

2016 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina



North Carolina Department of Public Instruction
301 North Wilmington Street
Raleigh, NC 27601

2016 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina

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INTRODUCTION AND REQUIREMENTS

The *2016 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 process for submission, evaluation, and adoption of textbooks. 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** for the annual evaluation and adoption of textbooks in selected subject categories for use in North Carolina. The entire Invitation document must be returned with your bid submission.

Authority for the North Carolina State Board of Education to adopt textbooks is codified in the General Statutes of North Carolina §115C-85 through §115C-102. Only Publishers listed on the North Carolina Publishers Registry are allowed to submit textbooks in response to the requirements of this document, and all responses must conform to the specified requirements.

The 2016 textbook evaluation will include the subject grade levels/courses listed on pages four (4) and five (5). In the Cost Proposal (see Attachment 4 for a sample), Publishers must identify each textbook to be evaluated by title, grade level/course, and ISBN number.

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. Textbook materials may be submitted for any grade level/course the Publisher deems appropriate. Cost Proposals must clearly state each grade level/course the Publisher deems appropriate.**
- 2. Publishers must clearly specify, the grade levels/courses for any submitted materials prior to submission.**
- 3. Textbook materials will only be evaluated for the grade levels/courses specified by the Publisher.**
- 4. It is the responsibility of the Publisher to ensure that each submission is complete and correctly identified. Publishers shall ship sample textbook materials according to the schedule set by the North Carolina Department of Public Instruction. Sample textbook materials shall be shipped to sites designated by the North Carolina Department of Public Instruction. All shipped materials must contain the identification number that is supplied by the North Carolina Department of Public Instruction.**

5. **Textbook titles will be adopted by the State Board of Education and 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 Standard Textbook Contract (Attachment 1, PART IV (12)), the seller shall not submit for substitution without prior written approval of the North Carolina Department of Public Instruction.**

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 the “textbook materials review criteria sheets” for each grade level listing. **Only materials that are on the Cost Proposal spreadsheets will be evaluated and reviewed. Non-bid materials, materials not on the Cost Proposal spreadsheets, shall not be shipped to an evaluation site. Non-bid materials shall not be shipped to any school or school district. No additional materials may be provided as part of any State-adopted textbook package or purchase agreement.**

Alignment to the Standard Course of Study

All submissions must be aligned to the goals and objectives of the North Carolina Standard Course of Study for Health Education and Social Studies. The Essential Standards for Health and Social Studies are currently taught and assessed.

Health K-12 standards may be seen on the DPI web site:

<http://www.ncpublicschools.org/curriculum/healthfulliving/scos/>

Social Studies K-12 standards may be seen on the DPI web site:

<http://www.ncpublicschools.org/curriculum/socialstudies/scos/>

Materials for Students

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

Adapted Materials (AM) - 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 Textbook Materials

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

TEXTBOOK ADVISORS

The Textbook Commission shall appoint textbook advisors who will assist with the evaluation of textbook submissions.

Number of Advisors

The Textbook Commission will review the content areas, grade levels and courses under consideration for evaluation and adoption. The total bid submissions will be used to determine the number of advisors.

Orientation and Training

Each advisor participates in an orientation and training session.

Qualifications

Each advisor shall be certified in the area(s) they are evaluating materials. Advisors currently teaching in those areas are preferred.

Evaluation

Each advisor will submit to the Textbook Commission a completed “Textbook Materials Review Criteria Sheet” for each textbook evaluated and participate in a debriefing.

CONTENT AREAS FOR TEXTBOOK EVALUATION PROCESS

Health, K-12

Grade Kindergarten Health

Grade 1 Health

Grade 2 Health

Grade 3 Health

Grade 4 Health

Grade 5 Health

Grade 6 Health

Grade 7 Health

Grade 8 Health

Grade 9 Health

Health K-12 standards may be seen on the DPI web site:

<http://www.ncpublicschools.org/curriculum/healthfulliving/scos/>

CONTENT AREAS FOR TEXTBOOK EVALUATION PROCESS

SOCIAL STUDIES, K-12

Grade Kindergarten Social Studies

Grade 1 Social Studies

Grade 2 Social Studies

Grade 3 Social Studies

Grade 4 Social Studies

Grade 5 Social Studies

Grade 6 Social Studies

Grade 7 Social Studies

Grade 8 Social Studies

American History I

American History II

American History: Founding Principals, Civics and Economics

World History

21st Century Global Geography

African American Studies

American Humanities

American Indian Studies

Latin American Studies

Psychology

Sociology

The Cold War

Twentieth Century Civil Liberties, Civil Rights

Turning Points in American History

World Humanities

Social Studies K-12 standards may be seen on the DPI web site:

<http://www.ncpublicschools.org/curriculum/socialstudies/scos/>

TENTATIVE SCHEDULE FOR 2016 ADOPTION PROCESS

- February 12, 2016** Textbook Commission Planning Meeting – The meeting provides initial training for Commission members.
- March 2, 2016** Presentation to the State Board of Education (SBE) – The Department of Public Instruction (DPI) presents a review of the adoption process and a draft of the *2016 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* for discussion. Item is presented as action on first reading.
- March 3, 2016** Proposed SBE Approval of the *2016 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina*.
- March 4, 2016** Invitation Announcement– DPI emails Publishers and producers who are on the NC Publishers Registry the *2016 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina*. Website: <http://www.ncpublicschools.org/textbook/Publishers/invitation/>.
- March 10, 2016** Textbook Commission Content Meeting – The meeting provides initial training for Commission members on content standards.
- Publishers Meeting– All Publishers on the NC Publishers Registry are invited to attend the meeting at NCDPI, Room 150 North, 301 North Wilmington Street, Raleigh, NC, from 1:00 p.m. until 2:30 p.m. (EST). Publishers submitting bids are strongly encouraged to attend.
- March 11, 2016** Each submission requires an identification number issued by NCDPI. Interested Publishers must send an email request to Dr. Carmella Fair at carmella.fair@dpi.nc.gov with the subject line “request for identification number(s)”. The email must include a request for the total number of identification numbers needed. Publishers requesting identification numbers will also receive a list of selected sample sites. Requests for identification numbers must be received between March 11th and March 25th.
- March 21, 2016** Publisher deadline for submitting written questions regarding the *2016 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* is March 21, 2016 2:00 p.m. (EST). All questions must be written and submitted to Joni Robbins, Purchasing Manager, at joni.robbs@dpi.nc.gov by 2:00 p.m. March 21, 2016.
- March 28, 2016** All responses to Publisher questions will be answered and distributed to Publishers.

- April 11, 2016** Sealed Bids Submitted – All bid submissions must be sealed, submitted, and received by 2:00 p.m. (EST) in the Purchasing and Contracts office at the North Carolina Department of Public Instruction. Submissions shall be in both print and electronic form as outlined in the Bid Proposal Information Section of this document. NOTE: *Authority to Submit Bids for Textbooks* (Attachment 3) must be included with bid submissions.
- April 11, 2016** Sealed Bids Opened – Bids will be opened in the Purchasing and Contracts office at the North Carolina Department of Public Instruction at 2:00 p.m. (EST).
- April 22, 2016** Textbook Commission Planning Session – Planning meeting.
- June 14, 2016** Bid Submission Samples– Bid submission samples and correlations (i.e., DPI Official Sample Copy) must be received in the North Carolina Textbook Warehouse and Textbook Commission selected sites. The DPI Official Sample Copy must include all items on Bid Form A. NOTE: Samples must not be delivered before June 6th and no later than June 14th.
- July 17, 2016** Publisher Displays and Presentations– Publishers set up textbook materials between 9:00 a.m. – 12:00 p.m. (noon) at the Embassy Suites located at 204 Centreport Drive, Greensboro, NC 27409. NOTE: Set ups must be complete by 12:00 p.m. (noon). All materials on display must include the DPI identification number. Publishers may present to the Textbook Commission relevant information of their submissions.
- Evaluation Training – DPI provides training for Commission members and Advisors.
- July 18 - 22, 2016** Evaluation Training – DPI provides training for Commission members and Advisors.
- Evaluation Sessions – The Textbook Commission members will facilitate the review of Publishers’ materials at the evaluation site.
- July 22, 2016** Removal of Materials – Publishers remove evaluation materials between 2:00 p.m. – 4:00 p.m. from the evaluation site.
- August 15-16, 2016** Deliberations and Reconsiderations Meeting – Textbook Commission meets to formulate a list of materials to be recommended to the SBE. Location to be determined.
- August 22, 2016** Recommended List– Publishers will be notified of recommended list.
- August 31, 2016** Recommendations to the SBE – Textbook Commission Chair and the K-12 Curriculum and Instruction Director provide the list of recommended materials for the 2016 textbook adoption.

- September 1, 2016** Proposed SBE Approval of Recommendations – The SBE reviews the recommendations for the 2016 textbooks and makes decisions regarding adoption.
- September 16, 2016** Adopted Materials and Electronic Files - Publishers must submit adopted materials to the Textbook Warehouse. Publishers’ deadline to submit teacher edition of adopted materials to teacher education programs of public and private institutions. Publishers must deliver required electronic files to the Textbook Warehouse or the National Instructional Materials Access Center NIMAC (Attachment 7).
- Due date communicated in a letter to Publishers who have materials on the adopted list** Contracts, Surety Bonds, and Signed Affidavits – Publisher contracts, surety bonds, and signed affidavits must be received by the Purchasing and Contracts office at the North Carolina Department of Public Instruction by 2:00 p.m. (EST) (Attachments 1, 2, and 8).

BID PROPOSAL INFORMATION

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| <p>Bid Submissions</p> | <p>Envelopes in which sealed bids are submitted shall include the Publisher’s name and be plainly marked on the outside, “Textbook Bid.” All pages of the Cost Proposal spreadsheet must be included in the submission.</p> <ul style="list-style-type: none"> • Submit <u>four</u> (4) signed originals of the completed Bid Proposal. The entire <i>2016 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina</i> solicitation document must be returned with your Bid Proposal including these completed documents <ul style="list-style-type: none"> ○ A transmittal letter ○ Authority to Submit Bids for Textbooks (Attachment 3) • Submit <u>four</u> (4) copies of the completed Cost Proposal spreadsheet • Submit <u>four</u> (4) copies of the Cost Proposal spreadsheet without the cost included. • Submit <u>four</u> (4) USB flash drives or read-only CD/DVD(s). The files on the flash drives or discs shall not be password-protected and shall be capable of being copied to other media including Microsoft Word and/or Microsoft Excel and must include the following: <ul style="list-style-type: none"> ○ A signed, original copy of the Bid Proposal ○ The Cost Proposal spreadsheet with the cost included ○ The Cost Proposal spreadsheet without the cost • Send submissions to: <p style="text-align: center;"><u>Please note that the US Postal Service does not deliver any mail (US Postal Express, Certified, Priority, Overnight, etc.) on a set delivery schedule to this Office. It is the responsibility of the Publisher to have the bid in this Office by the specified time and date of opening.</u></p> <p style="text-align: center;"><u>DELIVERY INFORMATION:</u></p> <p style="text-align: center;">2016 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina NC Department of Public Instruction Attn: Joni Robbins, Purchasing Manager 301 N Wilmington Street, B04 Raleigh, NC 27601</p> |
| <p>Transmittal Letter</p> | <p>Each Bid Proposal must be accompanied by a letter of transmittal that:</p> <ul style="list-style-type: none"> • Identifies the submitting organization; • Identifies the name, title, telephone and fax number, along with an e-mail address of the person authorized by the organization to contractually obligate the organization; • Identifies the name, title, telephone and fax number, along with an e-mail address of the person authorized to negotiate the contract on behalf of the organization; • Identifies the name, title, telephone and fax number, along with an e-mail address of the person to be contacted for clarification; • Acknowledges receipt of any and all addendums to the Bid Proposal. |

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| | <ul style="list-style-type: none"> • Includes a Conflict of Interest Statement: <ul style="list-style-type: none"> ○ Provide a statement that no assistance in preparing the Bid Proposal was received from any current or former employee of the State of North Carolina whose duties relate(d) to this Bid Proposal, unless such assistance was provided by the state employee in his or her official public capacity and that neither such employee nor any member of his or her immediate family has any financial interest in the outcome of this Bid Proposal; ○ State if the Publisher or any employee of the Publisher is related by blood or marriage to a State Board member, textbook commission member, state, school district, and/or local level employee. If there are such relationships, list the names and relationships of said parties. Include the position and responsibilities within the Publisher’s organization of such Publisher employees; and state the employing state agency, individual’s title at that State Agency, and termination date. |
| <p>Cost Proposal Spreadsheet</p> | <p>The Cost Proposal spreadsheet must contain a list of all bid materials with prices such as Student Edition, Teacher Edition, Digital Edition, and other support materials that will be provided at no additional cost based on the number of core bid materials purchased, such as accompanying student materials and teacher enrichment materials. Publishers may submit up to four (4) items considered as Accompanying Student Materials and up to seven (7) items considered as Teacher Enrichment Materials.</p> <p>Consumable student editions/workbooks requiring annual replacement will be priced on a five-year basis. In years 2-5 of the contract, purchase quantity will be ready for shipment no later than April 15th of each year. Quantities exceeding the initial purchase will be available in years 2-5 at a cost equal to the original price divided by five (total number years of contract).</p> <p>Accompanying Student Materials: The Publisher may provide up to a maximum of four (4) items to the LEA as part of the cost of the student or digital edition. The Publisher must determine any qualifications on these items, i.e., ‘upon request,’ ‘first year only,’ ‘life of adoption,’ etc., except for the number of items that can be provided at no additional cost (4 items maximum). Items deemed to be inappropriate during evaluation may be disqualified. NOTE: If no qualifications are stated, it will be assumed that the item will be provided at no additional charge for each year of the life of the adoption.</p> <p>Teacher Enrichment Materials: The Publisher may provide up to a maximum of seven (7) items to the LEA per classroom (15 student minimum) at no additional cost (above the cost of the student or digital editions). As the class size increases over the 15 student minimum, the Publisher may increase the number of enrichment materials provided based on an increment of textbook purchases to be determined by the Publisher, i.e., 3 additional students (class size 18) will result in one additional enrichment material item to be provided. The increment determined by the Publisher must be stated on the Cost Proposal spreadsheet and may not be changed once the bid is submitted. The Publisher must determine any qualifications on these items, i.e., ‘upon request,’ ‘first year only,’ ‘life of</p> |

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| | <p>adoption,' etc., except for the number of items that can be provided at no additional cost (7 items plus increments if applicable). Items deemed to be inappropriate during evaluation may be disqualified. NOTE: If no qualifications are stated, it will be assumed that the item will be provided at no additional charge for the life of the adoption.</p> <p>Additional copies of accompanying student materials and teacher enrichment materials will be ordered directly from the Publisher by the LEA.</p> |
| <p>Cost Calculation</p> | <p>Publishers shall calculate the Cost Proposal spreadsheet in accordance with the following process (Attachment 4):</p> <p>(a) <i>Net wholesale</i> 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.</p> <p>(b) <i>NC Warehouse Allowance</i> 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.</p> <p>(c) <i>Bid Price</i> 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).</p> <p>It is understood that bid prices will be calculated at the <u>lowest price</u> 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.</p> <p>It is the responsibility of the submitting Publisher to assure accuracy and completeness of all information in the bid.</p> <p>Any price is subject to further reduction during the term of the contract under the terms of paragraph (9) of the proposed contract.</p> |
| <p>Prohibition of Free Materials</p> | <p>NO FREE MATERIALS. All bid materials must be listed in the Cost Proposal spreadsheet. NOTE: Items that do not have intellectual content may not be given as free materials. Examples of free materials include, but are not limited to, electronic or computer hardware (including tablets), microscopes, carts, standard electronic equipment (DVD players, overhead projectors, document cameras, interactive whiteboards, phone/music/data transmitting and listening devices, and digital cameras).</p> |

BID SAMPLE INFORMATION

Bid Samples for Selected Sites Publishers must provide bid samples to selected sites. NCDPI will provide a list of the **selected sites to all Publishers who request identification numbers to submit bids.**

All bid samples must be complete unless otherwise approved by 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. All samples must be plainly identified as sample copies and marked on the outside front cover of bid submissions. **No hard copy samples to selected sites shall be received prior to June 6th or later than June 14th.**

Publishers must use the information below on the shipping label.

