move from one proficiency level to another, while another may take three or four years.

Furthermore, according to the Research Committee of the Interagency Language Roundtable (ILR), it is also important to note that students may attain different levels of proficiency according to the language they learn.

The School of Language Studies of the Foreign Service Institute has determined that the closer the modern language is to English, the more quickly an adult learner can achieve proficiency; therefore, the languages have been grouped in different categories. More contact hours will be needed for the languages in Category II and III to achieve the same level of proficiency than for languages in Category I.

Category I: Languages closely cognate with English

French, Italian, Spanish (German falls between I and II)

Category II: Languages with significant linguistic and/or cultural differences from English

Greek, Polish, Russian

Category III: Languages which are exceptionally difficult for native English Speakers

Chinese, Japanese, Korean, Arabic

Cultural Appreciation

By learning another language, students gain access to the different culture(s) associated with that language. They learn to appreciate the different ways of life and accomplishments of each culture. In doing so, they become more reflective about their own culture and they are able to generalize about the components of culture.

Citizens in a Global World

With the ever-increasing interdependence of nations, the study of a foreign language has become essential to the effectiveness of the United States in a global world. Students can be prepared to function in that global world by acquiring needed communication skills and by developing cultural understanding.

Connections

Connecting the foreign language curriculum to other disciplines gives added relevancy to the study of languages and brings new insights into the rest of the curriculum. Connections can emanate in the foreign language classroom but can also originate in other disciplines.

Assessment

As new standards for student achievement in foreign languages are developed, it is essential to devise assessments which can diagnose, monitor learning, and provide useful feedback about the attainment of the identified goals and learning objectives. All aspects of the curriculum ranging from the ability to function in the three communication modes to the ability to make connections and comparisons, need to be assessed.

Once teachers have identified whether the focus of an objective is on content, skill development, performance, or application, they can decide whether the objective lends itself to one or more assessment measures. There are many kinds of assessments available to teachers. These range from the more traditional pen and pencil tests to authentic and alternative assessments including portfolios, journals, logs, performance assessments, self assessments, and peer assessments.

However, no one single assessment can give us all the answers we need about student learning, program effectiveness, and accountability. For this reason, teachers need to give careful attention to the purpose of the assessment as well as to the selection of the tool, which is best suited for that purpose.

Assessments can help teachers make decisions about individual students, groups of students, instruction, and program. At any rate, assessment should be an integral and on-going part of the learning process. (For additional information on assessment, refer to the Teacher Companion Document and to *the Assessment, Articulation, and Accountability* Document available from the NC Department of Public Instruction.)

Rationale for Language Learning

The ability to communicate with others is central to human nature. Throughout the ages, humans have been able to share information, interests, needs, and values over time and space and thus have influenced others by their actions and their words. In recent years existing and emerging technologies have brought the world closer and have erased many of the existing borders. As boundaries between countries are being dissolved, the need for foreign language instruction has become a necessary component for linking with the rest of the world and for producing an enlightened citizenship able to function in today's ever-shrinking world.

In addition to the need for communication within a global world, the study of a foreign language is needed to ensure economic competitiveness, to maintain national security, and to teach tolerance and respect for others inside and outside of the United States. Finally, learning another language is a passport to greater understanding of one's own language and culture.

There are many other reasons for studying another language. These reasons can be divided in four categories:

- economic reasons
- national security
- social reasons, and
- academic reasons.

Economic

To be competitive on a global scale, the business world needs individuals with strong skills in a second language, who can work within a culturally diverse environment. The following data attest to the needs for such individuals.

- Research shows that multilingual societies have a competitive edge over monolingual societies in international trade. (Halliwell, 1999)
- Research shows that in the service industries, more than half of U.S. professionals working in a multicultural environment whether in the U.S. or abroad are linguistically unprepared to do so. (Lena & Reason Moll, 2000)
- Global languages are important in over 100 occupations and are considered vital for the U.S. to remain competitive in technology, science and trade. (Nat'l Academy of Sciences)
- In NC alone there are over 1000 international firms representing many countries.
- "The business climate too is changing. We often face our foreign clients through electronic desktops, where the information from e-mail, videoconferencing, corporate chatrooms and web sites is ever current; the delivery often instantaneous. In these circumstances, expectations for a quick turn-around are as high as the stakes, less and less time to find a way around using our correspondent's language. Of the estimated 310 million regular internet users in the world, nearly 60% are from outside North America, and only about 50% are English-speaking." (Tennessee Commerce Department, 2003)

National

The events of 9/11 have highlighted the shortage in the manpower needed to translate the messages gathered through intelligence.

- The 2001 *Hart Rudman Report on National Security in the 21st Century* names foreign language study and requisite knowledge in languages as vital for the Federal Government to meet 21st Century security challenges properly and effectively.
- The American Council on Education in its 2002 policy paper, *Beyond September 11: A Comprehensive National Policy on International Education* states “Developing global competence is a long-term undertaking and must begin at an early age, especially for foreign language acquisition.”(p.10)
- In the Public Statement Release of the 9/11 Commission Report, July 22, 2004: “What the FBI needs is a specialized and integrated national security workforce, consisting of agents, analysts, linguists and surveillance specialists.

Social Reasons

A less obvious but nonetheless compelling reason to study another language rests in the power that languages have to promote cultural understanding between people of different backgrounds.

- The study of language helps students develop a sense of cultural pluralism. Through the study of another language students interact and communicate with others and thus discover genuine similarities and differences among various cultures. At the same time, they develop respect and appreciation for the cultural perspectives, practices, and products of the different cultures.
- North Carolina has a growing non-English speaking population. There are more than 150 languages currently spoken by students in our schools. North Carolina realized a 73% increase in immigrant population from 1995-1999. (Johnson, *The Melting Pot*) From April 1, 1990 to April 1, 2000, the Hispanic population increased 401.2 % and the Asian population increased 99.6%. The ability to speak a second language helps us to communicate directly with those who speak that language. In addition, it enables us to understand firsthand the process for second language acquisition and to be prepared to handle the challenges of living and working with non-English speakers.

Academic Reasons

The study of another language impacts other academic areas.

- Data from the Admissions Testing Program of the College Board show a positive correlation between SAT scores and the study of a foreign language. Verbal scores of students increased with each additional year of language study. The *Second Languages 2004 15 Modern Foreign Languages* most interesting piece of information is that the verbal scores of students who had taken four or five years of foreign language were higher than the verbal scores of students who had taken four or five years of any other subject.
- It helps students develop greater cognitive skills in such areas as mental flexibility, creativity, divergent thinking, and higher order thinking skills.
- The study of a foreign language has been shown to enhance listening skills and memory and can contribute a significant additional dimension to the concept of communication.
- Cloud and Genesee (1998) argue that basic education in the new millennium must include second and third languages if the United States is to cope with the diversity within its borders and compete successfully in the global marketplace. They cite both cognitive and sociocultural benefits of language study. They conclude, “Linguistic and cultural competence will be the mark of the well-educated citizen of the 21st century.” (65).
- Curtin (2003) states “Every area of the curriculum can be reinforced or enriched in the foreign language classroom, and subject content can be taught through the second language.” (p. 399)
- The UNC system requires two credits in the same language to meet entrance requirements.
- The North Carolina *University/ College Course of Study* graduation pathway requires two credits in the same language for a high school diploma.

Conclusion

The study of another language prepares students for the complicated world they inhabit. The value of such an education not only lies in job-related advantages but also in the added dimension of an understanding of other people and cultures.

Status of Modern Foreign Languages in North Carolina

Enrollment

The Public Schools of North Carolina *Statistical Profile* reports that the modern foreign language enrollment for K-12 students during the 2006 - 2007 school year was over 370,000 students.

Spanish is the language of choice followed by French, Latin, German, Japanese, Chinese (Mandarin), Spanish for Native Speakers, and other languages, including American Sign Language (ASL), Greek, Hebrew, Italian, and Russian.

Currently, students begin their study of a second language at different entry points. During the 2006-2007 school year, nearly half of all high school students were studying another language compared with almost 25% at the middle school level and more than 14% at the elementary level. (This data does not include students in dual language/immersion programs who are learning content in another language.)

MODERN FOREIGN LANGUAGE GOALS

In the *Second Language Standard Course of Study*, there are seven goals with specific objectives outlined under each goal. Here is an overview of the goals:

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Programs

Contributing to the diverse second language learning opportunities is the variety of programs available in North Carolina. Foreign Language in the Elementary School (FLES), Dual Language/Immersion, Content-Enriched, Exploratory, Beginning Sequential programs, International Baccalaureate, and Spanish for Native Speakers are

a few of the programs found at the elementary, middle and high school level. These programs differ not only in their overall goals but also in the amount of time students are engaged in the language, in the level of proficiency they reach, and in the types of resources and activities used in the classroom.

Elementary

Objectives at K-5 are stated grade by grade but repeated within grade ranges K-2 and 3-5. Students may begin second language study at anytime K-5. Moreover, there is great variation in the amount of instructional time, in both numbers of days per week and number of minutes per session.

Middle Grades Beginning and Continuing

For grades 6-8, there are two sets of objectives, which are stated grade by grade but often repeated at grades 6, 7, and 8. One set of objectives is for the beginning sequence and is designed for students starting second language instruction at the middle grades. The second set is for the continuing sequence and addresses the needs of students who began second language study in the elementary grades.

Middle Grades Exploratory

A separate set of objectives are included for middle grades exploratory programs which are typically 6-9 weeks in duration and which focus on an introduction to the study of one or more languages. Because instructional time is minimal, students are not expected to move toward the development of communicative proficiency and will be able to address some of the objectives only in English.

High School

The High School objectives have been developed generically for four courses-- Level I, Level II, Level III, and Level IV. These objectives reflect the sequential nature of language development, the progressive acquisition of cultural knowledge, and the increasing ability to apply language and culture in an authentic setting.

These programs form the majority of programs at the high school level. They start at level I and continue to a possible level VIII in high schools following a block schedule. High school programs are geared toward the development of communicative proficiency in the four language skills and the understanding and appreciation of other cultures.

The AP program is an opportunity for students to pursue college level studies while in secondary schools. The AP program offers a variety of courses for students who have gone beyond a high school level III or IV. They are: AP Chinese Language & Culture, AP French Language, AP German Language, AP Japanese Language & Culture, AP Spanish Language, and AP Spanish Literature.

The AP language courses emphasize the use of active communication. The AP literature courses are an introduction to representative works of prose, poetry, and drama from different periods. Literature courses may or may not have a required reading list; however, the content of the courses is geared toward helping students do well on the AP examination.

The International Baccalaureate (IB) Program is a rigorous two-year curriculum leading to examinations. The general objectives of the program are to provide students with a balanced education; to facilitate geographic and cultural mobility; and to promote international understanding through a shared academic experience.

SPANISH FOR NATIVE SPEAKERS GOALS

The Spanish for Native Speakers Standard Course of Study for level I and level II has seven common goals which are based on the national standards and on the *North Carolina Second Language Standard Course of Study*.

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in Spanish.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in Spanish.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners and readers on a variety of topics in Spanish.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and understanding of the relationship among practices, products and perspectives of his/her own culture(s).

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

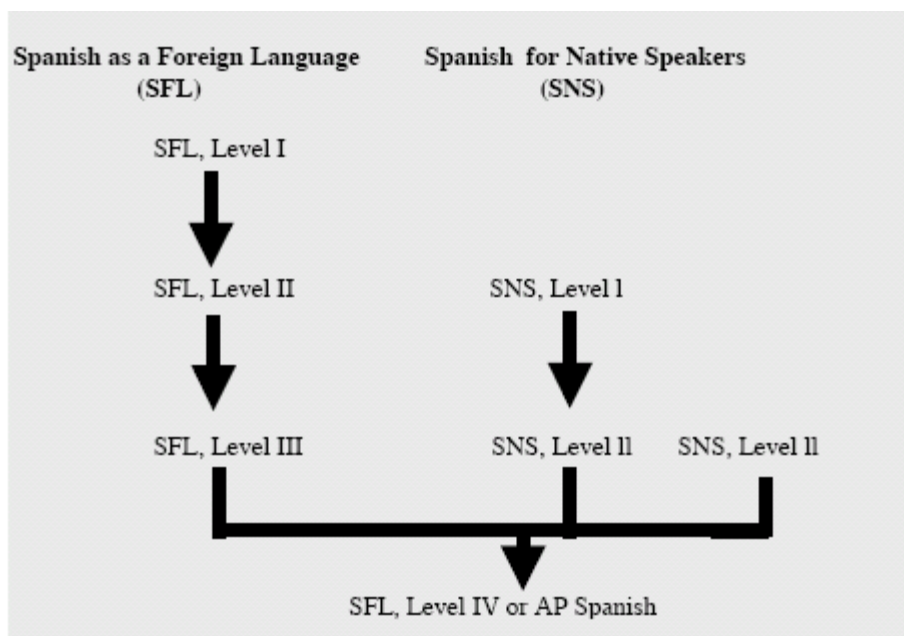
COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce and further his/her knowledge of other disciplines through Spanish as a heritage language.

COMPETENCY GOAL 7: COMMUNITIES - The learner will use Spanish and demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational and professional growth and enrichment.

The first three goals are referring to communication and are especially important since heritage speakers will be meeting the remaining goals of Cultures, Comparisons, Connections, and Communities through one of the three modes of communication (interpersonal, interpretive, or presentational).

Spanish for Native Speakers Course Sequence

Heritage language speakers can enroll in Spanish for Native Speakers I and Spanish for Native Speakers II. Upon completion of these two courses, students can proceed to the Advanced Placement (AP) Spanish where they will be joined by fourth- and/or fifth-year students who are studying Spanish as a foreign language.



LATIN GOALS

The *North Carolina Latin Standard Course of Study* for grades 7-12 is based on the *Standards for Classical Language Learning*.

COMPETENCY GOAL 1: COMMUNICATION – The student will read, understand and interpret Latin developing, oral, auditory and writing skills as part of the language learning process.

COMPETENCY GOAL 2: CULTURE – The student will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of the Greco-Roman culture.

COMPETENCY GOAL 3: CONNECTIONS – The student will relate Latin and the Greco-Roman world to other disciplines.

COMPETENCY GOAL 4: COMPARISONS – The student will develop insight into their own language and culture through the study of Latin and the Greco-Roman world.

COMPETENCY GOAL 5: COMMUNITIES – The student will use and apply their knowledge of Latin and of Greco-Roman culture in a diverse world.

Kinds of Programs

The study of Latin usually takes place in grades 9-12 and the number of students enrolling in Latin continues to increase. Interest in offering Latin in the middle grades also continues to increase and this precipitated the need for a curriculum at that level.

