



V-A

**STATE COLLEGE AREA SCHOOL DISTRICT
PANORAMA VILLAGE ADMINISTRATIVE CENTER**

**240 VILLA CREST DRIVE • STATE COLLEGE PENNSYLVANIA • 16801
TELEPHONE: 814-231-1016 -- FAX: 814023104130**

To: Dr. Robert O'Donnell, Superintendent

From: Jacquelyn M. Martin, Director of Curriculum
Dr. Sharon Perry, Director of Career and Technical Education

Date: June 8, 2017

RE: Recommendations for New Textbooks for 2017-18 school year

In accordance with State College Area School District Board Policy 108, we are proposing the adoption of several secondary textbooks for the 2017- 2018 school year for two new courses, Human Geography and AP World History. Additionally, we would like to update the textbooks for the following courses: Advanced Honors Pre-Calculus, Culinary Arts and Early Childhood.

These instructional materials Have been on display and available to the public for review and comment in the Office of the Assistant Superintendent from April 24, 2017 through June 12, 2017. In an effort to procure the textbooks prior to the beginning of the 2017-18 school year, these textbooks are an action item on the June 12, 2017 Board meeting agenda.

State College Area School District
Textbook Evaluation Form

Course: AP Human Geography
Title: Human Geography
Author(s): Jon C. Malinowski and David H. Kaplan
Date/Edition: AP Edition
Publisher: McGraw Hill Education
ISBN: 978-0-07-665665-3

General Information

Department: Social Studies
Coordinator(s) submitting: Jackie Saylor

Statement of need: This textbook is needed because we are going to be offering AP Human Geography, beginning with the 2017-2018 school year.

This book is intended for:

What grades? 9 - 12
What course of study? AP Human Geography
What level of study? Advanced Placement
Approximate number of students? 110

Notes from the Publisher (intended audience and lexile)

From the Publisher:

For Grades 9 - 12; Geographers believe that phenomena on Earth's surface are the result of a complex series of processes at the local, regional, national, and international scale. *Human Geography* introduces you to geographers' attempts to make sense of the diverse reality of human populations on Earth's surface. Using a modular approach, each of the 18 chapters is configured to allow teachers to easily customize their courses.

For Readability information, please see attached evaluation of the text.

Other textbooks examined in addition to the one being recommended:

Title: Human Geography Landscapes of Human Activities
Publisher: McGraw Hill
Edition: Eleventh Edition

Title: Human Geography People Place and Culture
Publisher: Wiley
Edition: Eighth Edition

Checklist of supplementary components available with this textbook (Mark and X in the boxes that apply:

X	Teacher Edition	X	Instructor resource manual
	Student workbook		Student lab manual
	Student audio CD	X	Interactive CD-rom
X	Website		

Total number of books needed: 60 textbooks/120 student licenses

Cost per book:

Per Book - \$131.85

Per electronic license = \$110.22

60 books w/six year electronic license = \$7911.00

60 electronic licenses for 6 years = \$6613.20

Cost for supplementary materials: \$0

Total Anticipated Cost: \$ \$15,157.08 (this includes shipping)

Practical Considerations: Organization

Criterion	Disagree	Agree	Strongly Agree	Comments
The textbook is clearly laid out including headings/subheadings.			X	Short chapters, many maps, photos, and graphics to present concepts and ideas.
Lessons/chapters are the appropriate length and number.			X	Chapters presented in modular format, customizable for teacher planning and organization.
Page layout is clear, pages are not crowded or overwhelming to student.			X	Diagrams with legends and clear captions.
Vocabulary consists of familiar words as well as challenging words. Words are well defined.			X	Vocabulary presented in bold , key terms at the end of each chapter, key terms linked to text passage and image/graphic by alphanumeric system.
Topic sentences communicate what is being discussed in the paragraph and allow student to identify the main idea before reading.			X	Topic sentences very clear, frequently include key terms in bold.
Criterion	Disagree	Agree	Strongly Agree	Comments
Book contains well thought out examples and explanations.			X	Current images, detailed maps, graphics and timelines.