SELECTED SITES BID SAMPLES

Submitted for and on the behalf of

_____ (Publisher)

2016 North Carolina Adoption

*DPI Identification Number/ISBN

*Grade Level/Course Title

Maximum Weight of Sample Boxes - 25 lbs. ISBN must be identical to bid submissions.

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 shown above must be included. Affix labels to the side of shipping box so it can be seen if boxes are stacked.

ALL inquiries regarding directions for packing and shipping must be directed to:

Teresa Parker
Administrative Assistant
Textbook Adoption Services
North Carolina Department of Public Instruction
Telephone: (919) 807-3837
Email: teresa.parker@dpi.nc.gov

* Publishers are responsible for marking each bid submission with the DPI identification number assigned by the North Carolina Department of Public Instruction. These numbers will be provided to the Publisher upon email request. **NOTE: The identification number, ISBN numbers, and grade level/course title are required.**

Publishers also must provide online access to sample materials or a CD-ROM for each Textbook Commission member of all materials provided in the bid samples. Online access information and CD-ROMs must be labeled as “Selected Sites Bid Samples” and submitted **by June 14, 2016** to:

Joni Robbins
Purchasing and Contracts
North Carolina Department of Public Instruction
301 N. Wilmington Street, Room B04
Raleigh, NC 27601

DPI Official Bid Samples

The DPI official bid samples (i.e., DPI Official Sample Copy) are due no earlier than June 6th or later than June 14th. DPI official bid samples must include all bid items listed on the Cost Proposal spreadsheet. If a sample contains multiple copies of the same item, one copy may be sent as the official sample copy. Each sample shall be sent to the Textbook Warehouse and labeled as follows:

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| <p style="text-align: center;">DPI OFFICIAL SAMPLE COPY Submitted for and on the behalf of _____ (Publisher) 2016 North Carolina Adoption * DPI Identification Number/ISBN *Grade Level/Course Title</p> |
|---|

Maximum Weight of Sample Boxes - 25 lbs. ISBN must be identical to bid submissions.

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.

ALL inquiries regarding directions for packing and shipping must be directed to:

Teresa Parker
Administrative Assistant
Textbook Adoption Services
North Carolina Department of Public Instruction
Telephone: (919) 807-3837
Email: teresa.parker@dpi.nc.gov

Mailing boxes shall be accurately marked on the outside of each box. **DO NOT SEND unmarked boxes.**

Send DPI official bid samples to:

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

PLEASE NOTE: ONLY the DPI OFFICIAL BID SAMPLES are to be sent to the above address for the Textbook Warehouse.

Form B must be completed and attached to the DPI Official Sample Copy for each component of textbook materials submitted as a single title or as a part of a comprehensive program. North Carolina employs the standards for textbooks as prescribed in the *Manufacturing Standards and Specifications for Textbooks* developed by the State Instructional Materials Review Association (SIMRA), formerly known as the National Association of State Textbook Administrators (NASTA). (See Attachment 7.)

Form M shall be completed for all technology components. Technology-based program components that accompany the student edition may consist of software and/or hardware. (See Attachment 7.)

FORM B and M (Manufacturing Specifications) must be included with the official sample copy and an original signature must be used on FORM B and on Form M for the official sample copy.

Student Editions, Technology Components, and Electronic Files

Once a textbook is adopted, three additional student editions of each SBE-adopted bid item must be submitted. Use the following label:

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| <p style="text-align: center;">DPI OFFICIAL SAMPLE COPY Submitted for and on the behalf of _____ (Publisher) 2016 North Carolina Adoption * DPI Identification Number/ISBN *Grade Level/Course Title</p> |
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Maximum Weight of Sample Boxes - 25 lbs. ISBN must be identical to bid submissions.

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.

Send three additional student editions to:
Drew Fairchild
Textbook Warehouse
3905 Reedy Creek Road
Raleigh, NC 27607

Publishers of SBE-adopted textbook materials shall provide **electronic files** as specified in the *2016 Invitation to Submit Textbooks for Evaluation and Adoption in*

North Carolina. (Attachment 7). Publishers shall grant permission to the State to have adopted textbook materials transcribed into braille, large type and audiotape without penalty or royalty. 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 textbook materials, pursuant to an individualized plan developed for the student under the Americans with Disabilities Act, or the Individuals with Disabilities Education Act.

Required electronic files for **adopted textbook materials** must be submitted to:

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

NOTE: If you send computerized files to NIMAS, please notify, by email to: (wanda.benson@dpi.nc.gov) at the Textbook Warehouse and (teresa.parker@dpi.nc.gov) in the Curriculum and Instruction Division.

EVALUATION, DELIBERATION, AND RECONSIDERATION

Evaluation Displays (Required)

Publishers must set-up textbook materials at the hotel scheduled as the evaluation location and must check in at the textbook evaluation registration desk.

Publishers, not hotel personnel, are responsible for having materials and hardware on site and set up between 9:00 a.m. until 12:00 p.m. (noon) on Sunday, July 17th. Prior arrangements must be made with the management of the hotel before any shipments will be accepted by the hotel. No shipments may be sent more than three days prior to July 17th.

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 are responsible for labeling all items on display with the appropriate bid number. Publishers who do not have materials and hardware set up and checked in by a Textbook Commission member may be disqualified.**

The North Carolina Department of Public Instruction and the Textbook Commission shall provide space to display submitted materials. Tables will be assigned.

Each Publisher participating in the evaluation and adoption process shall provide and set up:

1. Two copies of all materials that are listed on the Cost Proposal spreadsheet. 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 Cost Proposal spreadsheet. If the omitted item is deemed substantial, the entire bid **submission may be disqualified** by the Textbook Commission.
2. 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 the hotel directly.**
3. Two copies of appropriate correlations are required. **If two correlations are not available, materials may 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 will no longer be considered. If the omitted item is deemed substantial, the entire bid submission **may be disqualified** by the Textbook Commission.

Correlations to the North Carolina Standard Course of Study for Health or Social Studies (i.e., Essential Standards for Health or Essential Standards for Social Studies) are required for each submission and must be accompanied with all bid materials at the evaluation site. 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 advisors, Commission members, and other educators and should be worded appropriately.

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 advisors who may be on the premises. Questions concerning the displays may be directed to the North Carolina Department of Public Instruction staff.

At the Evaluation Site 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 *2016 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina*. It is the responsibility of the Publisher to ensure that submissions are complete, that all items listed on the Cost Proposal spreadsheet are displayed for evaluation and displays are labeled appropriately. The Textbook Commission assumes no responsibility for assuring that all bid items are displayed.

Bid submissions not in compliance with the *2016 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* 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.

Publishers Presentations

Publishers will present to Textbook Commission members. There will be no question/answer session during the presentation. Presentation schedules will be emailed to Publishers.

NOTE: No prices shall be displayed or distributed during the Publisher presentation. Any materials distributed during the presentation must be taken up at the conclusion of the presentation.

Evaluation of Textbook Materials

The Textbook Commission members and advisors will evaluate all submitted materials using the criteria sheets included in this document for each grade level/course.

Display Removal (Required)

Publishers will take down displays, box materials, and remove equipment **between 2:00 p.m. and 4:00 p.m. on the designated date.** Materials and equipment left after 4:00 p.m. on the designated date 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.

**Deliberations
and Publisher
Reconsideration**

The Textbook Commission will meet to formulate a list of textbooks to be recommended to the State Board of Education. 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. The following outlines the deliberations and reconsideration process.

1. The Textbook Commission shall meet to deliberate recommendations to be presented to the State Board of Education.
2. At the conclusion of deliberations, each Publisher whose submission(s) have not been recommended will have the opportunity to provide clarification on, without changing, submitted information that might assist the Textbook Commission in re-assessing its recommendation. This clarification information 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 about the reconsideration process, the Textbook Commission will advise those who wish to be heard about the format for the verbal presentation. After hearing the clarification information, the Textbook Commission votes to recommend/not recommend the submission(s), and advises the Publisher immediately of the decision. Documentation by the Commission, citing reasons of the decision, will accompany reports of “not recommended” titles. **Failure of a Publisher to appear at the Textbook Commission Deliberations meeting and make a verbal appeal for reconsideration shall prohibit the Publisher from taking part in the Reconsideration process.**
3. All submitting Publishers shall be notified by the North Carolina Department of Public Instruction within two weeks after the Deliberations and Reconsideration process of the recommendations to the State Board of Education.
4. A publishing company shall not contact any State Board member personally to discuss the reconsideration of a Textbook Commission recommendation.
5. All adoption decisions made by the State Board of Education shall be final.

STATE BOARD OF EDUCATION TEXTBOOK MATERIAL RECOMMENDATIONS AND CONTRACT REQUIREMENTS

| | |
|---|---|
| Textbooks recommended to SBE | <p>The Commission Chair and State Textbook Director present the list of recommended materials for the 2016 Textbook Adoption to the State Board of Education.</p> <p>The State Board of Education will determine which contracts will be awarded at the State Board meeting. Bid submissions will be adopted and contracts awarded by the State Board based upon the:</p> <ul style="list-style-type: none">• recommendations of the Textbook Commission,• conformity with the requirements for submission of materials and proposed contract contained herein,• conformity with the <i>North Carolina Standard Course of Study</i>,• price, and• needs of the public schools. |
| Contract Terms | <p>All contracts awarded will be similar to the sample contract (Attachment 1). The State Board of Education reserves the right to amend, delete, or add items to the contract if it deems this appropriate and necessary.</p> <p>Current textbook contracts which list materials being submitted in the current adoption will be valid, and prices will remain in effect until contract expiration. (Attachment 1), Textbook Contract, Part VII (20), Continuations of Rights.</p> <p>Upon adoption of the textbooks at the State Board meeting, all sales will be handled through the Textbook Warehouse. Contracts are in effect for five years and may be extended for additional years as outlined in textbook general statutes.</p> |
| Delivery | <p><i>Time of Delivery:</i> 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 1).</p> |
| Substitutions | <p><i>Revised or Later Copyrighted Editions:</i> The seller shall not submit for substitution without prior written approval of the Textbook Adoption Director. 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.</p> |
| Classroom and IHE Teacher Editions | <p>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 1 - PART II (3)).</p> |

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 1 - PART II (3)).

**Contracts and
Surety**

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 2).

Publisher’s deadline for contracts and surety bond to be at NCDPI, Joni Robbins (Attachments 1 and 2).

Signed Affidavit

Publisher’s signed affidavit due to Joni Robbins at NCDPI certifying that all materials shipped to North Carolina have been thoroughly examined and are error free (Attachment 8).

SAMPLING PROMOTION OF TEXTBOOKS/PROGRAMS

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 *2016 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* at its State Board of Education meeting until the day after the Textbook Commission's evaluation sessions with the Textbook Advisors.

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 *2016 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* during that time period.

PUBLISHER CONTACT WITH STATE BOARD OF EDUCATION AND TEXTBOOK COMMISSION

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 outlines Publisher contact with State Board of Education and Textbook Commission members:

1. The Commission may meet publicly with representatives of Publishers to discuss the Commission's plans and procedures for evaluation and adoption of textbooks.
2. At no time during the evaluation and adoption process (from the time the State Board approves the call letter until the State Board adopts the recommended list of textbooks) may the Commission or any of its members meet privately with any Publisher's representatives.
3. The State Superintendent of Public Instruction shall remove any Publisher from the NC Publishers Register 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 State Superintendent of Public Instruction to remove from the NC Publishers Registry 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 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. (SBE Policy GCS-H004)

ERRORS IN TEXTBOOK MATERIALS

The Publisher is responsible for identifying and correcting all errors including those deemed to be significant, factual, or typographical by the SBE, DPI, local boards of education or any of their officials, employees or agents.

Publishers must submit an affidavit stating that the textbook materials submitted for adoption have been proofed for factual and typographical errors and to the best of their knowledge the submissions are error free (Attachment 8).

The sample SBE Textbook Contract outlines specific requirements for monitoring and correcting errors in textbook materials (Attachment 1).

Health Education K – 12

Preface

Healthy students who are present, alert, and engaged in school have a head start on academic performance. A comprehensive sequential K – High School Health Education instructional program delivered by well-trained teachers utilizing current and relevant instructional materials empowers students with the functional knowledge, core concepts, and life skills necessary to make sound responsible health promoting decisions that lead toward healthy behaviors and overall academic success. North Carolina recognizes the value of addressing these key areas through age-appropriate Health Education classroom instruction that is grounded in Best Practices, engages parents/communities as partners in education, and establishes a nurturing caring school climate that fosters responsible health promoting decisions among students. The overall outcome being students who graduate North Carolina’s public schools are globally prepared responsible citizens who recognize the value in good health, develop a lifelong intent to become or remain healthy, and advocate for access to overall good health for all.