The study of Latin at the elementary level offers many of the same benefits as a modern foreign language FLES program. Since North Carolina has a limited offering of elementary Latin, there is no curriculum specific to K-5.

Middle Grades Beginning and Continuing

For grades 6-8, there are two sets of objectives, which are stated grade by grade but often repeated at grades 6, 7, and 8. One set of objectives is for the beginning sequence and is designed for students starting second language instruction at the middle grades. The second set is for the continuing sequence and addresses the needs of students who began second language study in the elementary grades.

Some students begin the study of Latin at the middle school level. The student is introduced to the study of the Latin language and Greco-Roman culture. Emphasis is placed on developing reading skills for comprehension of short, adapted Latin text.

Continuing programs allow students to study the Latin language and Greco-Roman culture without any major break in the sequence. With adequate instructional time, continuing programs allow students to place out of some Latin classes at the high school level.

Middle Grades Exploratory

These programs are mostly found at the middle school level. Exploratory programs are non-sequential. They introduce students to Latin language and Greco-Roman culture and explore the student's interest in further study of Latin.

High School

These programs form the majority of programs at the high school level. They start at level I and continue to a possible level VIII in high schools following a block schedule. High school programs are geared toward reading, understanding and interpreting Latin and gaining knowledge of the Greco-Roman culture.

The AP program is an opportunity for students to pursue college level studies while in secondary schools. The AP program offers an AP Latin exam for students who have gone beyond high school level III or IV. These courses emphasize the analysis and interpretation of authentic Latin texts. The content of the courses is geared toward helping students prepare for the AP examination.

The International Baccalaureate (IB) Program is a rigorous two-year curriculum leading to examinations. The general objectives of the program are to provide students with a balanced education; to facilitate geographic and cultural mobility; and to promote international understanding through a shared academic experience.

AMERICAN SIGN LANGUAGE (ASL) GOALS

The American Sign Language (ASL) Standard Course of Study was written for the instruction of American Sign Language and does not include Signed English or other variations. These standards will be included in the *NC Second Language Standard Course of Study* document at the next scheduled revision. The ASL Standard Course of Study contains level I and level II and has seven common goals which are based on the national standards and on the *North Carolina Second Language Standard Course of Study*.

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION – The learner will engage in one on one and group conversation and exchange information and opinions on a variety of topics.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION – The learner will comprehend signed information on a variety of topics in ASL.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION (Expressive Skills) – The learner will present information, concepts, and ideas to an audience on a variety of topics.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

COMPETENCY GOAL 5: COMPARISONS – The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

COMPETENCY GOAL 6: CONNECTIONS – The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

COMPETENCY GOAL 7: COMMUNITIES – The learner will use ASL and demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

SECOND LANGUAGES – GRADES 6-8
SEQUENTIAL & EXPLORATORY
Not for High School Graduation Credit

INSTRUCTIONAL MATERIALS TITLE _____ NO. _____

PUBLISHER/COPYRIGHT DATE _____

AUTHOR(S) _____

EVALUATOR _____ REGION _____ DATE _____

REGION _____ TEXTBOOK COMMISSION MEMBER _____

Indicate Appropriate Course:

- | | |
|---|--|
| <input type="checkbox"/> Chinese (Beginning or Continuing) | <input type="checkbox"/> French (Exploratory) |
| <input type="checkbox"/> French (Beginning or Continuing) | <input type="checkbox"/> Latin (Exploratory) |
| <input type="checkbox"/> German (Beginning or Continuing) | <input type="checkbox"/> Spanish (Exploratory) |
| <input type="checkbox"/> Japanese (Beginning or Continuing) | |
| <input type="checkbox"/> Latin (Beginning or Continuing) | |
| <input type="checkbox"/> Spanish (Beginning or Continuing) | |

PART I Compatibility with the North Carolina Curriculum for Second Languages, 6-8 in the North Carolina Standard Course of Study (NCSCOS). *In accordance to State Board Policy HSP-H-007, all items in Part I must be marked “acceptable” in order for the submission to be recommended.*

Please explain your responses to the below in the space provide. Be sure to cite specific page numbers, NCSCOS goals/objectives as well as textual references. Use additional sheets as necessary.

A. Materials present the main concepts that support a minimum of 80% of the instructional objectives for the course/grade/media in the NCSCOS and/or Blue Print.
B. Content, methodology, instructional levels, and teaching strategies are consistent with the curriculum’s philosophy, values, and goals.
C. Instructional materials provide for the use of technology which reflects 21 st century ideals for a future ready student and school.
D. Instructional materials include teacher resources which provide information and opportunities for teachers to increase their own understanding of the subject specific concepts.

PART II Specific Criteria

A. The instructional materials are age appropriate and address students’ abilities, individual learning styles, needs, and multiple intelligences.
B. Vocabulary is functional and appropriate for the level of instruction.
C. Activities, exercises and suggested projects are varied and relevant to real-life, culturally authentic situations and student interests.
D. Activities, exercises and suggested projects incorporate higher order thinking skills, address different teaching/learning styles, and allow for various groupings.
E. Relevant and traditional culturally authentic materials explore the relationship of products, practices, and perspectives.
F. Cultures are integrated throughout the instructional materials and represent the variety of places in which the language is/was used.
G. Opportunities exist to compare the target cultures to the students’ own and other cultures.
H. Connections are made to other disciplines.

I Teachers' materials offer a variety of techniques to assess proficiency in interpersonal, interpretive, and presentational modes and to assess understanding of cultures and places where the language is/was used.

J. Instructional materials suggest activities, which extend outside the classroom into the school, community and beyond.

Part III – General Criteria

Please provide evidence of the following:

A. Accuracy

1. Material is error-free, current, uses correct grammar, spelling, and sentence structure. (This includes text, maps, charts, timelines, demographics, statistics, photos, etc...).
2. Material is presented factually and objectively, representing a balance of cultural, ethnic, racial, and handicapped groups. (This includes text, photos, graphics, etc...).

B. Appropriateness

1. Content provides for grade appropriate, yet varied cognitive levels, abilities, and learning styles.
2. Content provides for relevancy, linking prior knowledge, and active student engagement.
3. Materials provide for a variety of exercises, reviews, assessments, performance tasks, etc... which provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats.
4. Text and Layout is level appropriate, including font, color, spacing legibility, photos, graphics, captioning, etc...

C. Scope

1. Material presents information in sufficient depth and breadth to cover adequately course content in a logical manner.
2. Material includes necessary guides such as table of contents, glossary (English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, *see* and *see also* references, web sites, literature links, support agencies etc....
3. Key concepts, skills, vocabulary are identified, developed, reviews, and reinforced.

D. Teacher Resources

1. Instructional materials include teacher resources which provide information and opportunities for teachers to increase their own understanding of the subject specific concepts.
2. Adequate teacher resources which include suggestions for remediation, acceleration, extension of learning, integration, feedback, and review.
3. Materials should include summary of material contents, provide instruction and/or behavioral objectives, supplemental or background information and answer keys/rubrics.
4. Materials should also be well organized, easy to use, comprehensive, durable and reasonably sized, with sufficient material for student use.
5. Resources should accommodate the needs of both a first year teacher and the veteran teacher.

E. Technology (If applicable)

1. Technology should meet all criteria for accuracy, appropriateness, and scope. It should be easy to navigate and visually appealing. Teacher materials should also meet the criteria of the teacher resources. If student access is allowed, a Save/Record feature should be included.

EC / ELL Evaluation

Subject and Grade: _____
 Instructional Materials Title: _____ No. _____
 Publisher: _____ Copyright: _____
 Author(s): _____
 Evaluator: _____

Appropriateness , Scope, and Resources
1. Content provides for grade appropriate, yet varied cognitive levels, abilities, and learning styles.
2. Content provides for relevancy, linking prior knowledge, and active student engagement.
3. Materials provide for a variety of exercises, reviews, assessments, performance tasks, etc... which provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats.
4. Text and layout is level appropriate, including font, color, spacing legibility, photos, graphics, captioning, etc...
5. Material includes necessary guides such as table of contents, glossary (English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see</i> and <i>see also</i> references, web sites, literature links, support agencies etc....
6. Key concepts, skills, vocabulary are identified, developed, reviewed, and reinforced.
7. Adequate teacher resources which include suggestions for remediation, acceleration, extension of learning, integration, feedback, and review.
8. Materials should include summary of material contents, provide instruction and/or behavioral objectives, supplemental or background information and answer keys/rubrics.
9. Materials should also be well organized, easy to use, comprehensive, durable and reasonably sized, with sufficient material for student use.
10. Resources should accommodate the needs of both a first year teacher and the veteran teacher.
11. Technology should meet all criteria for accuracy, appropriateness, and scope. It should be easy to navigate and visually appealing. Teacher materials should also meet the criteria of the teacher resources. If student access is allowed, a Save/Record feature should be included.

Keeping in mind the needs of special needs students and their teachers, please give specifics to support both the positive and negative responses to the above. Use additional pages if necessary

+	-

Part IV: Overall Analysis

A. Would you recommend these instructional materials to be placed on the state adopted list?
Comments:

**SECOND LANGUAGES - GRADES 9-12
HIGH SCHOOL CREDIT IN THE MIDDLE SCHOOL**

INSTRUCTIONAL MATERIALS TITLE _____ NO. _____

PUBLISHER/COPYRIGHT DATE _____

AUTHOR(S) _____

EVALUATOR _____ DATE _____

REGION _____ TEXTBOOK COMMISSION MEMBER _____

Indicate Appropriate Course:

ASL (American Sign Language) <input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	CHINESE <input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4 <input type="checkbox"/> Level 4+/AP/IB	FRENCH <input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4 <input type="checkbox"/> Level 4+/AP/IB	GERMAN <input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4 <input type="checkbox"/> Level 4+/AP/IB
JAPANESE <input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4 <input type="checkbox"/> Level 4+/AP/IB	LATIN <input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4 <input type="checkbox"/> Level 4+/AP/IB	SPANISH <input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4 <input type="checkbox"/> Level 4+/AP/IB	SNS (Spanish for Native Speakers) <input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2

PART I Compatibility with the North Carolina Curriculum for Second Languages, 9-12 in the North Carolina Standard Course of Study (NCSCOS). In accordance to State Board Policy HSP-H-007, all items in Part I must be marked “acceptable” in order for the submission to be recommended.

Please explain your responses to the below in the space provide. Be sure to cite specific page numbers, NCSCOS goals/objectives as well as textual references. Use additional sheets as necessary.

A. Materials present the main concepts that support a minimum of 80% of the instructional objectives for the course/grade/media in the NCSCOS and/or Blue Print.
B. Content, methodology, instructional levels, and teaching strategies are consistent with the curriculum’s philosophy, values, and goals.
C. Instructional materials provide for the use of technology which reflects 21 st century ideals for a future ready student and school.
D. Instructional materials include teacher resources which provide information and opportunities for teachers to increase their own understanding of the subject specific concepts.

PART II Specific Criteria

A. The focus of instructional materials is on language for meaningful communication in interpersonal, interpretive, and presentational modes.
B. The instructional materials are age appropriate and address students’ abilities, individual learning styles, needs, and multiple intelligences.
C. Vocabulary is used in context and is re-entered throughout the instructional materials.
D. Vocabulary is appropriate for the level of instruction with functional vocabulary emphasized at lower levels and more sophisticated vocabulary introduced at advanced levels.
E. Grammar is presented and used in context with clear explanations, relevant examples, and opportunities for expansion,

practice, and comparison with English.
F. Activities, exercises and suggested projects are varied and relevant to real-life, culturally authentic situations and student interests.
G. Activities, exercises and suggested projects incorporate higher order thinking skills, address different teaching/learning styles, and allow for various groupings.
H. A variety of relevant and authentic reading, print and visual materials are introduced at all levels and are appropriate to the level of instruction.
I. A variety of relevant and authentic audio and video materials is introduced at all levels and are appropriate to the level of instruction.
J. Relevant and traditional culturally authentic materials explore the relationship of products, practices, and perspectives.
K. Cultures are integrated throughout the instructional materials and represent the variety of places in which the language is/was used.
L. Opportunities exist to compare the target cultures to the students' own and other cultures.
M. Connections are made to other academic disciplines.
N. Instructional materials suggest activities which extend outside the classroom into the school, community, and beyond.
O. Teachers' materials offer a variety of techniques to assess proficiency in interpersonal, interpretive, and presentational modes and to assess understanding of cultures and places where the language is/was used.
P. Teachers' materials include accurate, comprehensive, and supplementary background information (e.g. pedagogical strategies, cultural information and extension activities).
Q. Audio and visual materials provide opportunities to experience the target language used in a variety of dialects, voices, accents, and intonations.
R. Upper level textbooks (Levels III and above) provide a logical sequential articulation and smooth transition with Levels I and II.
S. Textbooks and/or readers for upper levels (III and above) provide a variety of literary selections appropriate to level and include authentic selections, supplemented with background information.
T. Spanish for Native Speakers (heritage speakers) textbooks focus on advancing reading and writing skills.
U. In Spanish for Native Speakers (heritage speakers) textbooks, grammar is presented and used in context with clear explanations, relevant examples, and opportunities for expansion, practice, and comparison in the heritage language.
V. Spanish for Native Speakers (heritage speakers) textbooks extend knowledge and foster respect for the students' own personal cultures and other Hispanic (heritage) cultures.

Part III – General Criteria

Please provide evidence of the following:

A. Accuracy
1. Material is error-free, current, uses correct grammar, spelling, and sentence structure. (This includes text, maps, charts, timelines, demographics, statistics, photos, etc...).
2. Material is presented factually and objectively, representing a balance of cultural, ethnic, racial, and handicapped groups. (This includes text, photos, graphics, etc...).

B. Appropriateness
1. Content provides for grade appropriate, yet varied cognitive levels, abilities, and learning styles.
2. Content provides for relevancy, linking prior knowledge, and active student engagement.
3. Materials provide for a variety of exercises, reviews, assessments, performance tasks, etc... which provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats.
4. Text and Layout is level appropriate, including font, color, spacing legibility, photos, graphics, captioning, etc...

C. Scope
1. Material presents information in sufficient depth and breadth to cover adequately course content in a logical manner.
2. Material includes necessary guides such as table of contents, glossary (English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see</i> and <i>see also</i> references, web sites, literature links, support agencies etc....
3. Key concepts, skills, vocabulary are identified, developed, reviews, and reinforced.

D. Teacher Resources

1. Instructional materials include teacher resources which provide information and opportunities for teachers to increase their own understanding of the subject specific concepts.
2. Adequate teacher resources which include suggestions for remediation, acceleration, extension of learning, integration, feedback, and review.
3. Materials should include summary of material contents, provide instruction and/or behavioral objectives, supplemental or background information and answer keys/rubrics.
4. Materials should also be well organized, easy to use, comprehensive, durable and reasonably sized, with sufficient material for student use.
5. Resources should accommodate the needs of both a first year teacher and the veteran teacher.
E. Technology (If applicable)
1. Technology should meet all criteria for accuracy, appropriateness, and scope. It should be easy to navigate and visually appealing. Teacher materials should also meet the criteria of the teacher resources. If student access is allowed, a Save/Record feature should be included.

EC / ELL Evaluation

Subject and Grade: _____
 Instructional Materials Title: _____ No. _____
 Publisher: _____ Copyright: _____
 Author(s): _____
 Evaluator: _____

Appropriateness , Scope, and Resources
1. Content provides for grade appropriate, yet varied cognitive levels, abilities, and learning styles.
2. Content provides for relevancy, linking prior knowledge, and active student engagement.
3. Materials provide for a variety of exercises, reviews, assessments, performance tasks, etc... which provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats.
4. Text and layout is level appropriate, including font, color, spacing legibility, photos, graphics, captioning, etc...
5. Material includes necessary guides such as table of contents, glossary (English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see</i> and <i>see also</i> references, web sites, literature links, support agencies etc....
6. Key concepts, skills, vocabulary are identified, developed, reviewed, and reinforced.
7. Adequate teacher resources which include suggestions for remediation, acceleration, extension of learning, integration, feedback, and review.
8. Materials should include summary of material contents, provide instruction and/or behavioral objectives, supplemental or background information and answer keys/rubrics.
9. Materials should also be well organized, easy to use, comprehensive, durable and reasonably sized, with sufficient material for student use.
12. Resources should accommodate the needs of both a first year teacher and the veteran teacher.
13. Technology should meet all criteria for accuracy, appropriateness, and scope. It should be easy to navigate and visually appealing. Teacher materials should also meet the criteria of the teacher resources. If student access is allowed, a Save/Record feature should be included.

Keeping in mind the needs of special needs students and their teachers, please give specifics to support both the positive and negative responses to the above. Use additional pages if necessary

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Part IV: Overall Analysis

A. Would you recommend these instructional materials to be placed on the state adopted list?
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ENGLISH AS A SECOND LANGUAGE K-12

PREFACE

Intent

The WIDA [World-Class Instructional Design and Assessment] English Language Proficiency Standards were adopted as the *North Carolina English Language Development Standard Course of Study [NC ELD SCS]*. The intent of the WIDA ELP Standards is to provide a set of rigorous language development competencies for English language proficiency for K-12 students who are learning English as another language. The five ELP standards reflect the social, instructional and academic language expectations of in the areas of listening, speaking, reading, and writing.

The *WIDA ELP Standards* and the accompanying WIDA Resource Guide provide tools to ESL teachers, classroom teachers, and administrators to aide in the design of curriculum, instruction and assessment for Limited English Proficient [LEP] students.

Revisions

North Carolina implemented a newly created English Language Development Standard Course of Study in 2003. In December 2007, the NC State Board of Education approved the request to revise the *English Language Development Standard Course of Study* to explicitly link language learning with the achievement of the state academic content performance standards in language arts, reading, mathematics, science, and social studies, described in section 1111(b)(1) of NCLB.

The revision process included a review of relevant research and available products, including the national standards and the *WIDA ELP Standards*. As a result of the growing evidence that content-based instruction and assessment are crucial for English language learners, the national TESOL [Teachers of English to Speakers of Other Languages] Standards were revised in 2006 to include academic language proficiency in four core content areas: language arts, mathematics, science, and social studies. The *WIDA ELP Standards* served as the prototype for the national standards entitled, PreK-12 ELP Standards Augmentation of the WIDA Consortium ELP Standards. In March 2008 a draft of the revised *NC ELDS* and the *WIDA ELP Standards* were shared with stakeholders. The overwhelming response was to adopt the *WIDA ELP Standards*.

The former ELDFCS which was revised during this process is a support document for ESL teachers for lesson planning.

Program Review

The five *WIDA ELP Standards* focus on the development of student communication in grades K-12 in social and instructional settings as well as the development of the language of language arts, mathematics, science, and social studies in order to attain academic success in the content areas.

The WIDA ELP Standard document is arranged by grade level cluster, assessment framework, standard, and the four language domains (listening, speaking, reading, and writing,). The grade clusters are K, Grades 1-2, Grades 3-5, Grades 6-8, and Grades 9-10. The Model Performance Indicators [MPIs] at each proficiency level outline the progression of language development in the acquisition of English as an additional language from *Entering* the process to *Reaching* the end of the continuum.

Strands of Model Performance Indicators [MPIs] in the Summative Framework are measurable indices of the outcomes of learning for a particular sample topic for each of the progression of the proficiency levels at the targeted grade cluster. Strands of MPIs in the Formative Framework describe samples outcomes of instruction and assessment that occur during teaching and learning

PHILOSOPHY

General Principles

The *WIDA ELP Standards* are based upon a set of principles governing language education. These tenets are anchored in language education research and supported by experience. They are as follows:

- Language acquisition requires that learners function effectively in and through English while learning challenging academic content.
- Language varies according to the person, topic, purpose, and situation.
- Language learning is cultural learning.
- Language acquisition is a long-term process.
- Language acquisition occurs through meaningful interaction and challenging content.
- Language processes develop interdependently.
- Native language proficiency contributes to second language acquisition.

Myths About Second Language Acquisition

Myth 1: Students can learn a language quickly and easily.

Contrary to popular belief, learning a language is a lengthy and arduous process even for children. To become proficient in another language, students must progress through various overlapping stages spanning several years.

- Pre-Production/Comprehension Stage (“Silent Period”): Students communicate with gestures and actions while building receptive vocabulary and refining listening skills.
- Early Production Stage: Students speak and/or write using simple words and short phrases.
- Speech Emergence Stage: Students speak and/or write in longer phrases and complete sentences, using a wide range of vocabulary.
- Intermediate Fluency Stage: Students engage in conversations
- Advanced Stage: Students speak and write in connected and unified paragraphs about most situations

Myth 2: Students automatically learn another language when immersed in an environment where everyone speaks that language.

Simply placing students in an English-only environment in hopes that the students will learn the language through osmosis is not enough. English must be made comprehensible to enable students to access messages through context, knowledge of the world, and other clues including gestures, examples, and visuals or illustrations. Teachers play an important role in making language accessible, exposing students to language just slightly above their current level of competence. Also, they must create a comfortable learning environment where students feel self-confident and willing to experiment with the language.

Myth 3: All students learn a second language in the same way.

As with first language acquisition, students follow the same process for language development, but they learn a second language at different rates and in different ways. Language minority students from different cultural backgrounds may have special needs because their ways of learning and communicating may be different from the ways of their American peers. Therefore, teachers will need to use a variety of instructional activities such as demonstrations, group and pair work, cooperative learning, peer tutoring, and individualized instruction which take into account the variety of experiences and cultural backgrounds of second language learners.

Myth 4: Students have acquired a second language once they can speak.

Students often learn to speak a language quickly but take longer acquiring the literacy skills necessary to function well in academic subjects. Those students who arrive in this country without reading and writing skills in their first language will have greater difficulty acquiring those skills in English. However, students with strong educational background in their home countries will progress much more quickly learning English.

Learner Variables

All English Language Learners are not alike. There are a variety of variables that may affect the way in which they acquire a second language and the rapidity with which they progress in learning academic content. Some of these variables are:

- **Age**—Younger students often develop oral language skills more quickly, especially in regard to pronunciation and fluency. Also, the academic demands of English in the lower grades are not as complex and therefore the students in the earlier grades may appear to attain English language proficiency more quickly and with greater ease.
- **First language**—the more similar a student's primary language is to English, the easier it is for him/her to acquire the new language. Students can rely on cognates and similar linguistic structures to aid their English language acquisition. However, when the first language uses a different alphabet, when the vocabulary is unrelated, and when the structures have little in common, then the student has a more difficult task transferring skills from the first language into the second.
- **Education**—Students with a strong educational background adapt to the American school much more quickly. They are able to transfer content skills and knowledge into the new classroom.
- **Family**—Language minority students who come from well-educated families generally learn English much more quickly and integrate into their new schools with greater ease.
- **Life Experience**—Some language minority students have had difficult lives. They often have grown up in poverty, may have survived wars and violence, may have been separated from family members, and may have arrived in this country without documentation. They may also be living in substandard and unstable environments. Their life experience may affect their readiness and willingness to learn.

**Native Language
Maintenance/Support**

The maintenance and support of first language skills have a positive effect on English language acquisition. Teachers should not expect students to forget their home language in order to learn English. Instead they should encourage their students to strengthen the skills in that language so that they can transfer those skills into English language learning.

Research by Cummins, Collier, and Thomas support the transfer of cognitive skills across languages and recognize that strong first language literacy contributes positively to academic achievement. Native language support is also underscored in the *National Standards for English Language Arts*. Standard 10 states: “Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.”

PURPOSE

Overview

The *WIDA ELP Standards [NC ELD SCS]* helps to ensure that English language learners have access to high-quality instruction by defining their range of competence within academic content areas as well as providing a clear and consistent basis for formative and summative language acquisition assessment.

The standards document describes what limited English proficient students should know and be able to do at each level of proficiency along the K-12 continuum. It will assist English as a Second Language teachers in planning lessons and strategies which will target the language learning needs of individual students to ensure that they progress toward full English language proficiency. It will also assist classroom teachers in modifying instruction in the content areas to match the English language proficiency levels of their students.

No Child Left Behind Requirement

Section 3113 of the ESEA requires each State educational agency (SEA) to submit a plan to the Secretary describing:

- *how the agency will establish standards and objectives for raising the level of English proficiency that are derived from the four recognized domains of speaking, listening, reading, and writing,*
- *and that are aligned with the achievement of the challenging academic content and student academic achievement standards for all students that States have adopted pursuant to section 1111(b)(1) of Title I of the ESEA.*

Assessment

Both Title I and Title III of *No Child Left Behind* require states to assess annually the English language proficiency of limited English proficient students. In addition, under Title III, states must establish Annual Measurable Achievement Objectives [AMAOs] for both progress and attainment of English language proficiency.

North Carolina requires that all local districts and charter schools within the state use the same English language proficiency assessment instrument. The instrument must measure the state's ELP standards. The results of this assessment are used to determine whether or not the AMAOs of progress and attainment are met.

The ACCESS for ELLs, a K-12 English language proficiency test, was developed by WIDA to measure language acquisition

based upon the *WIDA ELP Standards*. It was fully operational in spring 2005. Validation studies and item replacement are ongoing.

The English as a Second Language Program

WIDA

ELP Standards

Standard 1: English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.

Standard 2: English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**.

Standard 3: English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**.

Standard 4: English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**.

Standard 5: English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**.

The Frameworks

Each standard for a particular grade span is presented in two frameworks. The **Formative Framework** matrix for each standard provides guidance for student learning and teacher instruction on a daily basis. Interactive support, such as small group work and immediate teacher feedback is typical of example formative performance tasks.

The **Summative Framework** matrix provides examples of how students demonstrate language acquisition over an extended period of time. These tasks describe outcomes of learning that could be measured by large-scale assessment.

Language Proficiency Levels

The continuum of language proficiency levels generally describes expected student performance.

Level 6 – Reaching

Level 5 – Bridging

Level 4 – Expanding

Level 3 – Developing

Level 2 – Beginning

Level 1 - Entering

Model Performance Indicators

A Model Performance Indicator [MPI] is a single student task in a language domain (listening, speaking, reading, or writing), for a particular proficiency level, for an example topic. Each MPI begins with a language function, such as describe,

followed by an example topic. The language focus for the topic may be social, instructional or academic, depending upon the standard. MPIs also include some type of interactive, sensory, or graphic support for tasks for Levels 1 through Level 4.

Program Types

Content-based English as a Second Language: This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.

Developmental Bilingual Program: These programs are designed to help non-English speakers learn English as well as maintain and improve their native or heritage language skills. Content is delivered both in English and in the heritage language. Students become bilingual, biliterate and bicultural in a way that honors their need to simultaneously identify and communicate with their heritage or home culture and with the mainstream culture they live and will work in.

Dual Language/Two-Way Immersion Program: The goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language. Both groups of students become bilingual, biliterate and bicultural. Instruction is provided both in English and in the target language on alternate days, according to academic subjects, or according to a daily schedule (morning in one language and afternoon in the other).

English as a Second Language (ESL): A program of techniques, methodology and special curriculum designed to teach ELL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language.

ESL Inclusion: Inclusion for LEP students is a co-teaching instructional delivery model. It requires professional development for both teachers in the inclusion classroom so that grade level and developmentally appropriate teaching from both the ESL and content teacher occurs. It requires shared, collaborative teacher planning time so that teachers that can implement strategies that integrate language acquisition, literacy, and academic content at the same time. Inclusion is NOT supplying an ESL teacher who enters the class and assists individual students.

Newcomer Program: Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction).

Sheltered English Instruction/SIOP: An instructional approach used to make academic instruction in English understandable to ELL students. In the sheltered/SIOP classroom, teachers follow the eight components in the SIOP model and include explicit language and content objectives. Sheltered Instruction/SIOP can be implemented in English language arts, mathematics, science, social studies, and other subjects. Although the acquisition of English is one of the goals of sheltered English, instruction focuses on content rather than language.

Transitional Bilingual Education Program: This program, also known as early-exit bilingual education, utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the ELL student's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary.

**ENGLISH LANGUAGE DEVELOPMENT GRADES K-5
(ENGLISH AS A SECOND LANGUAGE)**

INSTRUCTIONAL MATERIALS TITLE _____ NO. _____

PUBLISHER/COPYRIGHT DATE _____

AUTHOR(S) _____

EVALUATOR _____ DATE _____

REGION _____ TEXTBOOK COMMISSION MEMBER _____

PART I Compatibility with the North Carolina Curriculum for English Language Development K-5 in the North Carolina Standard Course of Study (NCSCOS). In accordance to State Board Policy HSP-H-007, all items in Part I must be marked “acceptable” in order for the submission to be recommended.

Please explain your responses to the below in the space provide. Be sure to cite specific page numbers, NCSCOS goals/objectives as well as textual references. Use additional sheets as necessary.

A. Materials present the main concepts that support a minimum of 80% of the instructional objectives for the course/grade/media in the NCSCOS and/or Blue Print.
B. Content, methodology, instructional levels, and teaching strategies are consistent with the curriculum’s philosophy, values, and goals.
C. Instructional materials provide for the use of technology which reflects 21 st century ideals for a future ready student and school.
D. Instructional materials include teacher resources which provide information and opportunities for teachers to increase their own understanding of the subject specific concepts.