Philosophy

In Health Education, the instructional delivery, the materials used to support instruction, and the devices used to assess student comprehension feature the functional knowledge, concepts, personal and social competencies, and relevant skills that lead to health-enhancing behavioral outcomes for learners. When people act responsibly, advocate for lifelong good health, embrace health concepts, and use health information or services in health enhancing ways: they are said to be health literate.

Purpose

The overall goal of Health Education is to help students adopt and practice health enhancing behaviors by distinguishing responsible health promoting decision making from deleterious health compromising decision making. This is achieved by acquiring the functional knowledge essential to comprehending health concepts, practicing the skills critical to sound health promoting decision making, and receiving consistent genuine reinforcement for positive health behaviors.

The National Health Education Standards have established guidelines for effective school Health Education from which the North Carolina Essential Standards are based.

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

At each grade level, the North Carolina Essential Standards quality Health Education classroom instruction includes an emphasis on the following topic areas:

- Mental and Emotional Health
- Personal and Consumer Health
- Interpersonal Communications and Relationships
- Nutrition and Physical Activity
- Alcohol, Tobacco and Other Drugs

From these topic areas, the North Carolina *Healthful Living Essential Standards* provides guidelines to assist teachers with understanding what at minimum, students should know and be able to do in order to become health literate.

Instructional support materials are the vehicles by which student comprehension of the instructional goals and objectives are taught and assessed. In Health Education, instructional support materials and assessments can take a variety of forms based upon the needs of the learners in relation to the instructional goals and objectives. Relevant age-appropriate instructional materials should promote lifelong responsible health, assess student grasp of functional knowledge, comprehension of concepts, and application of skills. Whether diagnostic, formative, or summative; performance-based assessments are critical to Health Education classroom instruction.

Performance-based assessments in Health Education can include skill demonstration, didactic presentations, visual images, manipulatives, or research papers. Assessments should assess student mastery of the critical thinking skills applied to overall health concepts that are presented in a contextual, meaningful, and cognitively appropriate format. Additionally, at every grade level a balanced instructional approach connects to other instructional disciplines so that health concepts become real and relevant. Finally, applying Health Education concepts and skills to the family, school, and overall community not only reinforces the Coordinated School Health Model but empowers students to act responsibly, advocate for good health, and become health literate.

In summary, as society continues to examine the contributing factors for health risk, the statewide and national expenditures to treat disease or deleterious health behaviors, and the negative impact poor health has on overall academic performance an effective comprehensive sequential K – High School Health Education classroom instructional program is essential to preparing North Carolina’s public school children to become healthy responsible lifelong learners who are globally prepared for life in the 21st Century.

Instructional Materials Review Criteria Sheet – Health Education Grades K-5

INSTRUCTIONAL MATERIALS TITLE _____ NO. _____

PUBLISHER/COPYRIGHT DATE _____

AUTHOR(S) _____

EVALUATOR _____ DATE _____

REGION _____ TEXTBOOK COMMISSION MEMBER _____

PART I Compatibility with the North Carolina Essential Standards for Health Education in the North Carolina Standard Course of Study. All instructional materials shall be compatible with the philosophy, standards and objectives in the North Carolina Standard Course of Study, adopted March 2011. Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. If any of the items are marked “no” in Part I, do not complete Parts II and III.

| | Yes | No |
|---|-----|----|
| A. Materials present the main concepts that support a minimum of 80% of the instructional objectives for the course/grade/media in the North Carolina Standard Course of Study 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 that reflects 21 st century ideals for a future ready student and school. | | |
| D. Instructional materials include teacher resources that provide information and opportunities for teachers to increase their own understanding of the subject specific concepts. | | |
| Documentation for Part I: (Use extra sheets if necessary) | | |
| | | |

Part II Specific Criteria

| | Yes | No |
|---|-----|----|
| A. Materials emphasize Health Promoting Core Concepts and Skills (National Health Education Standards) with opportunities for student application and practice as outlined by each grade level specific Strand, Essential Standard, and Clarifying Objective, in the North Carolina Essential Standards for Healthful Living including: | | |
| A1. Comprehension of concepts related to Health Promotion and Disease Prevention to enhance health specific to each Health Education Strand, Essential Standard and Clarifying Objective in the North Carolina Essential Standards for Healthful Living. | | |
| A2. Analysis of the influence of family, peers, culture, media, technology, and other factors on health behaviors specific to each Health Education Strand, Essential Standard and Clarifying Objective in the North Carolina Essential Standards for Healthful Living. | | |
| A3. Access valid information and products and services to enhance health specific to each Health Education Strand, Essential Standard and Clarifying Objective in the North Carolina Essential Standards for Healthful Living. , | | |
| A4. The ability to use interpersonal communication skills to enhance health and avoid or reduce health risks specific to each Health Education Strand, Essential Standard and Clarifying Objective in the North Carolina Essential Standards for Healthful Living. | | |

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| A5. The ability to use decision-making skills to enhance health specific to each Health Education Strand, Essential standards and Clarifying Objective in the North Carolina Essential Standards for Healthful Living. | | |
| A6. The ability to use goal-setting skills to enhance health specific to each Health Education Strand, Essential Standard and Clarifying Objective in the North Carolina Essential Standards for Healthful Living. | | |
| A7. The ability to practice health-enhancing behaviors and avoid or reduce health risks specific to each Health Education Strand, Essential Standard and Clarifying Objective in the North Carolina Essential Standards for Healthful Living. | | |
| A8. The ability to advocate for personal, family, and community health specific to each Health Education Strand, Essential Standard and Clarifying Objective in the North Carolina Essential Standards for Healthful Living. | | |
| B. Materials provide for <u>all</u> students the opportunity learn how to make safe, appropriate, and healthful choices. | | |
| C. Materials accurately reflect current research, health behavior trends, and best practices in health education which build personal and social competence among learners. | | |
| D. Materials provide for a balanced approach to health literacy utilizing technology that accounts for <u>multiple learning styles</u> and <u>cross-curricular connections</u> so that every child will be globally competitive and prepared for life in the 21 st Century. | | |
| E. Materials reflect the priority health risk behaviors identified by the CDC-DASH.* | | |
| F. Materials focus on specific health behavioral outcomes including perception of health risk, understanding of harmfulness in engaging in health risk behaviors, and adopting protective factors that lead to health promoting behaviors. | | |
| G. Materials provide opportunities for reinforcement, assessment and re-teaching of health promoting; concepts, skills practice, and application of strategies in grade-level appropriate scenarios that directly contribute to health promoting decisions and behaviors. | | |
| H. Materials address the <u>risk and protective factors</u> associated with health behaviors of elementary school children. | | |
| I. Materials address the <u>major influences</u> , including social norms, on health promoting and health compromising behaviors among elementary school-aged youth. | | |
| J. Materials encourage students to take personal responsibility for their own health behaviors. | | |
| K. Materials incorporate opportunities for parent-child discussions about overall health and responsible health behaviors. | | |
| | | |
| Documentation for Part II Specific Criteria: <i>(Use extra sheets if necessary)</i> | | |

Part III General Criteria

| | Yes | No |
|--|-----|----|
| A. ACCURACY | | |
| 1. Material is error-free, current, uses correct grammar, spelling, and sentence structure. (This includes | | |

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| 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 tec. | | |
| 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. | | |
| Documentation for Part III A, B, C, D and E: (Use extra sheets if necessary) | | |

Part IV Overall Analysis (For Textbook Commission Use Only)

These instructional materials meet the criteria ____ **yes** ____ **no**.

Documentation for Part IV: Comments that further describe standards for yes or no in Parts I, II or III (Use extra sheets if necessary)

Instructional Materials Review Criteria Sheet – Health Education Grades 6-8

INSTRUCTIONAL MATERIALS TITLE _____ NO. _____

PUBLISHER/COPYRIGHT DATE _____

AUTHOR(S) _____

EVALUATOR _____ DATE _____

REGION _____ TEXTBOOK COMMISSION MEMBER _____

PART I Compatibility with the North Carolina Essential Standards for Health Education in the North Carolina Standard Course of Study. All instructional materials shall be compatible with the philosophy, standards and objectives in the North Carolina Standard Course of Study, adopted March 2011. Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. If any of the items are marked “no” in Part I, do not complete Parts II and III.

| | Yes | No |
|---|-----|----|
| A. Materials present the main concepts that support a minimum of 80% of the instructional objectives for the course/grade/media in the North Carolina Standard Course of Study 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. | | |
| Documentation for Part I: (Use extra sheets if necessary) | | |

Part II Specific Criteria

| | Yes | No |
|--|-----|----|
| A. Materials emphasize Health Promoting Core Concepts and Skills (National Health Education Standards) with opportunities for student application and practice as outlined by each grade level specific , Strand, Essential Standard and Clarifying Objective, in the North Carolina Essential Standards for Healthful Living including: | | |
| A1. Comprehension of concepts related to Health Promotion and Disease Prevention to enhance health specific to each Health Education Strand, Essential Standard and Clarifying Objective in the North Carolina Essential Standards for Healthful Living. | | |
| A2. Analysis of the influence of family, peers, culture, media, technology, and other factors on health behaviors specific to each Health Education Strand, Essential Standard and Clarifying Objective in the North Carolina Essential Standards for Healthful Living. | | |
| A3. Access valid information and products and services to enhance health specific to each Health Education Strand, Essential Standard and Clarifying Objective in the North Carolina Essential Standards for Healthful Living. | | |
| A4. The ability to use interpersonal communication skills to enhance health and avoid or reduce health risks specific to each Health Education Strand, Essential Standard and Clarifying Objective in the North Carolina Essential Standards for Healthful Living. | | |
| A5. The ability to use decision-making skills to enhance health specific to each Health Education | | |

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| Strand, Essential Standard and Clarifying Objective in the North Carolina Essential Standards for Healthful Living. | | |
| A6. The ability to use goal-setting skills to enhance health specific to each Health Education Strand, Standard and Clarifying Objective in the North Carolina Essential Standards for Healthful Living. | | |
| A7. The ability to practice health-enhancing behaviors and avoid or reduce health risks specific to each Health Education Strand, Standard and Clarifying Objective in the North Carolina Essential Standards for Healthful Living. | | |
| A8. The ability to advocate for personal, family, and community health specific to each Health Education Strand, Essential Standard and Clarifying Objective in the North Carolina Essential Standards for Healthful Living. | | |
| B. Range of content, concepts, skill practice scenarios, objectives, and assessments in achieving health literacy provide for diversity in student backgrounds, learning styles, and cognition. | | |
| C. Materials accurately reflect current research, health behavior trends, and best practices in health education which build personal and social competence among learners. | | |
| D. Materials provide for a balanced approach to health literacy utilizing technology that accounts for <u>multiple learning styles</u> and <u>cross-curricular connections</u> so that every child will be globally competitive and prepared for life in the 21 st Century. | | |
| E. Materials reflect the six priority health risk behaviors identified by the CDC-DASH.* | | |
| F. Materials positively influence students' health practices and behaviors with opportunities for students to assess vulnerability to health risk and to affirm health-promoting beliefs, intentions, and behaviors. | | |
| G. Materials are student-centered, interactive, and experiential focusing on perception of risk, short and long term impact of health risk behaviors, and reinforcing protective factors that encourage health promoting decisions and behaviors. | | |
| H. Materials develop critical thinking skills relying on developmentally appropriate instructional strategies that provide opportunities for practice and re-teaching of health promoting skills and concepts. | | |
| I. Materials encourage students to take personal responsibility for their own health behaviors. | | |
| J. Materials encourage students to build upon prior knowledge to understand and apply health concepts in day-to-day activities. | | |
| K. Materials encourage parent involvement in reinforcing health-promoting concepts, skills, and influences. | | |
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| Documentation for Part II Specific Criteria: <i>(Use extra sheets if necessary)</i> | | |

Part III General Criteria

| | Yes | No |
|---|-----|----|
| 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.) | | |

| | | |
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| 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 tec. | | |
| 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. | | |
| Documentation for Part III A, B, C, D and E: (Use extra sheets if necessary) | | |

Part IV Overall Analysis (For Textbook Commission Use Only)

These instructional materials meet the criteria _____ **yes** _____ **no**.