PART II – Specific Criteria K-2

A. Content includes selections that are aligned with the <i>North Carolina Standard Course of Study for English Language Development</i> at each ELPL that are appropriate for reading aloud, shared reading, guided reading, and independent reading.
B. Student text emphasizes comprehension at each ELPL, as defined by the <i>North Carolina Standard Course of Study for English Language Development</i> .
C. Student text includes a variety of authentic literature and informational selections.
D. Student text is integrated and makes connections with content areas.
E. Content is age and grade-level appropriate and meaningful for culturally diverse heterogeneous groups.
F. Student material promotes academic growth and English language development through all four domains of the <i>North Carolina Standard Course of Study for English Language Development</i> and at each ELPL.
G. Reading, Writing, Speaking, and Listening processes are integrated with numerous opportunities and activities that actively engage in language development, while addressing individual learning styles.
H. The focus of instructional materials is on formal and informal language for meaningful communication in listening, speaking, reading and writing.
I. Teacher materials incorporate formative assessment strategies and implications for instruction that are aligned with the <i>North Carolina Standard Course of Study for English Language Development</i> .
J. Teacher materials offer multiple opportunities for extending and applying concepts, information, skills, and strategies for each ELPL.
K. Teacher materials provide multiple opportunities for interacting with fiction and nonfiction text in a variety of ways (e.g., discussion, songs and chants, and drama) at each ELPL.

PART II – Specific Criteria 3-5

A. Content includes selections that are aligned with the <i>North Carolina Standard Course of Study for English Language Development</i> at each ELPL that are appropriate for reading aloud, shared reading, guided reading, and independent reading.
B. Student text emphasizes comprehension at each ELPL, as defined by the <i>North Carolina Standard Course of Study for English Language Development</i> .
C. Student text offers a variety of genres through authentic literature and informational selections.
D. Student text is integrated and makes connections with content areas.
E. Content is presented to serve the range of linguistic backgrounds, learning styles and interests of students.
F. Student material promotes academic growth and academic English language development through all four language domains and at each ELPL.
G. Reading, Writing, Speaking, and Listening processes are integrated with numerous opportunities and activities that actively engage student in formal and informal language development, while addressing individual learning styles.
H. Emphasis is placed on appropriate academic oral and written language use in a variety of both formal and informal situations at each ELPL.
I. Spelling strategies and grammatical conventions are integrated in the writing process, commensurate with student's ELPL.
J. Content reinforces the concept of writing as a process (prewriting, drafting, revising, evaluating and publishing), that addresses a specific audience for a definite purpose at each ELPL.
K. Activities, exercises and suggested projects are varied and relevant to real-life situations and student interests.
L. Teacher's resource materials provide specific suggestions for integration with content areas.
M. Teacher's resource materials include authentic and formative assessment strategies at each ELPL.
N. Teacher's resource materials offer suggestions for the use of supplementary materials, oral presentations, media/technology and additional resources for re-teaching and enrichment.
O. Teacher's resource materials include suggestions for conferencing with students and ways to teach students to self-evaluate their own work based on their ELPL.

Part III – General Criteria

Please provide evidence of the following:

A. Accuracy
1. Material is error-free, current, uses correct grammar, spelling, and sentence structure. (This includes text, maps, charts, timelines, demographics, statistics, photos, etc...).
2. Material is presented factually and objectively, representing a balance of cultural, ethnic, racial, and handicapped groups. (This includes text, photos, graphics, etc...).
B. Appropriateness
1. Content provides for grade appropriate, yet varied cognitive levels, abilities, and learning styles.
2. Content provides for relevancy, linking prior knowledge, and active student engagement.
3. Materials provide for a variety of exercises, reviews, assessments, performance tasks, etc... which provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats.
4. Text and Layout is level appropriate, including font, color, spacing legibility, photos, graphics, captioning, etc...
C. Scope
1. Material presents information in sufficient depth and breadth to cover adequately course content in a logical manner.
2. Material includes necessary guides such as table of contents, glossary (English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see</i> and <i>see also</i> references, web sites, literature links, support agencies etc....
3. Key concepts, skills, vocabulary are identified, developed, reviews, and reinforced.
D. Teacher Resources
1. Instructional materials include teacher resources which provide information and opportunities for teachers to increase their own understanding of the subject specific concepts.
2. Adequate teacher resources which include suggestions for remediation, acceleration, extension of learning,

integration, feedback, and review.

3. Materials should include summary of material contents, provide instruction and/or behavioral objectives, supplemental or background information and answer keys/rubrics.
4. Materials should also be well organized, easy to use, comprehensive, durable and reasonably sized, with sufficient material for student use.
5. Resources should accommodate the needs of both a first year teacher and the veteran teacher.

E. Technology (If applicable)

1. Technology should meet all criteria for accuracy, appropriateness, and scope. It should be easy to navigate and visually appealing. Teacher materials should also meet the criteria of the teacher resources. If student access is allowed, a Save/Record feature should be included.

EC / ELL Evaluation

Subject and Grade: _____
 Instructional Materials Title: _____ No. _____
 Publisher: _____ Copyright: _____
 Author(s): _____
 Evaluator: _____

Appropriateness , Scope, and Resources
1. Content provides for grade appropriate, yet varied cognitive levels, abilities, and learning styles.
2. Content provides for relevancy, linking prior knowledge, and active student engagement.
3. Materials provide for a variety of exercises, reviews, assessments, performance tasks, etc... which provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats.
4. Text and layout is level appropriate, including font, color, spacing legibility, photos, graphics, captioning, etc...
5. Material includes necessary guides such as table of contents, glossary (English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see</i> and <i>see also</i> references, web sites, literature links, support agencies etc....
6. Key concepts, skills, vocabulary are identified, developed, reviewed, and reinforced.
7. Adequate teacher resources which include suggestions for remediation, acceleration, extension of learning, integration, feedback, and review.
8. Materials should include summary of material contents, provide instruction and/or behavioral objectives, supplemental or background information and answer keys/rubrics.
9. Materials should also be well organized, easy to use, comprehensive, durable and reasonably sized, with sufficient material for student use.
10. Resources should accommodate the needs of both a first year teacher and the veteran teacher.
11. Technology should meet all criteria for accuracy, appropriateness, and scope. It should be easy to navigate and visually appealing. Teacher materials should also meet the criteria of the teacher resources. If student access is allowed, a Save/Record feature should be included.

Keeping in mind the needs of special needs students and their teachers, please give specifics to support both the positive and negative responses to the above. Use additional pages if necessary

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Part IV: Overall Analysis

A. Would you recommend these instructional materials to be placed on the state adopted list?
Comments:

**ENGLISH LANGUAGE DEVELOPMENT GRADES 6-8
(ENGLISH AS A SECOND LANGUAGE)**

INSTRUCTIONAL MATERIALS TITLE _____ NO. _____

PUBLISHER/COPYRIGHT DATE _____

AUTHOR(S) _____

EVALUATOR _____ DATE _____

REGION _____ TEXTBOOK COMMISSION MEMBER _____

PART I Compatibility with the North Carolina Curriculum for English Language Development 6-8 in the North Carolina Standard Course of Study (NCSCOS). In accordance to State Board Policy HSP-H-007, all items in Part I must be marked “acceptable” in order for the submission to be recommended.

Please explain your responses to the below in the space provide. Be sure to cite specific page numbers, NCSCOS goals/objectives as well as textual references. Use additional sheets as necessary.

A. Materials present the main concepts that support a minimum of 80% of the instructional objectives for the course/grade/media in the NCSCOS and/or Blue Print.
B. Content, methodology, instructional levels, and teaching strategies are consistent with the curriculum’s philosophy, values, and goals.
C. Instructional materials provide for the use of technology which reflects 21 st century ideals for a future ready student and school.
D. Instructional materials include teacher resources which provide information and opportunities for teachers to increase their own understanding of the subject specific concepts.

PART II – Specific Criteria 6-8

A. The instructional materials are varied to provide for students' English Language proficiency levels and maturation and individual needs.
B. Vocabulary is appropriate for the students' levels of English Language proficiency with functional and basic content area vocabulary emphasized at lower levels and more sophisticated vocabulary appropriate for social and academic settings at intermediate and advanced levels.
C. Vocabulary is used in context and is reinforced throughout the instructional materials.
D. Grammar is presented and used in context with clear explanations, illustrations as appropriate, relevant examples, and opportunities for expansion and practice.
E. Activities, exercises and suggested projects are varied and relevant to real-life situations and student interests. They should provide for the development and integration of listening, speaking, reading and writing skills.
F. Activities, exercises and suggested projects incorporate higher-order thinking skills and provide for a variety of academic language experiences appropriate for students' English language proficiency levels-expressive, informational, argumentative, critical, literary, grammar/language usage.
G. Program provides a variety of writing experiences, such as business and personal letters, narrative, and expository journals.
H. A variety of relevant proficiency-appropriate authentic print and non-print materials across content areas are introduced at all proficiency levels.
I. Cultural connections are integrated in the instructional material.
J. Opportunities exist to compare native English-speaking cultures to the students' own cultures.
K. Instructional materials provide for integration with other content areas, as reflected in the <i>North Carolina Standard Course of Study</i> .
L. Student text is well organized and provides proficiency-level appropriate directions for easy student reference.
M. Teacher's materials include accurate, comprehensive and supplementary background information and offer suggestions for use of ancillary materials and additional resources per unit.
N. Instructional materials suggest activities that extend outside the classroom into the school, community and beyond.

O. Teacher's materials offer a variety of techniques to assess progress in the acquisition of academic language and content.

P. Materials should provide opportunities for students' self-assessment.

Part III – General Criteria

Please provide evidence of the following:

A. Accuracy

1. Material is error-free, current, uses correct grammar, spelling, and sentence structure. (This includes text, maps, charts, timelines, demographics, statistics, photos, etc...).
2. Material is presented factually and objectively, representing a balance of cultural, ethnic, racial, and handicapped groups. (This includes text, photos, graphics, etc...).

B. Appropriateness

1. Content provides for grade appropriate, yet varied cognitive levels, abilities, and learning styles.
2. Content provides for relevancy, linking prior knowledge, and active student engagement.
3. Materials provide for a variety of exercises, reviews, assessments, performance tasks, etc... which provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats.
4. Text and Layout is level appropriate, including font, color, spacing legibility, photos, graphics, captioning, etc...

C. Scope

1. Material presents information in sufficient depth and breadth to cover adequately course content in a logical manner.
2. Material includes necessary guides such as table of contents, glossary (English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, *see* and *see also* references, web sites, literature links, support agencies etc....
3. Key concepts, skills, vocabulary are identified, developed, reviews, and reinforced.

D. Teacher Resources

1. Instructional materials include teacher resources which provide information and opportunities for teachers to increase their own understanding of the subject specific concepts.
2. Adequate teacher resources which include suggestions for remediation, acceleration, extension of learning, integration, feedback, and review.
3. Materials should include summary of material contents, provide instruction and/or behavioral objectives, supplemental or background information and answer keys/rubrics.
4. Materials should also be well organized, easy to use, comprehensive, durable and reasonably sized, with sufficient material for student use.
5. Resources should accommodate the needs of both a first year teacher and the veteran teacher.

E. Technology (If applicable)

1. Technology should meet all criteria for accuracy, appropriateness, and scope. It should be easy to navigate and visually appealing. Teacher materials should also meet the criteria of the teacher resources. If student access is allowed, a Save/Record feature should be included.

EC / ELL Evaluation

Subject and Grade: _____
 Instructional Materials Title: _____ No. _____
 Publisher: _____ Copyright: _____
 Author(s): _____
 Evaluator: _____

Appropriateness , Scope, and Resources
1. Content provides for grade appropriate, yet varied cognitive levels, abilities, and learning styles.
2. Content provides for relevancy, linking prior knowledge, and active student engagement.
3. Materials provide for a variety of exercises, reviews, assessments, performance tasks, etc... which provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats.
4. Text and layout is level appropriate, including font, color, spacing legibility, photos, graphics, captioning, etc...
5. Material includes necessary guides such as table of contents, glossary (English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see</i> and <i>see also</i> references, web sites, literature links, support agencies etc....
6. Key concepts, skills, vocabulary are identified, developed, reviewed, and reinforced.
7. Adequate teacher resources which include suggestions for remediation, acceleration, extension of learning, integration, feedback, and review.
8. Materials should include summary of material contents, provide instruction and/or behavioral objectives, supplemental or background information and answer keys/rubrics.
9. Materials should also be well organized, easy to use, comprehensive, durable and reasonably sized, with sufficient material for student use.
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11. Technology should meet all criteria for accuracy, appropriateness, and scope. It should be easy to navigate and visually appealing. Teacher materials should also meet the criteria of the teacher resources. If student access is allowed, a Save/Record feature should be included.

Keeping in mind the needs of special needs students and their teachers, please give specifics to support both the positive and negative responses to the above. Use additional pages if necessary

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Part IV: Overall Analysis

A. Would you recommend these instructional materials to be placed on the state adopted list?
Comments:

**ENGLISH LANGUAGE DEVELOPMENT GRADES 9-12
(ENGLISH AS A SECOND LANGUAGE)**

INSTRUCTIONAL MATERIALS TITLE _____ NO. _____

PUBLISHER/COPYRIGHT DATE _____

AUTHOR(S) _____

EVALUATOR _____ DATE _____

REGION _____ TEXTBOOK COMMISSION MEMBER _____

PART I Compatibility with the North Carolina Curriculum for English Language Development 9-12 in the North Carolina Standard Course of Study (NCSCOS). In accordance to State Board Policy HSP-H-007, all items in Part I must be marked “acceptable” in order for the submission to be recommended.

Please explain your responses to the below in the space provide. Be sure to cite specific page numbers, NCSCOS goals/objectives as well as textual references. Use additional sheets as necessary.

A. Materials present the main concepts that support a minimum of 80% of the instructional objectives for the course/grade/media in the NCSCOS and/or Blue Print.
B. Content, methodology, instructional levels, and teaching strategies are consistent with the curriculum’s philosophy, values, and goals.
C. Instructional materials provide for the use of technology which reflects 21 st century ideals for a future ready student and school.
D. Instructional materials include teacher resources which provide information and opportunities for teachers to increase their own understanding of the subject specific concepts.

PART II – Specific Criteria 9-12

A. The instructional materials are varied to provide for students' English Language proficiency levels, maturation and individual needs.
B. Vocabulary is used in context and is reinforced throughout the instructional materials.
C. Vocabulary is appropriate for the students' levels of English Language proficiency with functional and basic content area vocabulary emphasized at lower levels and more sophisticated vocabulary appropriate for social and academic settings at intermediate and advanced levels.
D. Grammar is presented and used in context with clear explanations, illustrations as appropriate, relevant examples, and opportunities for expansion and practice.
E. Instructional materials provide for integration with other content areas, as reflected in the <i>North Carolina Standard Course of Study</i> .
F. Activities, exercises, and suggested projects are varied and relevant to real-life situations and student interests.
G. Activities, exercises and suggested projects incorporate higher order thinking skills, address different teaching/learning styles and are designed to address the students' proficiency levels.
H. A variety of relevant proficiency-appropriate authentic print and non-print materials across content areas are introduced at all English language proficiency levels.
I. Program provides a variety of writing experiences such as business and personal letters, narrative, persuasive and expository, and journals.
J. Cultural connections are integrated in the instructional material.
K. Opportunities exist to compare native English-speaking cultures to the students' own cultures.
L. Instructional materials suggest activities which extend outside the classroom into the school, community, and beyond.
M. Teacher's materials offer a variety of techniques to assess progress in the acquisition of academic language and content.
N. Teacher's materials include accurate, comprehensive and supplementary background information and offer suggestions for use of ancillary materials and additional resources per unit.
O. Materials should provide opportunities for students' self-assessment.

P. Student text is well organized and provides proficiency-level appropriate directions for easy student reference.

Part III – General Criteria

Please provide evidence of the following:

A. Accuracy

1. Material is error-free, current, uses correct grammar, spelling, and sentence structure. (This includes text, maps, charts, timelines, demographics, statistics, photos, etc...).
2. Material is presented factually and objectively, representing a balance of cultural, ethnic, racial, and handicapped groups. (This includes text, photos, graphics, etc...).

B. Appropriateness

1. Content provides for grade appropriate, yet varied cognitive levels, abilities, and learning styles.
2. Content provides for relevancy, linking prior knowledge, and active student engagement.
3. Materials provide for a variety of exercises, reviews, assessments, performance tasks, etc... which provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats.
4. Text and Layout is level appropriate, including font, color, spacing legibility, photos, graphics, captioning, etc...

C. Scope

1. Material presents information in sufficient depth and breadth to cover adequately course content in a logical manner.
2. Material includes necessary guides such as table of contents, glossary (English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, *see* and *see also* references, web sites, literature links, support agencies etc....
3. Key concepts, skills, vocabulary are identified, developed, reviews, and reinforced.

D. Teacher Resources

6. Instructional materials include teacher resources which provide information and opportunities for teachers to increase their own understanding of the subject specific concepts.
7. Adequate teacher resources which include suggestions for remediation, acceleration, extension of learning, integration, feedback, and review.
8. Materials should include summary of material contents, provide instruction and/or behavioral objectives, supplemental or background information and answer keys/rubrics.
9. Materials should also be well organized, easy to use, comprehensive, durable and reasonably sized, with sufficient material for student use.
10. Resources should accommodate the needs of both a first year teacher and the veteran teacher.

E. Technology (If applicable)

1. Technology should meet all criteria for accuracy, appropriateness, and scope. It should be easy to navigate and visually appealing. Teacher materials should also meet the criteria of the teacher resources. If student access is allowed, a Save/Record feature should be included.

EC / ELL Evaluation

Subject and Grade: _____
 Instructional Materials Title: _____ No. _____
 Publisher: _____ Copyright: _____
 Author(s): _____
 Evaluator: _____

Appropriateness , Scope, and Resources
1. Content provides for grade appropriate, yet varied cognitive levels, abilities, and learning styles.
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3. Materials provide for a variety of exercises, reviews, assessments, performance tasks, etc... which provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats.
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Keeping in mind the needs of special needs students and their teachers, please give specifics to support both the positive and negative responses to the above. Use additional pages if necessary

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Part IV: Overall Analysis

A. Would you recommend these instructional materials to be placed on the state adopted list?
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AGRICULTURAL EDUCATION

Program Description

Agricultural Education provides students with the opportunity to participate in an integrated educational model that focuses students on careers, as well as the science and technology of managing and utilizing resources to provide all agricultural commodities and products to support the demands of growing world population.

Agricultural education strives to provide students with a foundation for careers in all aspects of the agricultural industry, whether it be production, financing, processing, marketing, or distribution of agriculture products, or the vast network of supporting careers that provide the supplies and services, as well as the management and conservation of our natural resource systems. In consideration of the many facets of agriculture, the mission of the agricultural education program is very comprehensive.

Agricultural education has traditionally been a year-long discipline that includes integral components that function beyond the classroom. During the summer months as well as during the school year, teachers incorporate time to develop students through leadership and career experiences. Locally, teachers develop leadership in students through Chapter FFA involvement in program planning, officer development, and participation in state-sponsored Leadership schools. Supervised agricultural experiences provide students with fundamental values necessary to succeed in a multitude of career options within the agricultural industry.

Design

The program is designed to develop technical, leadership, and management expertise needed by secondary school students to continue their education and succeed in the industry.

The agricultural education program is built on the three core areas:

- Classroom/laboratory instruction – quality instruction in and about agriculture that utilizes a "learning by doing" philosophy.
- Supervised Agricultural Experience Programs – all students are expected to have an agriculturally related work-based learning experience.
- FFA Student Organization activities/opportunities – FFA activities are an integral part of the agricultural education program that all agricultural education students should participate in if they are to fully benefit from their enrollment.

Major Program Outcomes

Agricultural Education is committed to equipping young people with the skills they need to be competitive in the 21st century. Whether those skills involve the technological knowledge required to perform career tasks or the people and personal skills necessary to perform both in a career and the community, agricultural education is committed to educating and developing future leaders.

The Agricultural Education Program has identified five focus areas in its bold vision for its future in North Carolina.

- **Preparing leaders for the state, nation and world**
Through leadership and service initiatives, partnerships with industry, and unique classroom experiences, we will produce the leaders today that are prepared for the challenges of tomorrow.
- **Improving health and well-being of students and citizens**
Through a partnership being developed with Dole Foods, Inc., and other initiatives, an effort will be made to better inform students about healthy lifestyle choices and disciplines in the science fields that can promote their quality of life.
- **Creating educational innovations**
Agricultural Education is committed to producing adaptable, globally aware, creative thinkers and workers. Partnerships with NC State University and NC A&T State University and our state's Community Colleges are being developed that will lead to additional college credit for students in high school. One such partnership starting this year is the Bertie County Agriscience Academy, a "Learn and Earn" program with a focus in Agricultural Education that will graduate students with two years of college credit from NC State University and/or Shaw University.
- **Fueling economic development**
From the creation of new ideas to an old successful concept, work-based learning, effort is being made to fuel the future economic development of the agriculture industry. Entrepreneurial, placement and research opportunities are available for today's students in new and emerging areas of the industry.
- **Driving innovation in energy and the environment**
Agriculture has become the food, fiber and FUEL industry in the United States. Agricultural Education will become involved in the growth of this new segment of the industry by incorporating new ideas and technology into existing curriculum. Opportunities and funding abound for research in new fuel crops and technology to meet our future energy needs.

Course Offerings	6810 Agriscience Applications
	6811 Agricultural Production I
	6812 Agricultural Production II

6821 Animal Science I
6822 Animal Science II
6823 Animal Science II - Small Animal
6825 Equine Science I
6826 Equine Science II
6828 Exploring Biotechnology
6831 Agricultural Mechanics I
6832 Agricultural Mechanics II
6833 Agricultural Mechanics II - Small Engines
6841 Horticulture I
6842 Horticulture II
6843 Horticulture II - Turf Grass
6851 Environmental & Natural Resources I
6852 Environmental & Natural Resources II
6871 Biotechnology & Agriscience Research I
6872 Biotechnology & Agriscience Research II
6882 Horticulture II - Landscaping

AGRICULTURAL EDUCATION, 6-8

INSTRUCTIONAL MATERIALS TITLE _____ NO. _____

PUBLISHER/COPYRIGHT DATE _____

AUTHOR(S) _____

EVALUATOR _____ DATE _____

REGION _____ TEXTBOOK COMMISSION MEMBER _____

Indicate Appropriate Course and Level:

Exploring Biotechnology _____

PART I Compatibility with the North Carolina Curriculum for Agricultural Education, 6-8 in the North Carolina Standard Course of Study (NCSCOS). In accordance to State Board Policy HSP-H-007, all items in Part I must be marked “acceptable” in order for the submission to be recommended.

Please explain your responses to the below in the space provide. Be sure to cite specific page numbers, NCSCOS goals/objectives as well as textual references. Use additional sheets as necessary.

A. Materials present the main concepts that support a minimum of 80% of the instructional objectives for the course/grade/media in the NCSCOS and/or Blue Print.
B. Content, methodology, instructional levels, and teaching strategies are consistent with the curriculum’s philosophy, values, and goals.
C. Instructional materials provide for the use of technology which reflects 21 st century ideals for a future ready student and school.
D. Instructional materials include teacher resources which provide information and opportunities for teachers to increase their own understanding of the subject specific concepts.

PART II – Specific Criteria

A. Content and terminology are up-to-date and reflect current and emerging biotechnological developments and their importance to healthcare and agriculture.
B. Competencies goals, objectives/outcomes are specified for each unit/chapter.
C. Text emphasizes the effects and uses of biotechnology in business/industry and on individuals.
D. Text encourages the use of appropriate technology for skill development/problem-solving.
E. Text is adaptable for serving the range of students’ differences such as backgrounds, abilities, aptitudes, individual learning needs, and special interests for groups and individuals.
F. Text includes information on career opportunities, encompassing the personal and educational requirements for entry, technical and professional level occupations, including entrepreneurial opportunities as they relate to healthcare, biotechnology and or agricultural science.
G. Text activities engage students’ interest, promote interactive and cooperative learning and are realistic and relevant to the areas of biotechnology, healthcare, and agriculture.
H. Simulated activities are provided which require setting priorities and decision-making related to specific tasks.
I. Communication and problem-solving skills are emphasized in content and activities.
J. Content is presented in a logical sequence (simple to complex) and reflects relevant interrelationships between scientific concepts and biotechnology.
K. Text promotes the development, review and reinforcement of key vocabulary, concepts, and skills.
L. Text materials provide activities, which challenge students to apply critical, creative and higher order thinking skills through relevant integration/applications of natural and social sciences and humanities.
M. Text activities encourage students to conduct research, collect and organize data and present interpreted information in a variety of formats.
N. Text content and organization allow for a variety of teaching approaches.
O. Activities, problems, and examples are incorporated in skills from other disciplines such as math, science, communication skills, and social studies.
P. A variety of learning activities include school-based, work-based, and connecting experiences to facilitate the

transition from school to the workplace.
Q. Text materials emphasize essential employability skills and supports career planning and development as a lifelong process.
R. Suggestions are included for a wide variety of laboratory, classroom, and extended classroom experiences for the student.
S. Text materials emphasize ethical and professional standards in health care and biotechnology.
T. Text needs to support and encourage student involvement with Health Occupations Students of America and FFA.
U. Text materials are arranged to support a short-term unit, semester and/or yearlong study.

Part III – General Criteria

A. Accuracy
1. Material is error-free, current, uses correct grammar, spelling, and sentence structure. (This includes text, maps, charts, timelines, demographics, statistics, photos, etc...).
2. Material is presented factually and objectively, representing a balance of cultural, ethnic, racial, and handicapped groups. (This includes text, photos, graphics, etc...).

B. Appropriateness
1. Content provides for grade appropriate, yet varied cognitive levels, abilities, and learning styles.
2. Content provides for relevancy, linking prior knowledge, and active student engagement.
3. Materials provide for a variety of exercises, reviews, assessments, performance tasks, etc... which provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats.
4. Text and Layout is level appropriate, including font, color, spacing legibility, photos, graphics, captioning, etc...

C. Scope
1. Material presents information in sufficient depth and breadth to cover adequately course content in a logical manner.
2. Material includes necessary guides such as table of contents, glossary (English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see</i> and <i>see also</i> references, web sites, literature links, support agencies etc....
3. Key concepts, skills, vocabulary are identified, developed, reviews, and reinforced.

D. Teacher Resources
1. Instructional materials include teacher resources which provide information and opportunities for teachers to increase their own understanding of the subject specific concepts.
2. Adequate teacher resources which include suggestions for remediation, acceleration, extension of learning, integration, feedback, and review.
3. Materials should include summary of material contents, provide instruction and/or behavioral objectives, supplemental or background information and answer keys/rubrics.
4. Materials should also be well organized, easy to use, comprehensive, durable and reasonably sized, with sufficient material for student use.
5. Resources should accommodate the needs of both a first year teacher and the veteran teacher.

E. Technology (If applicable)
1. Technology should meet all criteria for accuracy, appropriateness, and scope. It should be easy to navigate and visually appealing. Teacher materials should also meet the criteria of the teacher resources. If student access is allowed, a Save/Record feature should be included.

EC / ELL Evaluation

Subject and Grade: _____
 Instructional Materials Title: _____ No. _____
 Publisher: _____ Copyright: _____
 Author(s): _____
 Evaluator: _____

Appropriateness , Scope, and Resources
1. Content provides for grade appropriate, yet varied cognitive levels, abilities, and learning styles.
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Keeping in mind the needs of special needs students and their teachers, please give specifics to support both the positive and negative responses to the above. Use additional pages if necessary

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Part IV: Overall Analysis

A. Would you recommend these instructional materials to be placed on the state adopted list?
Comments:

AGRICULTURAL EDUCATION, 9-12

INSTRUCTIONAL MATERIALS TITLE _____ NO. _____

PUBLISHER/COPYRIGHT DATE _____

AUTHOR(S) _____

EVALUATOR _____ DATE _____

REGION _____ TEXTBOOK COMMISSION MEMBER _____

Indicate Appropriate Course and Level:

Agriscience Applications _____	Horticulture I _____	Agricultural Mechanics I _____
Agricultural Production I _____	Horticulture II _____	Agricultural Mechanics II _____
Agricultural Production II _____	Horticulture II -Landscaping _____	Agricultural Mechanics II _____
Animal Science I _____	Horticulture II - Turf Grass _____	Small Engines _____
Animal Science II _____	Environmental and Natural Resources I _____	
Animal Science II – _____	Environmental and Natural Resources II _____	
Small Animal _____	Biotechnology and Agriscience Research I _____	
Equine Science I _____	Biotechnology and Agriscience Research II _____	
Equine Science II _____		

PART I Compatibility with the North Carolina Curriculum for Agricultural Education, 9-12 in the North Carolina Standard Course of Study (NCSCOS). In accordance to State Board Policy HSP-H-007, all items in Part I must be marked “acceptable” in order for the submission to be recommended.