Documentation for Part IV: Comments that further describe standards for yes or no in Parts I, II or III (Use extra sheets if necessary)

Instructional Materials Review Criteria Sheet – Health Education Grades 9-12

INSTRUCTIONAL MATERIALS TITLE _____ NO. _____

PUBLISHER/COPYRIGHT DATE _____

AUTHOR(S) _____

EVALUATOR _____ DATE _____

REGION _____ TEXTBOOK COMMISSION MEMBER _____

PART I Compatibility with the North Carolina Essential Standards for Health Education in the North Carolina Standard Course of Study. All instructional materials shall be compatible with the philosophy, standards and objectives in the North Carolina Standard Course of Study, adopted March 2011. Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. If any of the items are marked “no” in Part I, do not complete Parts II and III.

| | Yes | No |
|---|-----|----|
| A. Materials present the main concepts that support a minimum of 80% of the instructional objectives for the course/grade/media in the North Carolina Standard Course of Study 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 that 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. | | |
| Documentation for Part I: (Use extra sheets if necessary) | | |

Part II Specific Criteria

| | Yes | No |
|---|-----|----|
| A. Materials emphasize Health Promoting Core Concepts and Skills (National Health Education Standards) with opportunities for student application and practice as outlined by each grade level specific Strand, Essential Standard and Clarifying Objective in the North Carolina Essential Standards for Healthful Living including: | | |
| A1. Comprehension of concepts related Health Promotion and Disease Prevention to enhance health specific to each Health Education Strand, Essential Standard and Clarifying Objective in the North Carolina Essential Standards for Healthful Living. | | |
| A2. Analysis of the influence of family, peers, culture, media, technology, and other factors on health behaviors specific to each Health Education Strand, Essential Standard and Clarifying Objective in the North Carolina Essential Standards for Healthful Living. | | |
| A3. Access valid information and products and services to enhance health specific to each Health Education Strand, Essential Standard and Clarifying Objective in the North Carolina Essential Standards for Healthful Living. | | |
| A4. The ability to use interpersonal communication skills to enhance health and avoid or reduce health risks specific to each Health Education Strand, Essential Standard and Clarifying Objective in the North Carolina Essential Standards for Healthful Living. | | |

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| A5. The ability to use decision-making skills to enhance health specific to each Health Education Strand, Essential Standard and Clarifying Objective in the North Carolina Essential Standards for Healthful Living. | | |
| A6. The ability to use goal-setting skills to enhance health specific to each Health Education Strand, Essential Standard and Clarifying Objective in the North Carolina Essential Standards for Healthful Living. | | |
| A7. The ability to practice health-enhancing behaviors and avoid or reduce health risks specific to each Health Education Strand, Essential Standard and Clarifying Objective in the North Carolina Essential Standards for Healthful Living. | | |
| A8. The ability to advocate for personal, family, and community health specific to each Health Education Strand, Essential Standard and Clarifying Objective in the North Carolina Essential Standards for Healthful Living. | | |
| B. Materials will encourage student awareness of health disparities and the influence of culture, climate, and background on health decisions and choices. | | |
| C. Materials promote health literacy by encouraging the use of local and trend data to identify key health behaviors in establishing opportunities for student health advocacy. | | |
| D. While reflecting safe and ethical practices when utilizing various forms of media, materials develop health literacy through media literacy skills, utilizing such resources as the CDC-DASH web site. | | |
| E. Materials reflect the six priority health risk behaviors identified by the CDC-DASH.* | | |
| F. Materials focus on specific health behavioral outcomes with a concentration on perception of vulnerability, recognizing harmfulness in engaging in health risk behaviors, influences on health decision making and adopting protective factors that lead to health promoting behaviors. | | |
| G. Materials provide opportunities for students to correct misperceptions that may lead to health compromising or risky behaviors. | | |
| H. Materials are student-centered, interactive, and experiential focusing on perception of risk, short and long-term impact of health risk behaviors, and reinforcing protective factors that encourage health promoting decisions and behaviors. | | |
| I. Materials encourage students to become aware of the major influences on health behavior and take personal responsibility for their own health behaviors. | | |
| J. Materials incorporate opportunities for parent-child discussions on specific health issues and the factors that contribute to positive health behavior outcomes. | | |
| K. Materials encourage the use of performance-based assessment devices such as portfolios, presentations, or research papers that reflect student comprehension of key health concepts and their applications to real world settings. | | |
| | | |
| Documentation for Part II Specific Criteria: (Use extra sheets if necessary) | | |

Part III General Criteria

| | Yes | No |
|-------------|-----|----|
| 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 tec. | | |
| 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. | | |
| Documentation for Part III A, B, C, D and E: (Use extra sheets if necessary) | | |

Part IV Overall Analysis (For Textbook Commission Use Only)

These instructional materials meet the criteria _____ **yes** _____ **no**.

Documentation for Part IV: Comments that further describe standards for yes or no in Parts I, II or III (Use extra sheets if necessary)

HEALTH EDUCATION: EC EVALUATION

SUBJECT _____ GRADE _____

TEXTBOOK MATERIALS TITLE _____ NO. _____

PUBLISHER _____ COPYRIGHT DATE _____

AUTHOR(S) _____

EVALUATOR _____ DATE _____

REGION _____ TEXTBOOK COMMISSION MEMBER _____

Check "yes" to indicate the textbook materials meet the criteria or check "no" to indicate the textbook materials do not meet the criteria.

| Appropriateness, Scope, and Resources | Yes | No |
|---|-----|----|
| 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, and performance tasks, 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, and captioning. | | |
| 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, and 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 EC students and their teachers, please give specifics to support both the positive and negative responses to the above. (Use additional sheets as needed)

| + | - |
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| | |

HEALTH EDUCATION: ELL EVALUATION

SUBJECT _____ GRADE _____

TEXTBOOK MATERIALS TITLE _____ NO. _____

PUBLISHER _____ COPYRIGHT DATE _____

AUTHOR(S) _____

EVALUATOR _____ DATE _____

REGION _____ TEXTBOOK COMMISSION MEMBER _____

Check "yes" to indicate the textbook materials meet the criteria or check "no" to indicate the textbook materials do not meet the criteria.

| Appropriateness, Scope, and Resources | <i>Yes</i> | <i>No</i> |
|---|------------|-----------|
| 1. Content provides for grade appropriate, yet varied linguistic levels, abilities, and learning styles. | | |
| 2. Content provides for relevancy, linking prior knowledge, building background knowledge, and active student engagement. | | |
| 3. Materials provide for a variety of exercises, reviews, assessments, and performance tasks, 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, and captioning. | | |
| 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, and 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 linguistic needs of ELL students and their teachers, please give specifics to support both the positive and negative responses to the above. (Use additional sheets as needed)

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| | |

SOCIAL STUDIES EDUCATION STANDARDS OVERVIEW

Today's society is changing at an increasingly rapid rate due to globalization stimulated by technology and innovation. As a result, education must ensure that students can meet the demands beyond school. To answer this call for change, the North Carolina State Board of Education revised its vision to support the notion that every public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen. It is within this context that the North Carolina Standard Course of Study for K-12 Social Studies was developed.

There are two primary purposes of social studies. The first is to develop young people who are knowledgeable, critical, and capable of making informed decisions about the world and their place in it. The second purpose is to prepare young people to participate actively and responsibly in a culturally diverse, democratic, and increasingly interdependent world. It is the intent of the K-12 Social Studies section that this set of standards serve as a conceptual framework that prepares students to not only graduate from high school ready for a post-secondary education or career, but to prepare them to be civic ready.

Civic literacy requires that students:

- Process information at higher cognitive levels
- Use disciplinary skills and tools in the ways that social scientists would
- Use content and concepts to think deeply about, reflect on and/or act on local, state, national, and global issues
- Understand enduring and transferable ideas of the social studies disciplines
- Develop the civic dispositions required to be contributing members of society
- Pose and answer questions that matter to them and society
- Use multiple sources of information as evidence to support questions posed during an inquiry
- Collaborate and interact on a personal level with people from diverse contexts

North Carolina students can achieve civic readiness through an instructional program aligned to the Social Studies Essential Standards and Clarifying Objectives as presented in the North Carolina Standard Course of Study adopted on December 2, 2010.

The adoption of the Social Studies Essential Standards as the North Carolina Standard Course of Study provides the foundation from which a well-planned social studies curriculum may be developed at the Local Education Agency (LEA) level.

The K-8 Social Studies program includes essential standards and clarifying objectives that are conceptually written and organized around the five strands of History, Geography and Environmental Literacy, Civics and Government, Economics and Financial Literacy, as well as Culture. At the high school level, concepts from these strands as well as disciplinary skills are embedded in the Essential Standards and Clarifying Objectives for discipline specific courses including: American History I, American History II, American History: Founding Principles, Civics and Economics, World History and a plethora of elective courses.

Instructional materials submitted for textbook adoption should align with these standards. Additional consideration should be given to the aforementioned elements which form the foundation for the K-12 Social Studies Essential Standards. All of these things, taken together, represent the criteria used to assess instructional materials submitted for textbook adoption.

More information about the North Carolina Social Studies Essential Standards may be found on the NCDPI website: <http://www.ncpublicschools.org/curriculum/socialstudies/scos/>

Instructional Materials Review Criteria Sheet – Social Studies Grades K-5

INSTRUCTIONAL MATERIALS TITLE _____ NO. _____

PUBLISHER/COPYRIGHT DATE _____

AUTHOR(S) _____

EVALUATOR _____ DATE _____

REGION _____ TEXTBOOK COMMISSION MEMBER _____

Indicate appropriate course:

Kindergarten First Grade Second Grade Third Grade Fourth Grade Fifth Grade

Materials for Students with Special Needs:

General Education Adapted-Exceptional Children Adapted-English Language Learners

PART I Compatibility with the North Carolina Essential Standards for Social Studies in the *North Carolina Standard Course of Study*.

Note: All instructional materials (both digital and print) shall be compatible with the philosophy, standards and objectives in the *North Carolina Standard Course of Study*, adopted December 2010.

Part IA Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. Materials must meet the criteria for both Items A and B. If either item is marked “no” in Part IA, do not complete Parts IB II, III, and IV.

| | Yes | No |
|---|-----|----|
| A. Materials present the main concepts facts/topics, and skills that support a minimum of 80% of the clarifying objectives in the <i>North Carolina Social Studies Essential Standards</i> for the appropriate course/grade level. | | |
| B. Content (facts/topics/concepts/skills), instructional tools (methodology/strategies/tasks), and assessment tools (methodology/strategies/tasks) are consistent with the philosophy, standards and goals of the <i>NC Standard Course of Study for Social Studies</i> for the appropriate course/grade level. | | |
| Documentation for Part IA: <i>(Use extra sheets if necessary)</i> | | |

Part IB Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. If two or more items are marked “no” in Part IB, do not complete Parts II, III, and IV.

| | Yes | No |
|--|-----|----|
| C. Materials reflect unbiased, non-stereotypical, accurate, comprehensive and current social studies research-based information and practices: authors, consultants, and reviewers include professionals with a wide range of experiences and expertise, including persons with secondary classroom experience. | | |
| D. Materials provide a sufficient number of hands-on inquiries, experiences, and authentic tasks in a variety of contexts (e.g. in-school, out of school, group tasks, independent tasks, discussion, reading) that integrate multiple skills (thinking and 21 st Century) and support the key concepts, factual content, and disciplinary skills of social studies at a developmentally appropriate level. | | |

| | | |
|---|--|--|
| E. Material provides access to or demonstrates concepts and factual content in multiple ways, including in writing, verbally, graphically, as well as through the use of maps, charts, illustrations, and political cartoons. | | |
| F. Diverse groups (e.g. cultural, ethnic, racial, women, disabled) and balanced viewpoints of events are comprehensively integrated and objectively presented throughout the text, illustrations, and tasks and accuracy/objective presentation is not adversely affected by content omissions or emphases. | | |
| G. Materials are relevant to the diversity of students' lives, interests, abilities, and learning styles and promotes interactive and participatory learning. | | |
| Documentation for Part IB: <i>(Use extra sheets if necessary)</i> | | |

Part II Specific Criteria: Teaching and Learning

| | Yes | No |
|---|-----|----|
| A. Materials ask students to communicate social studies concepts and ideas visually (e.g. maps, charts, graphs), orally and in writing and by explaining, clarifying, and defending their ideas while engaged in discourse with peers and teachers. | | |
| B. Materials require students to gather, organize, interpret, analyze, explain and evaluate information from a variety of sources, primary and secondary (i.e. articles, journals, web-based resources, maps, charts, graphs, illustrations, political cartoons, articles and other artifacts). | | |
| C. Materials allow for students to develop skills used by anthropologists, economists, geographers, historians, and political scientists to discern information about events and phenomenon over time. | | |
| D. Materials are leveled and organized appropriately to aid in the integration of balanced literacy instruction through the use of best reading practices in social studies. | | |
| E. Materials examine issues and events from multiple perspectives (e.g., geographic, cultural, socioeconomic, ethnic, racial, historical, contemporary, local, state, and national). | | |
| F. Materials provide opportunities for the discussion of global, regional, and local, issues. | | |
| G. Controversial issues and historical events are presented and treated factually and objectively with all major viewpoints represented. | | |
| H. Materials are thematically and chronologically organized to promote conceptual understanding of events and phenomenon as appropriate. | | |
| I. Materials integrate cultural, economic, geographic, historical, and political, aspects of the local community, state, nation, and world throughout to enhance student understanding and relevance. | | |
| J. Materials integrate student assessment in the instructional design. | | |
| K. Materials include assessment tasks or items that measure mastery of concepts, factual content and skills in a variety of formats (e.g. right answers, open response items, performance tasks, higher level questioning, projects and portfolios.). | | |
| L. Materials include specific questions or tasks to assist the teacher and student in identifying the concepts, factual content, and skills students have mastered before they begin new material. | | |
| M. Materials include assessment tasks or items that can be used as diagnostic or formative instruments that help determine learners' needs, rather than merely as instruments for grading students at the end of a unit or chapter. | | |

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

Part III Teacher Resources

| | Yes | No |
|---|-----|----|
| TEACHER RESOURCES | | |
| A. Teacher resources include summary of material contents. | | |
| B. Teacher resources provide instructional and/or behavioral objectives. | | |
| C. Teacher resources are well organized, easy to use, and comprehensive | | |
| D. Teacher resources provide for the development, reinforcement, and review of factual content, skills, and concepts. | | |
| E. Teacher resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction. | | |
| F. Teacher resources provide suggestions for evaluation, remediation, acceleration, and feedback. | | |
| G. Teacher resources include suggestions for the extension of learning and integration across the curriculum. | | |
| H. Teacher resources provide ancillary materials for student use. | | |
| I. Teacher resources provide supplementary or background information. | | |
| J. Teacher resources include answer key(s). | | |
| Documentation for Part III: <i>(Use extra sheets if necessary)</i> | | |

Part IV Technology Criteria Content *(If applicable)*

(Note: Digital considerations may refer to software as well as web-based resources. The criteria presented here are in addition to the criteria listed in previous sections.)

| | Yes | No |
|--|-----|----|
| A. Information retrieval is easy and rapid. | | |
| B. Intuitive icons, menus, and directional symbols are provided that foster independent use. | | |
| C. Graphic design is attractive, colorful, and uncluttered. | | |
| D. All visuals and interactive elements are clearly labeled, purposeful and relevant to the content. | | |
| E. Appropriate and supportive feedback is provided if applicable. | | |

| | | |
|--|--|--|
| F. Options for help and tutorial segments are provided. | | |
| G. Save feature for search results is available when appropriate. | | |
| H. Save options for games or activities in progress are available when appropriate. | | |
| I. Note-taking feature is available when appropriate. | | |
| J. A record-keeping feature to monitor student progress is available when appropriate. | | |
| K. Teacher has full access to individual student monitoring of activities, assignments, and assessments. | | |
| L. Descriptions of specific hardware requirements for operating the application are provided. | | |
| M. Technical assistance is readily available and instructions for access are easily understood | | |
| N. Content can be updated based on new discoveries and current events | | |
| O. Functions flawlessly on a variety of platforms at school and home. | | |
| Documentation for Part IV: <i>(Use extra sheets if necessary)</i> | | |

Part V Overall Analysis (For Textbook Commission Use Only)

These instructional materials meet the criteria ____ **yes** ____ **no**.

| |
|--|
| Documentation for Part V: Comments that further describe standards for yes or no responses in Parts I, II, III, or IV. <i>(Use extra sheets if necessary)</i> |
|--|

Instructional Materials Review Criteria Sheet – Social Studies Grades 6-8

INSTRUCTIONAL MATERIALS TITLE _____ NO. _____

PUBLISHER/COPYRIGHT DATE _____

AUTHOR(S) _____

EVALUATOR _____ DATE _____

REGION _____ TEXTBOOK COMMISSION MEMBER _____

Indicate appropriate course:

World Geography, History & Culture: Patterns of Continuity and Change - Beginnings of Human Society to 1450 (6th Grade) _____

World Geography, History & Culture: Patterns of Continuity and Change – 1400 - Present (7th Grade) _____

Materials for Students with Special Needs:

() General Education () Adapted-Exceptional Children () Adapted-English Language Learners

PART I Compatibility with the North Carolina Essential Standards for Social Studies in the *North Carolina Standard Course of Study*.