Please explain your responses to the below in the space provide. Be sure to cite specific page numbers, NCSCOS goals/objectives as well as textual references. Use additional sheets as necessary.

A. Materials present the main concepts that support a minimum of 80% of the instructional objectives for the course/grade/media in the NCSCOS and/or Blue Print.
B. Content, methodology, instructional levels, and teaching strategies are consistent with the curriculum’s philosophy, values, and goals.
C. Instructional materials provide for the use of technology which reflects 21 st century ideals for a future ready student and school.
D. Instructional materials include teacher resources which provide information and opportunities for teachers to increase their own understanding of the subject specific concepts.

PART II – Specific Criteria

A. Text may be in an electronic format as well as the standard desk top book version.
B. Content provides opportunities for students to assimilate and utilize information of varying formats from multiple sources (i.e. Charts, demonstrations, graphs, illustrations, problems, etc.). Sources may include CDs, written text, power point, embedded video, internet, etc.)
C. Content develops students understanding and application and employs a continuum of basic to higher level critical thinking and problem solving skills.
D. Content promotes the development of 21 st century skills necessary for becoming responsible citizens of the community, state, nation, and world.
E. Content explores the environmental, economic, ethical, technological, and social consequence of the industry.
F. Promotes the application of technology to research, writing, analyzing primary source materials, and higher level thinking.
G. Content and terminology are current and reflect modern developments and their importance in particular areas of concentration.
H. Content emphasizes the uses and effects of technology in the agricultural workplace and enables students to become inept in the use of technology for skill development and problem solving.
I. Content is adaptable for serving the range of students' differences such as backgrounds, goals, and specific interests.
J. Content describe the requirements and characteristics of careers related to the curriculum.
K. Content includes materials relevant to the Supervised Agricultural Experiences (SAE) component of agricultural education.
L. Content provides relevant, realistic, and detailed activities which develop performance skills.
M. Content promotes the development and maintenance of key concepts and skills related to the FFA component of agricultural education, including, but not limited to leadership, citizenship, cooperation, and entrepreneurship.

N. Content includes activities, problems, and examples using content and skills to promote curriculum integration with math, English, and science.
O. Content reflects the current system for measuring technical attainment and provides questions which may include problem-solving skills, multi-choice, true-false, fill-in-the-blank, matching, and essay as well as performance rubrics.
P. Materials provide illustrations and project activities related to the curriculum. (i.e., shop plans, identification photographs)
Q. Text lists references to internet supplemental educational resources on the world wide web.

Part III – General Criteria

Please provide evidence of the following:

A. Accuracy
1. Material is error-free, current, uses correct grammar, spelling, and sentence structure. (This includes text, maps, charts, timelines, demographics, statistics, photos, etc...).
2. Material is presented factually and objectively, representing a balance of cultural, ethnic, racial, and handicapped groups. (This includes text, photos, graphics, etc...).

B. Appropriateness
1. Content provides for grade appropriate, yet varied cognitive levels, abilities, and learning styles.
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3. Materials provide for a variety of exercises, reviews, assessments, performance tasks, etc... which provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats.
4. Text and Layout is level appropriate, including font, color, spacing legibility, photos, graphics, captioning, etc...

C. Scope
1. Material presents information in sufficient depth and breadth to cover adequately course content in a logical manner.
2. Material includes necessary guides such as table of contents, glossary (English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see</i> and <i>see also</i> references, web sites, literature links, support agencies etc....
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E. Technology (If applicable)
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EC / ELL Evaluation

Subject and Grade: _____
 Instructional Materials Title: _____ No. _____
 Publisher: _____ Copyright: _____
 Author(s): _____
 Evaluator: _____

Appropriateness , Scope, and Resources
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Keeping in mind the needs of special needs students and their teachers, please give specifics to support both the positive and negative responses to the above. Use additional pages if necessary

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Part IV: Overall Analysis

A. Would you recommend these instructional materials to be placed on the state adopted list?
Comments:

POLICIES

Sampling Promotion of Textbooks/Programs (Policy revised 3/98)

Sampling/Promotion

Neither sampling nor promotion of textbooks/programs under consideration for adoption by the Textbook Commission and State Board of Education shall be made from the date the State Board approves and issues the invitation at its April meeting until the day after the Textbook Commission's evaluation sessions with the Regional Textbook Advisory Committees close.

Promotion shall include displays at conferences, sponsored workshops/seminars, or other similar activities in North Carolina at which materials under consideration are discussed.

Only official samples for review and evaluation shall be distributed as described in the invitation during that time period.

DELIBERATIONS AND PERIOD OF RECONSIDERATION

Adopted by the State Board of Education February 1996

A period of time shall be set aside for the Textbook Commission to meet and deliberate before a list of textbook recommendations is taken to the State Board of Education for adoption. Prior to the October Board meeting, publishers will have time to present additional information to the commission if their title(s) have been excluded from the list of recommendations. Further, the following policy for reconsideration shall be established.

1. The Textbook Commission shall meet to determine recommendations to present to the State Board of Education and shall complete those deliberations no later than the 9th of September, unless unforeseen circumstances prevent adherence to this deadline.
2. At the conclusion of deliberations, each publisher whose submission(s) have not been recommended will have the opportunity to submit additional information that might assist the Textbook Commission in re-assessing its recommendation. This additional information (Phase I Reconsideration Policy) shall be presented verbally to the Commission and may include the use of any equipment, materials, or handouts needed to demonstrate the information. If publishers need more clarification, the Textbook Commission will advise those who wish to be heard about the format for the verbal presentation. If, after hearing the additional information, the Textbook Commission votes to alter its recommendation, the Commission will advise the publisher as soon as that decision is made and document reasons in support of the decision. **Failure of a publisher to appear at the Textbook Commission Deliberations Meeting and make a verbal appeal for reconsideration (Phase I) shall prohibit said publisher from taking part in Phase II of the Reconsideration Process – written appeal to the State Board of Education.**
3. All submitting publishers shall be notified by the Office of Textbook Adoption Services on or before August 28, 2009 of the recommended bid to the State Board of Education.
4. Documentation will accompany reports of "not recommended" titles.
5. If the "not recommended" status is retained after the Textbook Commission has heard the additional information and a publisher has further documentation to substantiate reconsideration, any "not recommended" publisher that

gave a verbal appeal at the Deliberations Meeting may complete and file a *Publisher's Response Form for Reconsideration of Not-Recommended Materials*. (Attachment 4)

6. Completed forms for reconsideration must be submitted in writing to the State Board of Education, Executive Director. The completed form shall be no longer than 2 single-sided pages. (Forms must be completed and received no later than 5:00 P.M. on August 21, 2009.) Publishers should have a representative available to speak to a subcommittee of the State Board if requested.
7. Copies of the reconsideration form will be forwarded to the State Board counsel, State Board members, State Superintendent, and Textbook Commission members by the Executive Director.
8. The State Board shall consider each request, with the aid of counsel, and shall inform each publishing company regarding its findings at the October State Board of Education meeting.
9. A publishing company shall not contact any State Board member personally to discuss the reconsideration of a Textbook Commission recommendation.
10. All adoption decisions made by the State Board of Education shall be final.

Delivery of Electronic Files

Publishers shall grant permission to the State to have adopted instructional materials transcribed into Braille, large type and audiotape without penalty or royalty.

On or before the December 4, 2009 deadline specified in the adoption schedule, each publisher of newly adopted Mathematics Education, Second Languages, English Language Development (ESL), and Agricultural Education instructional materials shall provide computerized files as specified in the *Invitation* (Attachment 11) to be used for producing Braille or other versions of materials to be used by students with disabilities. All information contained in adopted instructional materials shall be included on the computerized files. Computerized files may be used by the State for the production of Braille or large type instructional materials. Computerized files may also be copied and distributed to a school district upon request, for instructional use with a student with disabilities who requires the use of computerized instructional materials; pursuant to an individualized plan developed for the student under the Americans with Disabilities Act; or the Individuals with Disabilities Education Act.

Publisher Contact

Prior to award of contracts, publishers, either directly or indirectly, through any officer, agent, employee or representative, shall not contact any officer, agent, employee or representative of the State Board of Education, the Department of Public Instruction, or the Textbook Commission for the purpose of influencing or attempting to influence the evaluation or adoption of its textbooks/programs. The following policy regarding publisher contact with State Board of Education members and Textbook Commission members was adopted by the State Board of Education on February 1, 1996:

1. The Commission may meet publicly with representatives of publishers to discuss the Commission's plans and procedures for adoption of textbooks.
2. At no time during the adoption process (from the time the State Board approves the call letter in April until the State Board adopts the list of textbooks in October) may the Commission or any of its members meet privately with any publisher's representatives.

3. The Superintendent shall remove from the Textbook Company Register any publisher whose representatives attempt to exercise undue pressure of any kind to adopt its books upon a member of the Textbook Commission, the regional textbook evaluation advisory committees, the curriculum review committee, or the staff of the Department of Public Instruction.

4. The State Board of Education shall direct the Superintendent of Public Instruction to remove from the Textbook Company register any publisher whose representatives attempt to exercise pressure of any form upon a member of the State Board of Education to adopt its books.

For purposes of restrictions, “pressure” means personal contact (other than with the Executive Director of the State Board of Education or the State Textbook Administrator of the Department of Public Instruction), whether in person, or by telephone, that attempts to advocate for the selection of a particular book or series of books. “Undue pressure” does not include social contact or presentations to the Textbook Commission as a whole, and does not include written communication with Textbook Commission members or agency officials following acceptance or rejection of a submission in an effort to seek clarification or reconsideration. (Legal Source: 16 NCAC 6D.0207-0208).

Contact with Commission and Board (16 NCAC, 6D.0207-0208)

.0207(e) The commission may meet with representatives of publishers to discuss the commission's plans and procedures for adoption of textbooks. At no time may the commission or any of its members meet privately with any publisher's representative.

.0208 (c) The Superintendent shall remove from the Textbook Company Register any publisher whose representatives attempt to exercise undue pressure of any kind to adopt its books upon a member of the Textbook Commission, the regional textbook evaluation advisory committees, the curriculum review committee, or the department.

.0208 (d) The State Board of Education shall direct the Superintendent of Public Instruction to remove from the Textbook Company register any publisher whose representatives attempt to exercise undue pressure of any form upon a member of the SBE to adopt its books.

POLICY REGARDING ERRORS IN INSTRUCTIONAL MATERIALS

The Textbook Commission believes that ensuring the accuracy of material contained in textbooks is the shared responsibility of publishers, the evaluators used by North Carolina, and the Commission itself. Therefore, the Textbook Commission recommends the following:

- Before the evaluation process begins, the Textbook Commission will discuss with all reviewers the importance of carefully checking instructional material submissions for factual accuracy.
- Commission members will monitor the instructional materials evaluation process to ensure a thorough review of materials.
- The SBE Standard Textbook Contract, PART VI (18) will be followed for monitoring errors in instructional materials. (Attachment 5)

REQUIREMENTS MANDATORY

These requirements are mandatory. Instructional materials not submitted in accordance with these requirements shall not be considered or adopted. **Nothing shall be accepted after any of the deadlines listed in the 2009 Invitation.** Inquiries regarding the *2009 Invitation* ... should be directed to:

Harriette Sparlin, State Textbook Administrator
North Carolina Department of Public Instruction

NC Education Building
6343 Mail Service Center
Raleigh, NC 27699-6343
Telephone: (919) 807-3272
hsparlin@dpi.state.nc.us

ORDERING INFORMATION FOR NORTH CAROLINA CURRICULUM

Mathematics 6-12, Second Languages 6-12, Exploratory Languages 6-8, English Language Development K-12, and Agricultural Education 7-12 may be seen on the DPI web site:
<http://www.ncpublicschools.org/curriculum/scos/>

Contact the Publications Office for hard copies of the curricula.

**Publications
Department of Public Instruction
301 North Wilmington Street
Raleigh, NC 27601-2825
1-800-663-1250
Or
(919) 807-3450**

Please use credit card when ordering by telephone.

**NAMES AND ADDRESSES OF PERSONS TO RECEIVE SAMPLE COPIES
(In addition to Official Sample Copies sent to the Textbook Warehouse)**

Textbook Commission Members and State Board of Education – (1 copy of all samples)

Dr. Diane Frost, Superintendent Asheboro City Schools ATTN: 1126 South Park Asheboro, NC 27203	
Barbara Kennedy 1105 Oriental Ave. Kinston, NC 28504	Patricia Murphy Cape Lookout High School 1108 Bridges Street Morehead City, NC 28557 Attn. Teresa M. Parker
Angela Flowers Balfour Elementary School 2097 N. Asheboro School Road Asheboro, NC 27203	
Tracy Arnold 217 Perry Rd Grimesland, NC 27837	
Deborah Womble USA Mini-Storage 2417 Jefferson Davis Hwy. Sanford, NC 27330	Charles Gaffigan Old Fort Elementary School 128 Mauney Avenue Old Fort, NC 28762
Pam Smith Winston-Salem/Forsyth Schools 5405 Woodcliff Drive Winston-Salem, NC 27106	
Linda Edgerton Rutherfordton Elementary School 134 Maple Street Rutherfordton, North Carolina 28139	Alison Mintz 2006 Pineview Drive Shelby, NC 28150
	Tericia Summers c/o Belinda Ballew-Schrag Appalachian State University Center H Building 2855 Hickory Blvd. Hudson, NC 28638
Michelle B. Gray Scotland County Schools AB Gibson Center 322 S Main Street Laurinburg, NC 28352	Kathy Teer Crumpler Martin Self-Storage #2 110 South Kerr Avenue Unit F-666 Wilmington, NC 28403
Ann McClung South Central High School 570 W. Foreline Road Winterville, North Carolina 28590	Kathleen Linker RSS Maintenance 510 G East Franklin Street Salisbury, NC 28144 (704) 642-4755
	Lesa Widener Attn: Sue Kanupp 2904 Morganton Blvd. Lenoir, NC 28645

**State Board of Education
(List to be updated)**

<p>State Board Chair Howard Lee c/o Mrs. Cynthia McDuffie, Principal Laurinburg Institute 125 McGirt Bridge Rd. Laurinburg, NC 28352 910.276.0684 District Five</p>	<p>Lt. Governor Walter Dalton Donor School to be Determined</p>
<p>State Treasurer Janet Cowell Donor School to be Determined</p>	<p>Mr. Tom Speed c/o Pat Farthing Belk Library Appalachian State University 218 College Street Boone, NC 28608 District Seven</p>
<p>Mr. Wayne McDevitt c/o Ms. Anita White-Carter Central Receiving UNC-Asheville 1414 Riverside Drive Asheville, NC 28804 828.251.6434 District Eight</p>	<p>Ray Durham Donor School to be Determined District Two</p>
<p>Ms. Kathy Taft c/o Linda Teel Joyner Library East Carolina University East Fifth Street, Greenville, NC 27858-4353 252.328.6131 District One</p>	<p>Ms. Patricia Willoughby c/o Dr. Marge Terhaar-Yonkers Peace College 15 East Peace Street Raleigh, NC 27604 919.508.2000 At- Large</p>
<p>Mr. John Tate c/o Dr. Gerald Dillashaw Elon University Campus Box 2105 Elon, NC 27244 At- Large</p>	<p>Ms. Shirley Harris c/o Sharon Faulkner Montgomery County Schools 1011 Page Street Troy, NC 27371-6511 (deliver to loading dock in back of building) 910.576.6222 District Four</p>
<p>Vacant District Six</p>	<p>Ms. Melissa Bartlett c/o Todd Griffin Monticello School Iredell-Statesville Schools 435 Monticello Road Statesville, NC 28625 704.872.5297 At-Large</p>
<p>Mr. Kevin Howell c/o Ms. Anne Akers NC State University, College of Education College Media Center 400 Poe Hall Raleigh, NC 27695 District Three</p>	

Textbook Warehouse Samples

1 copy of all adopted samples (bid items)

1 copy of adopted technology components

Additional 3 copies of adopted student editions (4 total)

Ship to: Textbook Services

Textbook Warehouse

3905 Reedy Creek Road

Raleigh, NC 27607

Samples due to Textbook Warehouse only - October 30, 2009.