Note: All instructional materials (both digital and print) shall be compatible with the philosophy, standards and objectives in the *North Carolina Standard Course of Study*, adopted December 2010.

Part IA Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. Materials must meet the criteria for both Items A and B. If either item is marked “no” in Part IA, do not complete Parts IB II, III, and IV.

| | Yes | No |
|---|-----|----|
| A. Materials present the main concepts facts/topics, and skills that support a minimum of 80% of the clarifying objectives in the <i>North Carolina Social Studies Essential Standards</i> for the appropriate course/grade level. | | |
| B. Content (facts/topics/concepts/skills), instructional tools (methodology/strategies/tasks), and assessment tools (methodology/strategies/tasks) are consistent with the philosophy, standards and goals of the <i>NC Standard Course of Study for Social Studies</i> for the appropriate course/grade level. | | |
| Documentation for Part 1A: (Use extra sheets if necessary) | | |

Part IB Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. If two or more items are marked “no” in Part IB, do not complete Parts II, III, and IV.

| | Yes | No |
|--|-----|----|
| C. Materials reflect unbiased, non-stereotypical, accurate, comprehensive and current social studies research-based information and practices: authors, consultants, and reviewers include professionals with a wide range of experiences and expertise, including persons with secondary classroom experience. | | |
| D. Materials provide a sufficient number of hands-on inquiries, experiences, and authentic tasks in a variety of contexts (e.g. in-school, out of school, group tasks, independent tasks, discussion, reading) that integrate multiple skills (thinking and 21 st Century) and support the key concepts, factual content, and disciplinary skills of social studies at a developmentally appropriate level. | | |
| E. Material provides access to or demonstrates concepts and factual content in multiple ways, including in writing, verbally, graphically, as well as through the use of maps, charts, illustrations, and political cartoons. | | |
| F. Diverse groups (e.g. cultural, ethnic, racial, women, disabled) and balanced viewpoints of events are comprehensively integrated and objectively presented throughout the text, illustrations, and tasks and accuracy/objective presentation is not adversely affected by content omissions or emphases. | | |

| | | |
|---|--|--|
| G. Materials are relevant to the diversity of students' lives, interests, abilities, and learning styles and promotes interactive and participatory learning. | | |
| Documentation for Part IB: <i>(Use extra sheets if necessary)</i> | | |

Part II Specific Criteria: Teaching and Learning

| | Yes | No |
|---|-----|----|
| A. Materials ask students to communicate social studies concepts and ideas visually (e.g. maps, charts, graphs), orally and in writing and by explaining, clarifying, and defending their ideas while engaged in discourse with peers and teachers. | | |
| B. Materials require students to gather, organize, interpret, analyze, explain and evaluate information from a variety of sources, primary and secondary (i.e. articles, journals, web-based resources, maps, charts, graphs, illustrations, political cartoons, articles and other artifacts). | | |
| C. Materials allow for students to develop skills used by anthropologists, economists, geographers, historians, and political scientists to discern information about events and phenomenon over time. | | |
| D. Materials allow students to study various civilizations, societies, nations, cultures, etc. that provide a balance between western and non-western world content with a strong emphasis on the connectivity of the two. | | |
| E. Materials examine issues and events from multiple perspectives (e.g., geographic, cultural, socioeconomic, ethnic, racial, historical, contemporary, local, state, and national). | | |
| F. Materials provide opportunities for the discussion of global, regional, and local, issues that continue to foster debate and promote divergent points of view. | | |
| G. Controversial issues and historical events are presented and treated factually and objectively with all major viewpoints represented. | | |
| H. Materials are thematically and chronologically organized to promote conceptual understanding of events and phenomenon. | | |
| I. Materials integrate cultural, economic, geographic, historical, and political, aspects of the world throughout to enhance student understanding and relevance. | | |
| J. Materials integrate student assessment in the instructional design. | | |
| K. Materials include assessment tasks or items that measure mastery of concepts, factual content and skills in a variety of formats (e.g. right answers, open response items, performance tasks, higher level questioning, projects and portfolios.). | | |
| L. Materials include specific questions or tasks to assist the teacher and student in identifying the concepts, factual content, and skills students have mastered before they begin new material. | | |
| M. Materials include assessment tasks or items that can be used as diagnostic or formative instruments that help determine learners' needs, rather than merely as instruments for grading students at the end of a unit or chapter. | | |
| Documentation for Part II: <i>(Use extra sheets if necessary)</i> | | |

Part III Teacher Resources

| | Yes | No |
|---|-----|----|
| A. Teacher resources include summary of material contents. | | |
| B. Teacher resources provide instructional and/or behavioral objectives. | | |
| C. Teacher resources are well organized, easy to use, and comprehensive. | | |
| D. Teacher resources provide for the development, reinforcement, and review of factual content, skills, and concepts. | | |
| E. Teacher resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction. | | |
| F. Teacher resources provide suggestions for evaluation, remediation, acceleration, and feedback. | | |
| G. Teacher resources include suggestions for the extension of learning and integration across the curriculum. | | |
| H. Teacher resources provide ancillary materials for student use. | | |
| I. Teacher resources provide supplementary or background information. | | |
| J. Teacher resources include answer key(s) | | |
| Documentation for Part III: <i>(Use extra sheets if necessary)</i> | | |

Part IV Technology Criteria Content *(if applicable)*

(Note: Digital considerations may refer to software as well as web-based resources. The criteria presented here are in addition to the criteria listed in previous sections.)

| | Yes | No |
|--|-----|----|
| A. Information retrieval is easy and rapid. | | |
| B. Intuitive icons, menus, and directional symbols are provided that foster independent use. | | |
| C. Graphic design is attractive, colorful, and uncluttered. | | |
| D. All visuals and interactive elements are clearly labeled, purposeful, and relevant to the content. | | |
| E. Appropriate and supportive feedback is provided (if applicable). | | |
| F. Options for help and tutorial segments are provided. | | |
| G. Save feature for search results is available when appropriate. | | |
| H. Save options for games or activities in progress are available when appropriate. | | |
| I. Note-taking feature is available when appropriate. | | |
| J. A record-keeping feature to monitor student progress is available when appropriate. | | |
| K. Teacher has full access to individual student monitoring of activities, assignments, and assessments. | | |

| | | |
|--|--|--|
| L. Descriptions of specific hardware requirements for operating the application are provided. | | |
| M. Technical assistance is readily available and instructions for access are easily understood | | |
| N. Content can be updated based on new discoveries and current events | | |
| O. Functions flawlessly on a variety of platforms at school and home | | |
| Documentation for Part IV: <i>(Use extra sheets if necessary)</i> | | |

Part V Overall Analysis (For Textbook Commission Use Only)

These instructional materials meet the criteria ____ **yes** ____ **no**.

| |
|--|
| Documentation for Part V: <i>Comments that further describe standard for yes or no responses in Parts I, II, III or IV. (Use extra sheets if necessary)</i> |
|--|

Instructional Materials Review Criteria Sheet – Social Studies Grades 6-8

INSTRUCTIONAL MATERIALS TITLE _____ NO. _____

PUBLISHER/COPYRIGHT DATE _____

AUTHOR(S) _____

EVALUATOR _____ DATE _____

REGION _____ TEXTBOOK COMMISSION MEMBER _____

Indicate Appropriate Course:

North Carolina and the United States: Creation and Development of the State and Nation ()

Materials for Students with Special Needs:

() General Education () Adapted-Exceptional Children () Adapted-English Language Learners

PART I Compatibility with the North Carolina Essential Standards for Social Studies in the *North Carolina Standard Course of Study*.

(Note: All instructional materials (both digital and print) shall be compatible with the philosophy, standards and objectives in the North Carolina Standard Course of Study, adopted December 2010.

Part IA Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. Materials must meet the criteria for both Items A and B. If either item is marked “no” in Part IA, do not complete Parts IB, II, III, and IV.

| | Yes | No |
|---|-----|----|
| A. Materials present the main concepts, facts, and skills that support a minimum of 80% of the clarifying objectives for the <i>North Carolina</i> Social Studies Essential Standards for the appropriate course/grade level. | | |
| B. Content (facts/topics/concepts/skills), instructional tools (methodology/strategies/tasks), and assessment tools (methodology/strategies/tasks) are consistent with the philosophy, standards and goals of the <i>NC Standard Course of Study for Social Studies</i> for the appropriate course/grade level. | | |
| Documentation for Part IA: (Use extra sheets if necessary) | | |

Part IB Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. If two or more items are marked “no” in Part IB, do not complete Parts II, III, and IV.

| | Yes | No |
|--|-----|----|
| C. Materials reflect unbiased, non-stereotypical, accurate, comprehensive and current social studies research-based information and practices: authors, consultants, and reviewers include professionals with a wide range of experiences and expertise, including persons with secondary classroom experience. | | |
| D. Materials provide a sufficient number of hands-on inquiries, experiences, and authentic tasks in a variety of contexts (e.g. in-school, out of school, group tasks, independent tasks, discussion, reading) that integrate multiple skills (thinking and 21 st Century) and support the key concepts, factual content, and disciplinary skills of social studies at a developmentally appropriate level. | | |
| E. Material provides access to or demonstrates concepts and factual content in multiple ways, including in writing, verbally, graphically, as well as through the use of maps, charts, illustrations, and political cartoons. | | |
| F. Diverse groups (e.g. cultural, ethnic, racial, women, disabled) and balanced viewpoints of events are comprehensively integrated and objectively presented throughout the text, illustrations, and tasks and | | |

| | | |
|---|--|--|
| accuracy/objective presentation is not adversely affected by content omissions or emphases. | | |
| G. Materials are relevant to the diversity of students' lives, interests, abilities, and learning styles and promotes interactive and participatory learning. | | |
| Documentation for Part IB: <i>(Use extra sheets if necessary)</i> | | |

Part II Specific Criteria: Teaching and Learning

| | Yes | No |
|---|-----|----|
| A. Materials ask students to communicate social studies concepts and ideas visually (e.g. maps, charts, graphs), orally and in writing and by explaining, clarifying, and defending their ideas while engaged in discourse with peers and teachers. | | |
| B. Materials require students to gather, organize, interpret, analyze, explain and evaluate information from a variety of sources, primary and secondary (i.e. articles, journals, web-based resources, maps, charts, graphs, illustrations, political cartoons, articles and other artifacts). | | |
| C. Materials allow for students to develop skills used by anthropologists, economists, geographers, historians, and political scientists to discern information about events and phenomenon over time. | | |
| D. Materials allow students to study various geographic regions and cultural groups both in North Carolina and across the United States. | | |
| E. Materials examine issues and events from multiple perspectives (e.g., geographic, cultural, socioeconomic, ethnic, racial, historical, contemporary, local, state, and national). | | |
| F. Materials provide opportunities for the discussion of global, national, regional, and local, issues that continue to foster debate and promote divergent points of view. | | |
| G. Controversial issues and historical events are presented and treated factually and objectively with all major viewpoints represented. | | |
| H. Religious references are included and uncensored. | | |
| I. Materials are thematically and chronologically organized to promote conceptual understanding of events and phenomenon. | | |
| J. Materials integrate cultural, economic, geographic, historical, and political, aspects of North Carolina and the United States (and the globe as appropriate) throughout to enhance student understanding and relevance. | | |
| K. Materials integrate student assessment in the instructional design. | | |
| L. Materials include assessment tasks or items that measure mastery of concepts, factual content and skills in a variety of formats (e.g. right answers, open response items, performance tasks, higher level questioning, projects and portfolios.). | | |
| M. Materials include specific questions or tasks to assist the teacher and student in identifying the concepts, factual content, and skills students have mastered before they begin new material. | | |
| N. Materials include assessment tasks or items that can be used as diagnostic or formative instruments that help determine learners' needs, rather than merely as instruments for grading students at the end of a unit or chapter. | | |
| O. Materials ask students to communicate social studies concepts and ideas visually (e.g. maps, charts, graphs), orally and in writing and by explaining, clarifying, and defending their ideas while engaged in discourse with peers and teachers. | | |

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

Part III Teacher Resources

| | Yes | No |
|---|-----|----|
| A. Teacher resources include summary of material contents. | | |
| B. Teacher resources provide instructional and/or behavioral objectives. | | |
| C. Teacher resources are well organized, easy to use, and comprehensive. | | |
| D. Teacher resources provide for the development, reinforcement, and review of factual content, skills, and concepts. | | |
| E. Teacher resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction. | | |
| F. Teacher resources provide suggestions for evaluation, remediation, acceleration, and feedback. | | |
| G. Teacher resources include suggestions for the extension of learning and integration across the curriculum. | | |
| H. Teacher resources provide ancillary materials for student use. | | |
| I. Teacher resources provide supplementary or background information. | | |
| J. Teacher resources include answer key(s) | | |
| Documentation for Part III: <i>(Use extra sheets if necessary)</i> | | |

Part IV Additional Digital Considerations

(Note: Digital considerations may refer to software as well as web-based resources. The criteria presented here are in addition to the criteria listed in previous sections.)

| | Yes | No |
|---|-----|----|
| A. Information retrieval is easy and rapid. | | |
| B. Intuitive icons, menus, and directional symbols are provided that foster independent use. | | |
| C. Graphic design is attractive, colorful, and uncluttered. | | |
| D. All visuals and interactive elements are clearly labeled, purposeful, and relevant to the content. | | |
| E. Appropriate and supportive feedback is provided (if applicable). | | |
| F. Options for help and tutorial segments are provided. | | |
| G. Save feature for search results is available when appropriate. | | |
| H. Save options for games or activities in progress are available when appropriate. | | |

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| I. Note-taking feature is available when appropriate. | | |
| J. A record-keeping feature to monitor student progress is available when appropriate. | | |
| K. Teacher has full access to individual student monitoring of activities, assignments, and assessments. | | |
| L. Descriptions of specific hardware requirements for operating the application are provided. | | |
| M. Technical assistance is readily available and instructions for access are easily understood. | | |
| N. Content can be updated based on new discoveries and current events. | | |
| O. Functions flawlessly on a variety of platforms at school and home. | | |
| Documentation for Part IV: (Use extra sheets if necessary) | | |

Part V Overall Analysis (For Textbook Commission Use Only)

These instructional materials meet the criteria _____ **yes** _____ **no**.

| |
|--|
| Documentation for Part V: Comments that further describe standard for yes or no responses in Parts I, II, III, or IV. (Use extra sheets if necessary) |
|--|

Instructional Materials Review Criteria Sheet – Social Studies Grades 9-12

INSTRUCTIONAL MATERIALS TITLE _____ NO. _____

PUBLISHER/COPYRIGHT DATE _____

AUTHOR(S) _____

EVALUATOR _____ DATE _____

REGION _____ TEXTBOOK COMMISSION MEMBER _____

Indicate Appropriate Course:

American History I: _____

American History II _____

Materials for Students with Special Needs:

() General Education () Adapted-Exceptional Children () Adapted-English Language Learners

PART I Compatibility with the North Carolina Essential Standards for Social Studies in the *North Carolina Standard Course of Study (NCSCOS)*.