See Attachment 3 for Packing and Shipping Directions

**PACKING AND SHIPPING DIRECTIONS FOR OFFICIAL
SAMPLE COPY, EVALUATION SAMPLE COPIES, AND ADOPTED SAMPLE
COPIES OF TEXTBOOKS**

Maximum Weight of Sample Boxes - 25 lbs.

Shipping Labels may be reproduced as is or on other computer compatible labels at least 1 1/2" x 4". All information on sample label must be included. Affix labels to the side of shipping box so it can be seen if boxes are stacked.

Official Sample Copy (Include Forms B, M) Textbook Warehouse _____	Box ___ of ___
<hr/> Identical to Bid Proposal Form:	
DPI Identification Number/ISBN _____ Grade Level/Course Title _____	
This box contains correlations _____	

Evaluation Sample Copies Textbook Commission _____	Box ___ of ___
State Board of Education _____	
Identical to Bid Proposal Form:	
DPI Identification Number/ISBN _____ Grade Level/Course Title _____	
This box contains correlations _____	

Adopted Sample Copies Textbook Warehouse _____	Box ___ of ___
Identical to Bid Proposal Form:	
DPI Identification Number/ISBN _____ Grade Level/Course Title _____	
For additional information regarding samples, refer to pages 8-10 of the <i>2009 Invitation</i> .	

NOTE: ISBN must be identical to bid submissions.

FORM B and M (Manufacturing Specifications) must be included with Official Sample Copy and an original signature must be used on FORM B and on Form M for Official Sample Copy.

Correlations to the North Carolina Curriculum must be shipped with bid submission samples. No correlations are required for adopted samples going to the Textbook Warehouse.

Size of shipping boxes: Cardboard boxes weighing no more than 25 pounds.

Inquiries regarding these Packing and Shipping directions should be directed to:

Harriette Sparlin, State Textbook Administrator
North Carolina Department of Public Instruction
(919) 807-3272
Email: hsparlin@dpi.state.nc.us

NORTH CAROLINA STATE BOARD OF EDUCATION
STANDARD TEXTBOOK CONTRACT

THIS CONTRACT, by and between the NORTH CAROLINA STATE BOARD OF EDUCATION, hereinafter referred to as the STATE BOARD, and _____ corporation having its principal place of business in _____, hereinafter referred to as SELLER.

WITNESSETH

WHEREAS, the STATE BOARD has authority to enter into this contract under Article 8, Part 3 of Chapter 115 of the General Statutes of North Carolina; and WHEREAS, the STATE BOARD has adopted certain textbooks, identified below, for use in the public schools of North Carolina; and WHEREAS, the SELLER has agreed to sell and the STATE BOARD has agreed to buy as many of said adopted textbooks as may be required by the STATE BOARD during the term of this contract and any extension, subject always to the terms and conditions of this contract.

NOW, THEREFORE, the STATE BOARD and SELLER agree, for themselves, their successors and assigns, as follows:

PART I

(1) Effective Date and Term. This agreement shall become effective on February 1, 2010 and shall continue in effect through June 30, 2015.

(2) Renewal. The STATE BOARD, solely at its option, may renew this contract on the terms and conditions set forth herein for an additional term of up to two years by providing the SELLER with written notice of its decision to exercise its right to renew no later than March 1 of the fifth year of this contract.

PART II

(3) Prices and Copies Required. During this contract the SELLER will sell and furnish to the STATE BOARD for use in North Carolina public schools, and public and private institutions of higher education in North Carolina that have approved teacher education programs, as many copies of the following textbooks (attached list), at the prices indicated, as shall be required to satisfy the demand therefore. SELLER will provide, at no cost, teacher editions for each adopted textbook in the amount of one (1) teacher edition for each teacher using their textbooks in the classroom for the term of the contract. SELLER will also provide, at no cost, one teacher edition or one pupil edition, if teacher edition is not available, for each college with a teacher education department approved by the North Carolina Department of Public Instruction. (Attached list of adopted textbooks)

(4) Title to Textbooks. Title to textbooks ordered by the STATE BOARD, and risk of loss of said textbooks, shall pass to the STATE BOARD upon actual receipt of said textbooks from SELLER'S carrier and acceptance of said textbooks by the manager of the STATE BOARD'S textbook warehouse. Title to unused textbooks returned to SELLER by the STATE BOARD, and risk of loss of said textbooks, shall pass to SELLER upon actual receipt of said textbooks by SELLER from the STATE BOARD'S carrier.

(5) Time of Payment. Payment for textbooks purchased shall be made within one hundred twenty (120) days of passing of title for said textbooks to the STATE BOARD. At its option, however, the STATE BOARD during the second and subsequent years of this contract can order textbooks in March, April and May, can return any unused textbooks ordered to the SELLER by October 1 of that year, with freight costs paid by the STATE BOARD, and can pay to SELLER by October 31 of that year the amount of the textbooks ordered in March, April and May less the amount of the unused textbooks returned by October 1.

(6) Refund for Unused Books. Unused textbooks which remain in the STATE BOARD'S warehouse upon termination of this contract may be returned to the SELLER for full credit. Payment to the STATE BOARD for unused textbooks shall be made within sixty (60) days of the passing of title back to the SELLER.

(7) Bond. The SELLER has executed and delivered to the STATE BOARD a bond in the sum of \$00.00, payable to the State of North Carolina conditioned upon the faithful and complete performance of this contract and further conditioned with sureties as

appear there from. Should the STATE BOARD at any time during the continuance of this contract require additional security or additional bond for the faithful performance of this contract, the SELLER, after thirty days' notice, shall provide additional security or execute and deliver an additional bond as required by the STATE BOARD.

(8) State Appropriations. It is understood that this contract is made subject to State funds being appropriated by the General Assembly for this program.

PART III

(9) Incorporation of Statutes. This contract is executed in accordance with the provision of Article 8, Part 3 of Chapter 115C of the General Statutes of North Carolina. Said statutes are hereby incorporated by reference and made a part of this contract as if fully set forth herein. Specific reference is made to G.S. 115C-95 which provides as follows:

"Every contract made by the Board with the publisher of any school textbook on the State-adopted list shall be deemed to have written therein a condition providing that if that publisher, during the life of his contract with this State, contracts with any other governmental unit or places that textbook on sale anywhere in the United States for a price less than stipulated in his contract with the State of North Carolina, the publisher shall immediately furnish that textbook to this State at a price not greater than that for which the textbook is furnished, sold or placed on sale anywhere else in the nation."

(10) Incorporation of Other Documents. The STATE BOARD'S Invitation to Submit Textbooks for Evaluation and Adoption, previously provided to the SELLER, and the Bid Proposal Form submitted by the SELLER in response to this Invitation are hereby incorporated by reference and made a part of this contract as if fully set forth herein. In the event of any conflict between any of these documents and this contract, the terms of this contract shall control.

(11) Applicable Law. This contract shall be governed by and construed in accordance with the laws of the State of North Carolina.

PART IV

(12) Revised or Later Copyrighted Editions. (Traditional Text) The SELLER shall not submit for substitution a new edition for the older edition prior to October 1 of year two (2011) of the adoption. After October 1, 2011, upon publishing any revised or later copyrighted edition of a textbook listed under section (3) hereof during the original term of this contract or any extension, and within sixty days (60) of offering said textbook for sale anywhere in the United States, the SELLER shall furnish the State Superintendent of Public Instruction four (4) copies of the pupil edition and one (1) copy of the teacher edition of the new or revised edition with "Form B" attached to each copy, with a list of changes and shall request substitution of the later textbook for the textbook listed herein. Upon approval of the substitution by the STATE BOARD OF EDUCATION, the SELLER shall furnish for the remainder of the contract period, and any extension thereof, such revised or later copyrighted edition of the textbook, subject to all the terms of this contract, including price.

(12) Modification. (Digital Text Only)

(a) Typographical or editorial changes. Any typographical or editorial change that is made to a digital text must be sent to the State Superintendent of Public Instruction prior to the Seller making any changes electronically in the digital text. The State Superintendent must have a minimum of 10 business days' notification of typographical or editorial changes that are the result of significant errors in the adopted text. A "significant error" is a factual typographical error that the State Board of Education, Department of Public Instruction or the Seller determines within the context of the intended use of the textbook will substantially interfere with student learning. A change in knowledge that occurs subsequent to publication shall not constitute a significant error.

(b) Revised or Later Edition (Substitutions for Digital Text Only) The Seller may submit for substitution a new edition for the older edition prior to October 1 of year two (2011) of the adoption. The Seller shall furnish to the State Superintendent of Public Instruction a digital format of the new edition for both the pupil edition and the teacher edition of the new or revised edition with Form M submitted with the new or revised edition. A list of changes must accompany the new or revised edition. Upon approval of the substitution by the State Superintendent, the Seller shall furnish for the remainder of the contract period, and any extension thereof, such revised or later copyrighted edition of the textbook, subject to all the terms of this contract, including price.

(13) Manufacturer's Standards. All textbooks provided hereunder shall be manufactured in accordance with the OFFICIAL MINIMUM MANUFACTURING STANDARDS AND SPECIFICATIONS FOR TEXTBOOKS established by the Advisory Commission on Textbook Specifications, or shall exceed such standards. Compliance with such standards does not relieve SELLER of obligations arising out of any other warranties applicable to the textbooks sold hereunder, whether such warranties are expressed or implied.

(14) License. The SELLER grants to the STATE BOARD the license to produce, or to cause to be produced, Braille, large print and audio cassette tape versions of the textbooks included in this contract, to be used solely in the North Carolina public schools for the benefit of handicapped students.

PART V

(15) Time of Delivery. Time of delivery is critical to the STATE BOARD. If SELLER fails to deliver textbooks within forty-five (45) calendar days of the date an order is placed by the STATE BOARD, it is agreed that the STATE BOARD may, in a suit instituted for that purpose, against the SELLER and against the sureties on the bond, recover the sum of one hundred dollars (\$100.00) for each day's delay in receipt of the textbooks. An order is placed when SELLER receives the STATE BOARD'S purchase order and delivery is made on the day the last textbook on said order is received and accepted at the State Textbook Warehouse. Should the SELLER determine that he will be unable to make timely delivery, he may request an extension of time for delivery. This request may be granted at the discretion of the State Superintendent, but may not be unreasonably withheld. If written approval for extension is granted, liquidated damages will not be assessed, unless the textbooks are not delivered within the period of the extension.

(16) Access to Instructional Material. (Digital Text Only) It is of critical importance to the State Board of Education that students have access to digitalized instructional material at school and at home. If the Seller fails to provide access to digitized instructional material for more than 3 hours between the hours of 8:00 A.M. and 10:00 P.M. Sunday through Friday for more than a 10-day period within the school year, it is agreed that the State Board may institute legal action, against the Seller and against the sureties of the bond to recover the sum of one hundred (\$100.00) for each day without access to the digitalized instructional material, plus any other damages or fees to which the State Board is legally entitled.

(17) Priority Delivery. The SELLER will make no delivery of any textbook included in this contract to any local school authority, public or private institution of higher education, or other educational agency in this State while any pending order of the STATE BOARD is unfilled, except upon approval by the State Superintendent.

PART VI

(18) Errors in textbooks

(a) Express Warranty

The SELLER will make commercially reasonable efforts to correct all factual and typographical errors found in the adopted textbooks before textbooks are shipped to North Carolina and shall expressly warrant that those errors are corrected prior to shipment.

(b) Affidavit

Each SELLER shall file an affidavit signed by an authorized official of the company certifying that all of its textbooks to be shipped to North Carolina have been thoroughly examined for factual and typographical errors and to the best of his/her knowledge the textbooks are free from such errors. Such affidavit must be filed with the Office of Textbook Adoption Services, DPI, prior to the shipment of any text.

(c) Errors Identified by Seller Subsequent to Textbook Shipment

1. The SELLER shall immediately notify DPI of any factual or typographical errors it identifies subsequent to shipment.
2. The SELLER shall correct any factual or typographical errors identified by the SELLER subsequent to shipment no later than June 30 of the initial contract year and annually thereafter by sending errata sheets as prescribed by Section 1.107 and 1.108 of the 14th edition of the Chicago Manual of Style.
3. The SELLER shall correct any significant errors identified by the SELLER by sending errata sheets as prescribed by Section 1.107 and 1.108 of the 14th edition of the Chicago Manual of Style within 30 calendar days of identification.
4. Whenever the total number of identified significant errors, as defined below, exceeds 1% of the total number of pages in the text; the SELLER will pay to the SBE \$100.00 in liquidated damages for every additional significant error that the SELLER identifies.

(d) Errors identified by the SBE and others subsequent to Textbook Shipment

1. The SELLER shall correct any factual or typographical errors identified by the SBE, DPI, local boards of education or any of their officials, employees or agents by sending errata sheets as prescribed by Section 1.107 and 1.108 of the 14th edition of the Chicago Manual of Style no later than the following June 30 of the year.
2. The SELLER shall correct any significant errors identified by the SBE, DPI, local boards of education or any of their officials, employees or agents by sending errata sheets as prescribed by Section 1.107 and 1.108 of the 14th edition of the Chicago Manual of Style within 30 calendar days of notification to the SELLER.
3. Whenever the total number of identified significant errors, as defined below, exceeds 1% of the number of pages in the text, the SELLER shall pay to the SBE \$500.00 in liquidated damages for every additional significant error that the SBE, DPI, local boards of education or any of their officials, employees or agents identifies in the text prior to the SELLER's identification of that error and notification of the SBE under paragraph 17(c)(1) of this Part.