(Note: All instructional materials (both digital and print) shall be compatible with the philosophy, standards and objectives in the North Carolina Standard Course of Study, adopted December 2010.

Part IA Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. Materials must meet the criteria for both Items A and B. If either item is marked “no” in Part IA, do not complete Parts IB, II, III, and IV.

| | Yes | No |
|---|-----|----|
| A. Materials present the main concepts, facts/topics, and skills that support a minimum of 80% of the clarifying objectives in the <i>North Carolina Social Studies Essential Standards</i> for the appropriate course/grade level. . | | |
| B. Content (facts/topics/concepts/skills), instructional tools (methodology/strategies/tasks), and assessment tools (methodology/strategies/tasks) are consistent with the philosophy, standards and goals of the <i>NC Standard Course of Study for Social Studies</i> for the appropriate course/grade level. | | |
| Documentation for Part IA: (Use extra sheets if necessary) | | |

Part IB Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. If two or more items are marked “no” in Part IB, do not complete Parts II, III, and IV.

| | Yes | No |
|--|-----|----|
| C. Materials reflect unbiased, non-stereotypical, accurate, comprehensive and current social studies research-based information and practices: authors, consultants, and reviewers include professionals with a wide range of experiences and expertise, including persons with secondary classroom experience. | | |
| D. Materials provide a sufficient number of hands-on inquiries, experiences, and authentic tasks in a variety of contexts (e.g. in-school, out of school, group tasks, independent tasks, discussion, reading) that integrate multiple skills (thinking and 21 st Century) and support the key concepts, factual content, and disciplinary skills of social studies at a developmentally appropriate level. | | |
| E. Material provides access to or demonstrates concepts and factual content in multiple ways, including in writing, verbally, graphically, as well as through the use of maps, charts, illustrations, and political cartoons. | | |

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| F. Diverse groups (e.g. cultural, ethnic, racial, women, disabled) and balanced viewpoints of events are comprehensively integrated and objectively presented throughout the text, illustrations, and tasks and accuracy/objective presentation is not adversely affected by content omissions or emphases. | | |
| G. Materials are relevant to the diversity of students' lives, interests, abilities, and learning styles and promotes interactive and participatory learning. | | |
| Documentation for Part IB: <i>(Use extra sheets if necessary)</i> | | |

Part II Specific Criteria

| | Yes | No |
|---|-----|----|
| A. Materials ask students to communicate social studies concepts and ideas visually (e.g. maps, charts, graphs), orally and in writing and by explaining, clarifying, and defending their ideas while engaged in discourse with peers and teachers. | | |
| B. Materials require students to gather, organize, interpret, analyze, explain and evaluate information from a variety of sources, primary and secondary (i.e. articles, journals, web-based resources, maps, charts, graphs, illustrations, political cartoons, articles and other artifacts). | | |
| C. Controversial issues, key turning points and presidential administrations are presented and treated factually and objectively with all major viewpoints represented. | | |
| D. Materials integrate cultural, economic, geographic, political and social aspects throughout the text to enhance student understanding and relevance. | | |
| E. Content is organized both thematically and chronologically in order to promote deeper understanding of history and issues. | | |
| F. Materials provide the opportunities for the discussion of contemporary and global issues. | | |
| G. Materials include content that adequately understand the founding principles of the United States and the State of North Carolina. | | |
| H. Religious references are included and uncensored. | | |
| I. Materials integrate student assessment in the instructional design. | | |
| J. Materials include assessment tasks or items that measure mastery of concepts, factual content and skills in a variety of formats (e.g. right answers, open response items, performance tasks, higher level questioning, projects and portfolios.). | | |
| K. Materials include specific questions or tasks to assist the teacher and student in identifying the concepts, factual content, and skills students have mastered before they begin new material. | | |
| L. Materials include assessment tasks or items that can be used as diagnostic or formative instruments that help determine learners' needs, rather than merely as instruments for grading students at the end of a unit or chapter. | | |
| Documentation for Part II: <i>(Use extra sheets if necessary)</i> | | |

Part III

| | Yes | No |
|---|-----|----|
| TEACHER RESOURCES | | |
| A. Teacher resources include summary of material contents. | | |
| B. Teacher resources provide instructional and/or behavioral objectives. | | |
| C. Teacher resources are well organized, easy to use, and comprehensive | | |
| D. Teacher resources provide for the development, reinforcement, and review of factual content, skills, and concepts. | | |
| E. Teacher resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction. | | |
| F. Teacher resources provide suggestions for evaluation, remediation, acceleration, and feedback. | | |
| G. Teacher resources include suggestions for the extension of learning and integration across the curriculum. | | |
| H. Teacher resources provide ancillary materials for student use. | | |
| I. Teacher resources provide supplementary or background information. | | |
| J Teacher resources include answer key(s) | | |
| Documentation for Part III: (Use extra sheets if necessary) | | |

Part IV Additional Digital Considerations (if applicable)

(Note: Digital considerations may refer to software as well as web-based resources. The criteria presented here are in addition to the criteria listed in previous sections.)

| | Yes | No |
|---|-----|----|
| A. Information retrieval is easy and rapid. | | |
| B. Intuitive icons, menus, and directional symbols are provided that foster independent use. | | |
| C. Graphic design is attractive, colorful, and uncluttered. | | |
| D. All visuals and interactive elements are clearly labeled, purposeful, and relevant to the content. | | |
| E. Appropriate and supportive feedback is provided. (if applicable). | | |
| F. Options for help and tutorial segments are provided. | | |
| G. Save feature for search results is available when appropriate. | | |
| H. Save options for games or activities in progress are available when appropriate. | | |
| I. Note-taking feature is available when appropriate. | | |
| J. A record-keeping feature to monitor student progress is available when appropriate. | | |

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|--|--|--|
| K. Teacher has full access to individual student monitoring of activities, assignments, and assessments. | | |
| L. Descriptions of specific hardware requirements for operating the application are provided. | | |
| M. Technical assistance is readily available and instructions for access are easily understood. | | |
| N. Content can be updated based on new discoveries and current events. | | |
| O. Functions flawlessly on a variety of platforms at school and home. | | |
| Documentation for Part IV: (Use extra sheets if necessary) | | |

Part V Overall Analysis (For Textbook Commission Use Only)

These instructional materials meet the criteria ____ **yes** ____ **no**.

| |
|---|
| Documentation for Part IV: Comments that further describe standard for yes or no responses in Parts I, II, III, or IV. (Use extra sheets if necessary) |
|---|

Part V Overall Analysis (For Textbook Commission Use Only)

These instructional materials meet the criteria ____ **yes** ____ **no**.

| |
|--|
| Documentation for Part V: Comments that further describe standard for yes or no responses in Parts I, II, III, or IV. (Use extra sheets if necessary) |
|--|

Instructional Materials Review Criteria Sheet – Social Studies Grades 9-12

INSTRUCTIONAL MATERIALS TITLE _____ NO. _____

PUBLISHER/COPYRIGHT DATE _____

AUTHOR(S) _____

EVALUATOR _____ DATE _____

REGION _____ TEXTBOOK COMMISSION MEMBER _____

Indicate Appropriate Course:

American History: Founding Principles, Civics and Economics _____

Materials for Students with Special Needs:

() General Education () Adapted-Exceptional Children () Adapted-English Language Learners

PART I Compatibility with the North Carolina Essential Standards for Social Studies in the *North Carolina Standard Course of Study*.

Note All instructional materials (both digital and print) shall be compatible with the philosophy, standards and objectives in the *North Carolina Standard Course of Study, revised (December 2, 2010)*. Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. Materials must meet the criteria for both Items A and B. If either item is marked “no” in Part IA, do not complete Parts IB II, III, and IV.

| | Yes | No |
|---|-----|----|
| A. Materials present the main concepts facts/topics, and skills that support a minimum of 80% of the clarifying objectives for the in the North Carolina. <i>Social Studies Essential Standards</i> for the appropriate course/grade level.. | | |
| B. Content (facts/topics/concepts/skills), instructional tools (methodology/strategies/tasks), and assessment tools (methodology/strategies/tasks) are consistent with the philosophy, standards and goals of the <i>Standard Course of Study for Social Studies for the appropriate course/grade level</i> . | | |
| Documentation for Part IA: (Use extra sheets if necessary) | | |

Part IB Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. If two or more items are marked “no” in Part IB, do not complete Parts II, III, and IV.

| | Yes | No |
|--|-----|----|
| C. Materials reflect unbiased, non-stereotypical, accurate, comprehensive and current social studies research-based information and practices: authors, consultants, and reviewers include professionals with a wide range of experiences and expertise, including persons with secondary classroom experience. | | |
| D. Materials provide a sufficient number of hands-on inquiries, experiences, and authentic tasks in a variety of contexts (e.g. in-school, out of school, group tasks, independent tasks, discussion, reading) that integrate multiple skills (thinking and 21 st Century) and support the key concepts, factual content, and disciplinary skills of social studies at a developmentally appropriate level. | | |
| E. Material provides access to or demonstrates concepts and factual content in multiple ways, including in writing, verbally, graphically, as well as through the use of maps, charts, illustrations, and political cartoons. | | |
| F. Diverse groups (e.g. cultural, ethnic, racial, women, disabled) and balanced viewpoints of events are comprehensively integrated and objectively presented throughout the text, illustrations, and tasks and | | |

| | | |
|---|--|--|
| accuracy/objective presentation is not adversely affected by content omissions or emphases. | | |
| G. Materials are relevant to the diversity of students' lives, interests, abilities, and learning styles and promotes interactive and participatory learning. | | |
| Documentation for Part IB: (Use extra sheets if necessary) | | |

Part II Specific Criteria

| | Yes | No |
|---|-----|----|
| A. Materials ask students to communicate social studies concepts and ideas visually (e.g. maps, charts, graphs), orally and in writing and by explaining, clarifying, and defending their ideas while engaged in discourse with peers and teachers. | | |
| B. Materials require students to gather, organize, interpret, analyze, explain and evaluate information from a variety of sources, primary and secondary (i.e. articles, journals, web-based resources, maps, charts, graphs, illustrations, political cartoons, articles and other artifacts). | | |
| C. Controversial issues are presented and treated factually and objectively with all major viewpoints represented. | | |
| D. Materials integrate cultural, economic, geographic, historical, and political, aspects of U.S. society (and the global society as appropriate) throughout the text to enhance student understanding and relevance. | | |
| E. Materials emphasize the student's place in the community, country, and the world in the 21 st century. | | |
| F. Materials provide the opportunities for the discussion of contemporary and global issues. | | |
| G. Materials include content that allows students to adequately understand the founding principles of the United States, including those enumerated by the NC General Assembly in Session Law 2011-273 House Bill 588: <i>The Founding Principles Act</i> . | | |
| H. Materials include content that allows students to adequately understand personal finance, to include those elements enumerated by the NC General Assembly in Session Law 200—504: An Act Requiring "Credit Education For All Students. | | |
| H. Materials integrate student assessment in the instructional design. | | |
| I. Materials include assessment tasks or items that measure mastery of concepts, factual content and skills in a variety of formats (e.g. right answers, open response items, performance tasks, higher level questioning, projects and portfolios.). | | |
| J. Materials include specific questions or tasks to assist the teacher and student in identifying the concepts, factual content, and skills students have mastered before they begin new material. | | |
| Documentation for Part II-Specific Criteria (Use extra sheets if necessary.) | | |

Part III Teacher Resources

| | Yes | No |
|--|-----|----|
| A. Teacher resources include summary of material contents. | | |

| | | |
|---|--|--|
| B. Teacher resources provide instructional and/or behavioral objectives. | | |
| C. Teacher resources are well organized, easy to use, and comprehensive | | |
| D. Teacher resources provide for the development, reinforcement, and review of factual content , skills, and concepts. | | |
| E. Teacher resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction. | | |
| F. Teacher resources provide suggestions for evaluation, remediation, acceleration, and feedback. | | |
| G. Teacher resources include suggestions for the extension of learning and integration across the curriculum. | | |
| H. Teacher resources provide ancillary materials for student use. | | |
| I. Teacher resources provide supplementary or background information. | | |
| J. Teacher resources include answer key(s) | | |
| Documentation for Part III – (Use extra sheets, if necessary.) | | |

Part IV Technology Criteria Content (if applicable.)