(e) Failure to Correct Errors

The SELLER's failure to correct errors, as set forth herein, will be deemed a breach of this contract. The SBE will be entitled to pursue any and all remedies available to it.

(f) Definitions

1. "Textbook" means systematically organized material comprehensive enough to cover the primary objectives outlined in the standard course of study for a grade or course. Formats for textbooks may be print or nonprint, including hardbound books, softbound books, activity-oriented programs, classroom kits, and technology-based programs that require the use of electronic equipment in order to be used in the learning process. Textbook also includes any instructional materials intended for use by the teacher.
2. A "significant error" is a factual or typographical error that the SBE or DPI determines within the context of the intended use of the textbook will substantially interfere with student learning. A change in knowledge that occurs subsequent to publication shall not constitute a significant error. A significant error repeated in a single item or contained in both the student and teacher components of instructional material shall be counted once for the purpose of determining liquidated damages.

PART VII

(19) Entire Understanding. This contract represents the entire understanding of the parties and shall not be modified or altered in any way except by written instrument executed by both parties. Assignment of SELLER'S obligations under this contract, in whole or in part, is a modification of this contract and shall not be accomplished without the prior written agreement of the STATE BOARD.

(20) Continuations of Rights under Existing Contracts. This contract is not intended to be a novation of or substitution for any existing contract(s) between the STATE BOARD and the SELLER and shall not alter, amend, diminish, or extinguish the parties' rights or obligations under any existing contract(s).

IN WITNESS WHEREOF, the STATE BOARD has caused this contract to be executed by its Chairman and Secretary and the Seal of the STATE BOARD to be hereto affixed, and the SELLER has caused the same to be executed by its President, or other duly authorized officer, attested by its Secretary, and its common seal to be hereto affixed, all by an order and resolution of its Board of Directors, duly passed.

THE STATE BOARD OF EDUCATION

SELLER

SECRETARY (STATE BOARD)

PRESIDENT (SELLER)

Approved as to form:

ATTEST

Legal Counsel
(BOARD'S SEAL)

Date
(SELLER'S SEAL)

State of North Carolina

KNOW ALL MEN BY THESE PRESENTS, That _____,
doing business in the city of _____
State of _____,
as principal, and _____
as surety, are held and firmly bound unto the State of North Carolina in the penal sum of
_____ Thousand dollars, to the payment of
which sum we bind ourselves, our heirs, assigns, successors, and representatives.

Given under our hands and seals, this the _____ day of _____ 200 ____.

The condition of this bond is that if the said _____
shall well and truly observe, keep, maintain, and preserve, the terms of the agreement hereto attached,
made with the State Board of Education of the State of North Carolina for the sale, supply, distribution,
and furnishing of textbooks mentioned in the said contract for the public schools in the said State of
North Carolina, and shall faithfully, honestly, and exactly perform their said contract, and shall do the
acts and deeds as by said agreement and the laws of the State are required and enjoined, and will pay all
reasonable attorneys' fees in case of recovery in any suit upon this bond, the same shall be null and void;
otherwise, in full force and effect. And it is further provided, as required by the law of the State of
North Carolina establishing a Textbook Commission, and so understood and agreed by both principal
and sureties hereto, that this bond shall not be exhausted by a single recovery, but may be sued on from
time to time until the full amount thereof shall be recovered.

WITNESS our hands and seals, this the _____ day of _____ 200 ____.

Print Name of Officer of the Principal

(Witness)

Signature of Officer of the Principal

Print Name of Attorney-in-Fact

(Witness)

Signature of Attorney-in-Fact

AUTHORITY TO SUBMIT BIDS FOR TEXTBOOKS

Pursuant to issuance of the *2009 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina*, the signer agrees that, if this bid is accepted in due course by the offeree, the company will enter into a contract with the North Carolina Board of Education to provide said Board with its public school requirement for the textbooks listed below at the prices quoted. The Contract to be entered into shall be in accordance with the contract example included in the *2009 Invitation*. Please furnish the following information for completing a textbook contract, if adopted.

COMPANY

Address of Principal Place of Business

City, State, Zip

PRESIDENT or DESIGNEE
Print

PRESIDENT or DESIGNEE
Signature

DATE

Please check one:
Corporation _____
Partnership _____
Sole Proprietorship _____
Other (designate) _____

STATE OF _____

STATEMENT OF PUBLISHER SUBMITTING BOOKS FOR ADOPTION

One copy of this form signed by an official of the Publishing Company submitting books for adoption must be attached to the inside front cover of at least one official sample textbook submitted, plus additional copies when requested by the adopting agency.

Name of Publisher _____
 Address _____
 Title offered for adoption _____
 Copyright and edition _____ ISBN No. _____

CLASS OF TEXTBOOK:

A _____ B _____ C _____ D _____ E _____ F _____ AA _____ BB _____ CC _____
 Grades 9 - 12 only, Class I _____ Class II _____ College _____ Meets MSST
 College _____ Does Not Meet MSST

PAPER:

Basis weight _____ lbs.

PRINTING:

Printing Symbol: _____
 Margins: Back _____ " Head _____ " Front _____ " Foot _____ "

BINDING:

No. of pages (total) _____ Pages per signature _____ Bulk _____ "
 Trim size: Width _____ " Height _____ " Endsheets _____ lbs
 Inserts: Number and kind _____
 Method of attachment _____
 Transparent overlays: Number and kind _____
 Method of attachment _____
 Reinforcements: Visible drill joints _____ Concealed muslin joints _____
 Binding method: Sewed _____ Stitched _____ Adhesive _____ Unmilled spines _____ Milled spines _____
 Wires: Side _____ Saddle _____ Mechanical _____
 Lining up: Supers: Number _____ Headbands _____ Tightback _____

COVERS:

Cover boards: Thickness in points _____
 Cover material: Non woven: Type II _____ Type III _____
 Woven fabric group designation _____
 Non-consumable soft-cover texts, Class AA _____ BB _____ CC _____
 Other _____
 Cover graphics: Lithographed _____ Screened _____ Stamped _____ Other _____
 Cover top coating: _____

SPECIAL FEATURES

The undersigned publisher submitting the textbook stated herein certifies (on the basis of tests of materials in their original conditions and in respect to the mechanical specifications employed in manufacture) that the filed sample conforms in every respect to the Manufacturing Standards and Specifications for Textbooks in the State of _____ with the exception of: (explain deviations fully below or on separate sheet).

WARRANTY OF PUBLISHER

And the undersigned publisher agrees, in the event the contract for supplying the textbook listed herein is awarded to it, that:

**OFFICIAL SAMPLE
CONFORMS; TEXTS
SUPPLIED WILL CONFORM**

1 The official sample conforms to or exceeds in every particular the Manufacturing Standards and Specifications for Textbooks including applicable Temporary, Supplemental Adoptions and Amendments, and that all copies subsequently furnished under such contract will be identical to or the equivalent of the official sample, and will likewise conform to or exceed these same specifications.

**OFFICIAL SAMPLE DOES
NOT CONFORM; TEXTS
SUPPLIED WILL CONFORM**

2 Although the official sample deviates in certain particulars delineated herein from the Manufacturing Standards and Specifications for Textbooks including applicable Temporary, Supplemental Adoptions and Amendments, all copies subsequently furnished under such contract will conform to or exceed every specification.

**OFFICIAL SAMPLE
CONFORMS EXCEPT FOR
STATED DEVIATIONS; TEXTS
SUPPLIED WILL CONFORM
EXCEPT FOR STATED
DEVIATIONS**

3 The official sample conforms to or exceeds every specification of the Manufacturing Standards and Specifications for Textbooks including applicable Temporary, Supplemental Adoptions and Amendments, except for those deviations expressly delineated herein, and all copies subsequently furnished under such contract will be identical to or the equivalent of the official sample, and will conform to or exceed every specification of the Manufacturing Standards and Specifications for Textbooks including applicable Temporary, Supplemental Adoptions and Amendments except for those expressly delineated and accepted by the adopting agency.

**OFFICIAL SAMPLE DOES
NOT CONFORM; TEXTS
SUPPLIED WILL NOT
CONFORM**

4 Neither the official sample, nor copies subsequently furnished under such contract, will conform to any particular specification of the Manufacturing Standards and Specifications for Textbooks including applicable Temporary, Supplemental Adoptions and Amendments, although all copies furnished under such contract will be identical to or the equivalent of the original sample.

The undersigned publisher agrees to be bound under Clause One (), Two (), Three (), Four () of this warranty. The publisher shall furnish to the State for appropriate testing, when requested, samples of materials used in this publication.

Signed _____

Name _____

Title _____

Company _____

Date _____

FORM M

STATE OF _____

STATEMENT OF PUBLISHER SUBMITTING ELECTRONIC MEDIA FOR ADOPTION

One copy of this form signed by an official of the Publishing Company submitting electronic media for adoption must be submitted to the adopting agency.

Name of Publisher _____
Address _____
Title of Textbook (Core Instructional Program) _____
Title of Electronic-based Program (if different from textbook) _____
Electronic Medium _____
Copyright/Version _____ ISBN _____

Industry Standards

Medium	Standard
Audio Cassette	ITA Standards
Audio Compact Disc	Sony/Philips Specifications
CD-ROM	Sony/Philips Specifications
DVD	DVD Forum Specifications
DVD-ROM	DVD Forum Specifications
Online	W3C Recommendations
Video Cassette	ITA Standards
Other	_____

DEVIATIONS

The publisher submitting the electronic medium stated herein certifies (on the basis of tests of materials in their original conditions and in respect to the mechanical specifications employed in manufacture) that filed sample conforms in every respect to the industry standard for that medium with the exception of: (explain deviations fully below or on a separate sheet.)

Revised 8/06

FORM M (continued)

WARRANTY OF PUBLISHER

And the undersigned publisher agrees in the event the contract for supplying the textbook listed herein is awarded to it, that:

OFFICIAL SAMPLE CONFIRMS: TEXTS SUPPLIED WILL CONFORM	1 The official sample conforms to or exceeds in every particular the identified standard for the medium and all copies subsequently furnished under such contract will be identical to or the equivalent of the official sample, and will likewise conform to or exceed these same specifications.
OFFICIAL SAMPLE DOES NOT CONFIRM: TEXTS SUPPLIED WILL CONFIRM	2 Although the sample deviates in certain particulars delineated herein from the industry standard for the medium, all copies subsequently furnished under such contract will conform to or exceed every specification.
OFFICIAL SAMPLE CONFIRMS EXCEPT FOR STATED DEVIATIONS; TEXTS SUPPLIED WILL CONFORM EXCEPT FOR STATED DEVIATIONS	3 The official sample conforms to or exceeds every specification of the industry standard for the medium, except for those deviations expressly delineated below, and all copies subsequently furnished under such contract will be identical to or exceed the industry standard for the medium except for those expressly delineated and accepted by the adopting agency.
OFFICIAL SAMPLE DOES NOT CONFIRM; TEXT SUPPLIED WILL NOT CONFORM	4 Neither the official sample, nor copies subsequently furnished under such contract, will conform to any particular specification of the industry standard for the medium, although all copies furnished under such contract will be identical to or the equivalent of the original sample.

The undersigned publisher agrees to be bound under Clause One (), Two (), Three (), Four () above of this warranty. The publisher shall furnish to the State for appropriate testing, when requested, samples of materials used in this publication.

Signed _____

Name _____

Title _____

Company _____

Date _____

Electronic Media Manufacturing Standards

Medium	Industry Standards	Telephone
Audio Cassette	ITA Standards	212.956.7110
Audio Compact Disc	ANSI Standard (Red Book)	212.642.4900
CD ROM	ANSI Standard (Yellow Book)	212.642.4900
DVD	DVD Forum Standard	813.5777.2881 Tokyo, Japan
DVD-ROM	DVD Forum Standard	813.5777.2881 Tokyo, Japan
Online	W3C Recommendations	617.253.2613
Video Cassette	ITS Standards	212.956.7110

ACCESSIBLE ELECTRONIC FILES OF PUBLISHER MATERIALS

Electronic files of printed instructional materials are needed to ensure the timely production of the materials in specialized formats (e.g., Braille). The NC Department of Public Instruction has adopted the National Instructional Materials Accessibility Standard (NIMAS) in accordance with the Individuals with Disabilities Education Improvement Act of 2004 (P.L. 108-446), for the purpose of providing instructional materials to blind students or other students with disabilities. The Department is also coordinating with the National Instructional Materials Access Center (NIMAC), which is serving as a repository for publishers' compliant files. Additional information and technical assistance on NIMAS and the NIMAC are available at <http://nimas.cast.org>.

Publishers will submit NIMAS-compliant files of state adopted textbooks and other core instructional materials by December 5, 2009. These files will be submitted to either the Textbook Warehouse (Attention: Jennifer McMillen) or NIMAC. Should a publisher opt not to send files for a particular book, it must provide the Textbook Warehouse with the textbook in the specialized requested format at the same time as print materials are delivered.

A separate file listing the structure of the primary files must be provided to the Textbook Warehouse (Attention: Jennifer McMillen). This file should be labeled DISKLIST.TXT. In addition, all special instructions (e.g., merging of materials such as marginal notes kept in a separate file) should be noted in this file.

Efforts should be made to update files to duplicate exactly the adopted printed version of the instructional materials (including corrections and changes).

If files are sent to NIMAC, please notify Jennifer McMillen at jmcmillen@dpi.state.nc.us and let her know that files have been sent to NIMAC.

AFFIDAVIT

STATEMENT OF PUBLISHER SUBMITTING INSTRUCTIONAL MATERIAL FOR ADOPTION TO THE NORTH CAROLINA STATE BOARD OF EDUCATION

One copy of this form signed by an official of the Publishing Company submitting instructional material for adoption must be sent to the Department of Public Instruction by January 8, 2010.

Name of Publisher: _____

Address: _____

Title(s) offered for adoption (**Please list all titles submitted along with ISBN number. A separate list may be attached**). _____

The undersigned certifies that he/she is authorized to and does certify that the above named textbook(s) has/have been proofread for factual and typographical errors and to the best of my knowledge will be free from such errors.

Signed _____

Name _____

Title _____

Company _____

Date _____

Subscribed and sworn to before me this _____ (date).

(Signature and seal of notary public)

Notary Public

My commission expires: _____ (date).

NC DEPARTMENT OF PUBLIC INSTRUCTION

June St. Clair Atkinson, Ed.D, State Superintendent

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