(Note: Digital considerations may refer to software as well as web-based resources. The criteria presented here are in addition to the criteria listed in previous sections.)

| | Yes | No |
|---|-----|----|
| A. Information retrieval is easy and rapid. | | |
| B. Intuitive icons, menus, and directional symbols are provided that foster independent use. | | |
| C. Graphic design is attractive, colorful, and uncluttered. | | |
| D. All visuals and interactive elements are clearly labeled, purposeful and relevant to the content. | | |
| E. Appropriate and supportive feedback is provided(if applicable). | | |
| F. Options for help and tutorial segments are provided. | | |
| G. Save feature for search results is available when appropriate. | | |
| H. Save options for games or activities in progress are available when appropriate. | | |
| I. Note-taking feature is available when appropriate. | | |
| J. A record-keeping feature to monitor student progress is available when appropriate. | | |
| K. Teacher has full access to individual student monitoring of activities, assignments, and assessments | | |
| L. Descriptions of specific hardware requirements for operating the application are provided. | | |
| M. Technical assistance is readily available and instructions for access are easily understood. | | |

| | | |
|---|--|--|
| N. Content can be updated based on new discoveries and current events Toll free technical support telephone number is provided. | | |
| O. Functions flawlessly on a variety of platforms at school and home. | | |
| Documentation for Part IV – (Use extra sheets, if necessary.) | | |

Part V Overall Analysis: (For Textbook Commission Use Only)

These instructional materials meet the criteria ____ **yes** ____ **no**.

| |
|---|
| Documentation for Part V: Comments that further describe standard for yes or no responses in Parts I, II, III, or IV. (Use extra sheets if necessary.) |
|---|

Instructional Materials Review Criteria Sheet – Social Studies Grades 9-12

INSTRUCTIONAL MATERIALS TITLE _____ NO. _____

PUBLISHER/COPYRIGHT DATE _____

AUTHOR(S) _____

EVALUATOR _____ DATE _____

REGION _____ TEXTBOOK COMMISSION MEMBER _____

Indicate Appropriate Course:

World History _____

Materials for Students with Special Needs:

() General Education () Adapted-Exceptional Children () Adapted-English Language Learners

PART I Compatibility with the North Carolina Essential Standards for Social Studies in the North Carolina Standard Course of Study.

Note: All instructional materials (both digital and print) shall be compatible with the philosophy, standards and objectives in the North Carolina Standard Course of Study, adopted December 2010.

Part IA Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. Materials must meet the criteria for both Items A and B. If either item is marked “no” in Part IA, do not complete Parts IB, II, III, and IV.

| | Yes | No |
|---|-----|----|
| A. Materials present the main concepts, facts/topics, and skills that support a minimum of 80% of the clarifying objectives in the <i>North Carolina Social Studies Essential Standards</i> for the appropriate course/grade level. | | |
| B. Content (facts/topics/concepts/skills), instructional tools (methodology/strategies/tasks), and assessment tools (methodology/strategies/tasks) are consistent with the philosophy, standards and goals of the <i>NC Standard Course of Study for Social Studies</i> for the appropriate course/grade level. | | |
| Documentation for Part IA: (Use extra sheets if necessary) | | |

Part IB Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. If two or more items are marked “no” in Part IB, do not complete Parts II, III, and IV.

| | Yes | No |
|--|-----|----|
| C. Materials reflect unbiased, non-stereotypical, accurate, comprehensive and current social studies research-based information and practices: authors, consultants, and reviewers include professionals with a wide range of experiences and expertise, including persons with secondary classroom experience. | | |
| D. Materials provide a sufficient number of hands-on inquiries, experiences, and authentic tasks in a variety of contexts (e.g. in-school, out of school, group tasks, independent tasks, discussion, reading) that integrate multiple skills (thinking and 21 st Century) and support the key concepts, factual content, and disciplinary skills of social studies at a developmentally appropriate level. | | |
| E. Material provides access to or demonstrates concepts and factual content in multiple ways, including in writing, verbally, graphically, as well as through the use of maps, charts, illustrations, and political cartoons. | | |
| F. Diverse groups (e.g. cultural, ethnic, racial, women, disabled) and balanced viewpoints of events are comprehensively integrated and objectively presented throughout the text, illustrations, and tasks and accuracy/objective presentation is not adversely affected by content omissions or emphases. | | |

| | | |
|---|--|--|
| G. Materials are relevant to the diversity of students' lives, interests, abilities, and learning styles and promotes interactive and participatory learning. | | |
| Documentation for Part IB: <i>(Use extra sheets if necessary)</i> | | |

Part II Specific Criteria: Teaching and Learning

| | Yes | No |
|---|-----|----|
| A. Materials ask students to communicate social studies concepts and ideas visually (e.g. maps, charts, graphs), orally and in writing and by explaining, clarifying, and defending their ideas while engaged in discourse with peers and teachers. | | |
| B. Materials require students to gather, organize, interpret, analyze, explain and evaluate information from a variety of sources, primary and secondary (i.e. articles, journals, web-based resources, maps, charts, graphs, illustrations, political cartoons, articles and other artifacts). | | |
| C. Controversial issues and key turning points are presented and treated factually and objectively with all major viewpoints represented. | | |
| D. Materials integrate cultural, economic, geographic, political, and social aspects of history throughout the text to enhance student understanding and relevance. | | |
| E.. Materials emphasize ongoing conflicts and issues for the Middle East, regions throughout south central Asia, Asia proper, western pacific, specific regions in Africa and Central and South America. | | |
| F. As part of a conceptual approach, materials address the role of various world religions on shaping culture, government, geography, the economy, and impacting the course of history. | | |
| G. Religious references are included and uncensored. | | |
| H. Materials are thematically and chronologically organized to promote conceptual understanding of history that includes globalization and 21 st century issues. | | |
| I. Materials include appropriate charts, maps, graphs, primary resources, photographs, political cartoons, and drawings directly related to the goals and objectives of the North Carolina Standard Course of Study. | | |
| I. Materials allow for students and teachers to develop skills used by historians to discern information about historic events. (i.e. using primary source documents, detecting bias) | | |
| K. Materials provide a balance between western and non-western world content with a strong emphasis on the connectivity of the two. | | |
| L. Materials integrate student assessment in the instructional design. | | |
| M. Materials include assessment tasks or items that measure mastery of concepts, factual content and skills in a variety of formats (e.g. right answers, open response items, performance tasks, higher level questioning, projects and portfolios.). | | |
| N. Materials include specific questions or tasks to assist the teacher and student in identifying the concepts, factual content, and skills students have mastered before they begin new material. | | |
| O. Materials include assessment tasks or items that can be used as diagnostic or formative instruments that help determine learners' needs, rather than merely as instruments for grading students at the end of a unit or chapter. | | |

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

Part III Teacher Resources

| | Yes | No |
|---|-----|----|
| A. Teacher resources include summary of material contents. | | |
| B. Teacher resources provide instructional and/or behavioral objectives. | | |
| C. Teacher resources are well organized, easy to use, and comprehensive. | | |
| D. Teacher resources provide for the development, reinforcement, and review of factual content, skills, and concepts. | | |
| E. Teacher resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction. | | |
| F. Teacher resources provide suggestions for evaluation, remediation, acceleration, and feedback. | | |
| G. Teacher resources include suggestions for the extension of learning and integration across the curriculum. | | |
| H. Teacher resources provide ancillary materials for student use. | | |
| I. Teacher resources provide supplementary or background information. | | |
| J. Teacher resources include answer key(s) | | |
| Documentation for Part III: <i>(Use extra sheets if necessary)</i> | | |

Part IV Additional Digital Considerations *(if applicable)*

(Note: Digital considerations may refer to software as well as web-based resources. The criteria presented here are in addition to the criteria listed in previous sections.)

| | Yes | No |
|---|-----|----|
| A. Information retrieval is easy and rapid. | | |
| B. Intuitive icons, menus, and directional symbols are provided that foster independent use. | | |
| C. Graphic design is attractive, colorful, and uncluttered. | | |
| D. All visuals and interactive elements are clearly labeled purposeful and relevant to the content. | | |
| E. Appropriate and supportive feedback is provided (if applicable). | | |
| F. Options for help and tutorial segments are provided. | | |
| G. Save feature for search results is available when appropriate. | | |

| | | |
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| H. Save options for games or activities in progress are available when appropriate. | | |
| I. Note-taking feature is available when appropriate. | | |
| J. A record-keeping feature to monitor student progress is available when appropriate. | | |
| K. Teacher has full access to individual student monitoring of activities, assignments, and assessments. | | |
| L. Descriptions of specific hardware requirements for operating the application are provided. | | |
| M. Technical assistance is readily available and instructions for access are easily understood. | | |
| N. Content can be updated based on new discoveries and current events. | | |
| O. Functions flawlessly on a variety of platforms at school and home. | | |
| Documentation for Part IV: <i>(Use extra sheets if necessary)</i> | | |

Part V Overall Analysis (For Textbook Commission Use Only)

These instructional materials meet the criteria ____ **yes** ____ **no**.

| |
|--|
| <p>Documentation for Part V: Comments that further describe standard for acceptable or not acceptable in Parts I, II, III, or IV. <i>(Use extra sheets if necessary)</i></p> |
|--|

Instructional Materials Review Criteria Sheet – Social Studies Grades 9-12

INSTRUCTIONAL MATERIALS TITLE _____ NO. _____

PUBLISHER/COPYRIGHT DATE _____

AUTHOR(S) _____

EVALUATOR _____ DATE _____

REGION _____ TEXTBOOK COMMISSION MEMBER _____

Indicate Appropriate Course:

- 21st Century Global Geography _____
- African American Studies _____
- American Humanities _____
- American Indian Studies _____
- Latin American Studies _____
- Psychology _____
- Sociology _____
- The Cold War _____
- Twentieth Century Civil Liberties/Civil Rights _____
- Turning Points in American History _____
- World Humanities _____

Materials for Students with Special Needs:

() General Education () Adapted-Exceptional Children () Adapted-English Language Learners

PART I Compatibility with the North Carolina Essential Standards for Social Studies in the North Carolina Standard Course of Study.

Note: All instructional materials (both digital and print) shall be compatible with the philosophy, standards and objectives in the North Carolina Standard Course of Study, adopted December 2010.

Part IA: Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. Materials must meet the criteria for both Items A and B. If either item is marked “no” in Part IA, do not complete Parts IB II, III, and IV.

| | Yes | No |
|---|-----|----|
| A. Materials present the main concepts facts/topics, and skills that support a minimum of 80% of the clarifying objectives the <i>North Carolina Social Studies Essential Standards</i> for the appropriate course/grade level. | | |
| B. Content (facts/topics/concepts/skills), instructional tools (methodology/strategies/tasks), and assessment tools (methodology/strategies/tasks) are consistent with the philosophy, standards and goals of the <i>NC Standard Course of Study for Social Studies</i> for the appropriate course/grade level. | | |
| Documentation for Part IA: (Use extra sheets if necessary) | | |

Part IB Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. If two or more items are marked “no” in Part IB, do not complete Parts II, III, and IV.

| | Yes | No |
|---|-----|----|
| C. Materials reflect unbiased, non-stereotypical, accurate, comprehensive and current social studies research-based information and practices: authors, consultants, and reviewers include professionals with a wide range of experiences and expertise, including persons with secondary classroom experience. | | |

| | | |
|--|--|--|
| D. Materials provide a sufficient number of hands-on inquiries, experiences, and authentic tasks in a variety of contexts (e.g. in-school, out of school, group tasks, independent tasks, discussion, reading) that integrate multiple skills (thinking and 21 st Century) and support the key concepts, factual content, and disciplinary skills of social studies at a developmentally appropriate level. | | |
| E. Material provides access to or demonstrates concepts and factual content in multiple ways, including in writing, verbally, graphically, as well as through the use of maps, charts, illustrations, and political cartoons. | | |
| F. Diverse groups (e.g. cultural, ethnic, racial, women, disabled) and balanced viewpoints of events are comprehensively integrated and objectively presented throughout the text, illustrations, and tasks and accuracy/objective presentation is not adversely affected by content omissions or emphases. | | |
| G. Materials are relevant to the diversity of students' lives, interests, abilities, and learning styles and promotes interactive and participatory learning. | | |
| Documentation for Part IB: <i>(Use extra sheets if necessary)</i> | | |

Part II Specific Criteria: Teaching and Learning

| | Yes | No |
|---|-----|----|
| A. Materials ask students to communicate social studies concepts and ideas visually (e.g. maps, charts, graphs), orally and in writing and by explaining, clarifying, and defending their ideas while engaged in discourse with peers and teachers. | | |
| B. Materials require students to gather, organize, interpret, analyze, explain and evaluate information from a variety of sources, primary and secondary (i.e. articles, journals, web-based resources, maps, charts, graphs, illustrations, political cartoons, articles and other artifacts). | | |
| C. Controversial issues are presented and treated factually and objectively with all major viewpoints represented. | | |
| D. Materials integrate cultural, economic, geographic, historical, and political, aspects of U.S. society (and the global society as appropriate) throughout to enhance student understanding and relevance. | | |
| E. Materials emphasize the student's place in the community, country, and the world in the 21 st century (as appropriate). | | |
| F. Materials provide the opportunities for the discussion of contemporary and global issues. | | |
| G. Materials integrate student assessment in the instructional design. | | |
| H. Materials include assessment tasks or items that measure mastery of concepts, factual content and skills in a variety of formats (e.g. right answers, open response items, performance tasks, higher level questioning, projects and portfolios.). | | |
| I. Materials include specific questions or tasks to assist the teacher and student in identifying the concepts, factual content, and skills students have mastered before they begin new material. | | |
| J. Materials include assessment tasks or items that can be used as diagnostic or formative instruments that help determine learners' needs, rather than merely as instruments for grading students at the end of a unit or chapter. | | |
| Documentation for Part II: <i>(Use extra sheets if necessary)</i> | | |

Part III Teacher Resources

| | Yes | No |
|---|-----|----|
| A. Teacher resources include summary of material contents. | | |
| B. Teacher resources provide instructional and/or behavioral objectives. | | |
| C. Teacher resources are well organized, easy to use, and comprehensive. | | |
| D. Teacher resources provide for the development, reinforcement, and review of factual content skills, and concepts. | | |
| E. Teacher resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction. | | |
| F. Teacher resources provide suggestions for evaluation, remediation, acceleration, and feedback. | | |
| G. Teacher resources include suggestions for the extension of learning and integration across the curriculum. | | |
| H. Teacher resources provide ancillary materials for student use. | | |
| I. Teacher resources provide supplementary or background information. | | |
| J. Teacher resources include answer key(s) | | |
| Documentation for Part III: <i>(Use extra sheets if necessary)</i> | | |

Part IV Technology Criteria Content *(if applicable)*

(Note: Digital considerations may refer to software as well as web-based resources. The criteria presented here are in addition to the criteria listed in previous sections.)

| | Yes | No |
|---|-----|----|
| A. Teacher resources include summary of material contents. | | |
| B. Teacher resources provide instructional and/or behavioral objectives. | | |
| C. Teacher resources are well organized, easy to use, and comprehensive. | | |
| D. Teacher resources provide for the development, reinforcement, and review of factual content, skills, and concepts. | | |
| E. Appropriate and supportive feedback is provided. (if applicable). | | |
| F. Options for help and tutorial segments are provided. | | |
| G. Save feature for search results is available when appropriate. | | |
| H. Save options for games or activities in progress are available when appropriate. | | |
| I. Note-taking feature is available when appropriate. | | |

| | | |
|---|--|--|
| J. A record-keeping feature to monitor student progress is available when appropriate. | | |
| K. Teacher has full access to individual student monitoring of activities, assignments, and assessments | | |
| L. Descriptions of specific hardware requirements for operating the application are provided. | | |
| M. Technical assistance is readily available and instructions for access are easily understood. | | |
| N. Content can be updated based on new discoveries and current events. | | |
| O. Functions flawlessly on a variety of platforms at school and home. | | |
| Documentation for Part IV: <i>(Use extra sheets if necessary)</i> | | |

Part V Overall Analysis (For Textbook Commission Use Only)

These instructional materials meet the criteria ____ **yes** ____ **no**.

| |
|---|
| Documentation for Part V: Comments that further describe standard for yes or no responses in Parts I, II, III, or IV. <i>(Use extra sheets if necessary)</i> |
|---|

SOCIAL STUDIES EDUCATION: EC EVALUATION

SUBJECT _____ GRADE _____

TEXTBOOK MATERIALS TITLE _____ NO. _____

PUBLISHER _____ COPYRIGHT DATE _____

AUTHOR(S) _____

EVALUATOR _____ DATE _____

REGION _____ TEXTBOOK COMMISSION MEMBER _____

Check "yes" to indicate the textbook materials meet the criteria or check "no" to indicate the textbook materials do not meet the criteria.

| Appropriateness, Scope, and Resources | Yes | No |
|---|-----|----|
| 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, and performance tasks, 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, and captioning. | | |
| 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, and 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 EC students and their teachers, please give specifics to support both the positive and negative responses to the above. (Use additional sheets as needed)

| + | - |
|---|---|
| | |

SOCIAL STUDIES EDUCATION: ELL EVALUATION

SUBJECT _____ GRADE _____

TEXTBOOK MATERIALS TITLE _____ NO. _____

PUBLISHER _____ COPYRIGHT DATE _____

AUTHOR(S) _____

EVALUATOR _____ DATE _____

REGION _____ TEXTBOOK COMMISSION MEMBER _____

Check “yes” to indicate the textbook materials meet the criteria or check “no” to indicate the textbook materials do not meet the criteria.

| Appropriateness, Scope, and Resources | Yes | No |
|---|-----|----|
| 1. Content provides for grade appropriate, yet varied linguistic levels, abilities, and learning styles. | | |
| 2. Content provides for relevancy, linking prior knowledge, building background knowledge, and active student engagement. | | |
| 3. Materials provide for a variety of exercises, reviews, assessments, and performance tasks, 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, and captioning. | | |
| 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, and 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 linguistic needs of ELL students and their teachers, please give specifics to support both the positive and negative responses to the above. (Use additional sheets as needed)

| | |
|----------|----------|
| + | - |
| | |

**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 January 3, 2017 and shall continue in effect through June 30, 2022.

(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 in the vendor's cost proposal spreadsheet, 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 may order textbooks and may return any unused textbooks ordered by December 1 of that year, to the SELLER with freight costs paid by the STATE BOARD.

(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 Cost 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: The Seller shall furnish to the State Superintendent of Public Instruction 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. All changes will be reviewed to determine as to whether the new edition is substantially similar in all respects so as not to result in inconvenience or confusion to the teacher or the student. Upon written approval of the substitution by the State Superintendent of Public Instruction, 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.

(a) Modification. (Digital Text Only) 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 of Public Instruction

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. The Seller shall submit 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. All changes will be reviewed to determine as to whether the new edition is substantially similar in all respects so as not to result in inconvenience or confusion to the teacher or the student. Upon written approval of the substitution by the State Superintendent of Public Instruction, 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 digitized 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 Joni Robbins, 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 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. 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 Date
(BOARD'S SEAL)

SECRETARY (SELLER) Date
(SELLER'S SEAL)

Bond No. _____

State of North Carolina Surety Bond

KNOW ALL MEN BY THESE PRESENTS, That _____,
doing business in the city of _____, in the 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 _____ 201_____.

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 _____ 201_____.

(Witness)

(Witness)

Print Name of Principal

Signature of Officer of the Principal

Print Name of Attorney-in-Fact

Signature of Attorney-in-Fact

AUTHORITY TO SUBMIT BIDS FOR TEXTBOOKS

Pursuant to issuance of the *2016 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 State 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 *2016 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina*. Please furnish the following information for completing a textbook contract, if adopted.

| | | |
|--|---------------------|-------|
| _____ | Please check one: | |
| COMPANY | Corporation | _____ |
| | Partnership | _____ |
| | Sole Proprietorship | _____ |
| Address of Principal Place of Business | Other (designate) | _____ |

City, State, Zip

PRESIDENT or DESIGNEE
Print

PRESIDENT or DESIGNEE
Signature

DATE

**NORTH CAROLINA
COST PROPOSAL SPREADSHEET
(SAMPLE)**

Publisher Name: _____ Date: _____ Page: _____ of _____

I. Inventoried: Student and teacher editions are provided in hard-copy and/or digital formats. Copies are purchased through State Textbook Warehouse.

| TITLE | GRADE LEVEL | ISBN | Publisher | CR/ED | Accessibility | Net Wholesale | NC Warehouse Allowance | Bid Price |
|--|-------------|----------------------|-----------------------|-------------|---------------|---------------|------------------------|--------------|
| A. Health 6-8 | | | | | | | | |
| Health Course 1 Student Edition | 6 | 9781234567891 | ABC Publishing | 2010 | NIMAS | 55.00 | 4.40 | 50.60 |
| Health Course 1 Teacher Edition | 6 | 9782345678912 | ABC Publishing | 2010 | | 70.00 | 5.60 | 64.40 |
| Health Course 1 Digital Edition | 6 | 9782345678912 | ABC Publishing | 2010 | | 70.00 | 5.60 | 64.40 |

CR/ED = Copyright/Edition
(a) Col. 1 = Net Wholesale Price (Lowest prices available in US), f.o.b. Publisher
(b) Col. 2 = NC Warehouse Allowance
(c) Col. 3 = Bid Price 8% Discount off Wholesale Price (Col. 1 less Col. 2)
*See page 11 of this Invitation for more information on cost calculation.

II. Non-inventoried: Accompanying student materials (ASM) health and Enrichment Materials (EM) are provided at no charge. Additional copies are purchased directly from the Publisher.

| TITLE | GRADE LEVEL | ISBN | Ratio Number per classroom; collection purchased; per teacher, per school, per district (specify), also frequency of offer such as annually, quarterly, monthly | Price for Additional Copies |
|---|--|---------------|--|-----------------------------|
| Accompanying Student Materials (ASM) Maximum 4 Items | | | | |
| Health Course ASM 1 | | 9781122334455 | Upon request, choose up to 4 accompanying items for each Student Edition purchased, life of adoption | 35.00 |
| Health Course ASM 2 | | 9782233445566 | Upon request, choose up to 4 accompanying items for each Student Edition purchased, life of adoption | 6.25 |
| Health Course ASM 3 | | 9783344556677 | Upon request, choose up to 4 accompanying items for each Student Edition purchased, life of adoption | 7.15 |
| Health Course ASM 4 | | 9784455667788 | Upon request, choose up to 4 accompanying items for each Student Edition purchased, life of adoption | 6.25 |
| Enrichment Materials (EM) Maximum 7 Items | | | | |
| Health Course EM 1 Chapter Resources | | 9781912345678 | Choose up to 7 enrichment items per classroom teacher (minimum purchase of 15 student editions), upon request, initial year of purchase | 250.00 |
| Health Course EM 2 | | 9781923456789 | Choose up to 7 enrichment items per classroom teacher (minimum purchase of 15 student editions), upon request, initial year of purchase | 185.00 |
| Health Course EM 3 | | 9781934567891 | Choose up to 7 enrichment items per classroom teacher (minimum purchase of 15 student editions), upon request, initial year of purchase | 40.00 |
| Health Course EM 4 | | 9781956789123 | Choose up to 7 enrichment items per classroom teacher (minimum purchase of 15 student editions), upon request, initial year of purchase | 40.00 |
| Enrichment Materials Increment: | Each purchase of an additional 25 student editions above an initial purchase of 100 will entitle the LEA to select one additional item from the Enrichment Material List above. | | | |

**NORTH CAROLINA
COST PROPOSAL SPREADSHEET
(SAMPLE)**

Publisher Name: _____ **Date:** _____ **Page:** ____ **of** ____

I. Inventoried: Student and teacher editions are provided in hard-copy and/or digital formats. Copies are purchased through State Textbook Warehouse.

| TITLE | GRADE LEVEL | ISBN | Publisher | CR/ED | Accessibility | Net Wholesale | NC Warehouse Allowance | Bid Price |
|--|-------------|----------------------|-----------------------|-------------|---------------|---------------|------------------------|--------------|
| A. Social Studies 6-8 | | | | | | | | |
| Social Studies Course 1 Student Edition | 6 | 9781234567891 | ABC Publishing | 2010 | NIMAS | 55.00 | 4.40 | 50.60 |
| Social Studies Course 1 Teacher Edition | 6 | 9782345678912 | ABC Publishing | 2010 | | 70.00 | 5.60 | 64.40 |
| Social Studies Course 1 Digital Edition | 6 | 9782345678912 | ABC Publishing | 2010 | | 70.00 | 5.60 | 64.40 |
| <small>CR/ED = Copyright/Edition (a) Col. 1 = Net Wholesale Price (Lowest prices available in US), f.o.b. Publisher (b) Col. 2 = NC Warehouse Allowance (c) Col. 3 = Bid Price 8% Discount off Wholesale Price (Col. 1 less Col. 2) *See page 11 of this Invitation for more information on cost calculation.</small> | | | | | | | | |

II. Non-inventoried: Accompanying student materials (ASM) social studies and Enrichment Materials (EM) are provided at no charge. Additional copies are purchased directly from the Publisher.

| TITLE | GRADE LEVEL | ISBN | Ratio Number per classroom; collection purchased; per teacher, per school, per district (specify), also frequency of offer such as annually, quarterly, monthly | Price for Additional Copies |
|---|--|----------------------|---|------------------------------------|
| Accompanying Student Materials (ASM) Maximum 4 Items | | | | |
| Social Studies Course ASM 1 | | 9781122334455 | Upon request, choose up to 4 accompanying items for each Student Edition purchased, life of adoption | 35.00 |
| Social Studies Course ASM 2 | | 9782233445566 | Upon request, choose up to 4 accompanying items for each Student Edition purchased, life of adoption | 6.25 |
| Social Studies Course ASM 3 | | 9783344556677 | Upon request, choose up to 4 accompanying items for each Student Edition purchased, life of adoption | 7.15 |
| Social Studies Course ASM 4 | | 9784455667788 | Upon request, choose up to 4 accompanying items for each Student Edition purchased, life of adoption | 6.25 |
| Enrichment Materials (EM) Maximum 7 Items | | | | |
| Social Studies Course EM 1 Chapter Resources | | 9781912345678 | Choose up to 7 enrichment items per classroom teacher (minimum purchase of 15 student editions), upon request, initial year of purchase | 250.00 |
| Social Studies Course EM 2 | | 9781923456789 | Choose up to 7 enrichment items per classroom teacher (minimum purchase of 15 student editions), upon request, initial year of purchase | 185.00 |
| Social Studies Course EM 3 | | 9781934567891 | Choose up to 7 enrichment items per classroom teacher (minimum purchase of 15 student editions), upon request, initial year of purchase | 40.00 |
| Social Studies Course EM 4 | | 9781956789123 | Choose up to 7 enrichment items per classroom teacher (minimum purchase of 15 student editions), upon request, initial year of purchase | 40.00 |
| Enrichment Materials Increment: | Each purchase of an additional 25 student editions above an initial purchase of 100 will entitle the LEA to select one additional item from the Enrichment Material List above. | | | |

FORM B

STATE OF NORTH CAROLINA

STATEMENT OF PUBLISHER SUBMITTING TEXTBOOKS 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 _____
 Grade level/course _____
 Copyright and edition _____ ISBN No. _____
 DPI Identification Number _____

CLASS OF TEXTBOOK:

A ___ B ___ C ___ D ___ E ___ F ___ AA ___ BB ___ CC ___ College ___ Meets MSST ___
 Grades 9 - 12 only, Class I ___ Class II ___ 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).

Form B (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 CONFORMS: TEXTS SUPPLIED WILL CONFORM | The official sample confirms 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 | 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 | 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 | 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 _____

Revised 8/06

FORM M

STATE OF NORTH CAROLINA

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.)

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 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 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 (), and 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 _____

ACCESSIBLE ELECTRONIC FILES OF PUBLISHER MATERIALS

Electronic files of printed textbook 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 textbook materials by June 5, 2016. These files will be submitted to either the Textbook Warehouse (Attention: Wanda Benson) or NIMAC using the ISBN#s submitted for NC adoptions. 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: Wanda Benson at wanda.benson@dpi.nc.gov). 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 textbook materials including corrections and changes.

When files are accepted by NIMAC, please notify Wanda Benson at wanda.benson@dpi.nc.gov and provide her with notice 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 with the Contract and Surety Bond.

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).

REQUIREMENTS

Textbook materials not submitted in accordance with the requirements set forth within this Invitation shall not be considered or adopted. **Nothing shall be accepted after any of the deadlines listed in the 2016 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina.**

ALL bid submissions must be delivered to the following:

2016 Invitation to Submit Textbook for
Evaluation and Adoption in North Carolina
NC Department of Public Instruction
Attn: Joni Robbins, Purchasing Manager
301 N. Wilmington Street, Room B04
Raleigh, NC 27601

ALL inquiries regarding identification number assignment must be directed to:

Dr. Carmella Fair
Instructional Resource Consultant
Textbook Adoption Services
North Carolina Department of Public Instruction
Telephone: (919) 807-3776
Email: carmella.fair@dpi.nc.gov

ALL inquiries regarding directions for packing and shipping must be directed to:

Teresa Parker
Administrative Assistant
Textbook Adoption Services
North Carolina Department of Public Instruction
Telephone: (919) 807-3837
Email: teresa.parker@dpi.nc.gov

ALL other inquiries must be in writing and emailed to the following email address:
joni.robbs@dpi.nc.gov