Book provides useful table of contents, glossary, supplements and index.			X	Table of Contents with AP Correlation table listed for each chapter.
Format is visually appealing, size and format of print is appropriate.			X	Key feature is the chapter introductory pages, includes a 2-page image, chapter contents, and overview.
Book has side-bars that highlight or expand upon points mentioned in text.	X			Images and maps used throughout to capture concepts.
Section or chapter summaries, key ideas and main ideas supporting the topic are clearly restated.			X	Detailed Chapter Summary includes: Key Terms, Basic Review Questions, Advanced Review Questions, Further Study Topics and Summary Activities.
Criterion	Disagree	Agree	Strongly Agree	Comments
End of chapter comprehension questions that allow reader to reflect on main ideas.			X	
End of chapter questions are multi-layered (QAR).			X	

Graphic Elements

Criterion	Disagree	Agree	Strongly Agree	Comments
At least 50% of graphics are in color.			X	
Each photo includes a caption that makes a direct connection to the text.			X	
Maps and charts include keys and legends.			X	

Audience

Criterion	Disagree	Agree	Strongly Agree	Comments
The content is age appropriate.			X	
The book is visually appealing to students.			X	
Topics will appeal to high school students.			X	
The text is interactive.			X	

Culture

Criterion	Disagree	Agree	Strongly Agree	Comments
Material is sensitive to gender, race, ethnicity, religion, social/economic status, intellectual and physical disabilities.			X	
All cultures are represented.			X	
A multilingual glossary is provided.	X			

District Criteria (Mark with a ***Bold italics*** all criteria that are met.):

A. The textbook is readable with an appropriate format including:

- | | | |
|------------------------------|-------------|-------------------|
| 1. size of print | Appropriate | <i>yes</i> |
| 2. spacing on page | Appropriate | <i>yes</i> |
| 3. number of pages | Appropriate | <i>yes</i> |
| 4. use of color and graphics | Appropriate | <i>yes</i> |

B. The textbook is readable and understandable for intended students, including:

- | | | |
|---------------------|-------------|-------------------|
| 1. concept level | Appropriate | <i>yes</i> |
| 2. author's style | Appropriate | <i>yes</i> |
| 3. vocabulary level | Appropriate | <i>yes</i> |
| 4. syntax | Appropriate | <i>yes</i> |

C. The subject matter is appropriate for the intended age group, in reference to:

- | | | |
|------------------------|-------------|-------------------|
| 1. values presented | Appropriate | <i>yes</i> |
| 2. interests developed | Appropriate | <i>yes</i> |
| 3. maturity needed | Appropriate | <i>yes</i> |




D. The textbook present similarities and differences among individuals sensitively. **yes**

E. The textbook deals accurately and fairly with the problems and contributions of women, ethnic and racial minorities, handicapped and diverse groups. **yes**

Readability Results:

Overall Readability | Paragraph Level Readability | Other Readability Tools

Passage Statistics	Readability Scores
Number of Sentences: 32	Flesch Reading Ease: 41.8
Words Per Sentence: 18.97	Gunning Fog Scale Level: 15.23
Characters Per Word: 4.99	Flesch-Kincaid Grade Level: 12.14
Percentage of Difficult Words (Estimated): 19.11%	SMOG Grade: 14.01
For more detailed analysis try the Difficult and Extraneous Word Finder .	Dale-Chall score: 8.77
	Fry Readability Grade Level: 15

Share:   

Note:

Intended Grade Level = 12-15 (Flesch-Kincaid and Fry)

The **Flesch score** uses the number of syllables and sentence lengths to determine the reading ease of the sample.

A Flesch score of 60 is taken to be plain English. A score in the range of 60-70 corresponds to 8th/9th grade English level. A score between 50 and 60 corresponds to a 10th/12th grade level. Below 30 is college graduate level. To give you a feel for what the different levels are like, most states require scores from 40 to 50 for insurance documents.

Score	School Level	Notes
90.0–100.0	5th grade	Very easy to read. Easily understood by an average 11-year-old student.
80.0–90.0	6th grade	Easy to read. Conversational English for consumers.
70.0–80.0	7th grade	Fairly easy to read.
60.0–70.0	8th & 9th grade	Plain English. Easily understood by 13- to 15-year-old students.
50.0–60.0	10th to 12th grade	Fairly difficult to read.
30.0–50.0	college	Difficult to read.
0.0–30.0	college graduate	Very difficult to read. Best understood by university graduates.

Reader's Digest magazine has a readability index of about 65, *Time* magazine scores about 52, an average grade six student's written assignment (age of 12) has a readability index of 60–70 (and a reading grade level of six to seven), and the *Harvard Law Review* has a general readability score in the low 30s. The highest (easiest) readability score possible is around 120 (e.g. every sentence consisting of only two one-syllable words; "The cat sat on the mat.")

Fry Readability graph was developed by developed by Edward Fry and is often selected for it's simplicity and accuracy. The graph has two axes: the average number of syllables (x-axis) and the average number of sentences (y-axis) per hundred words. Passages of text that are at least one hundreds words can be plotted on the graph to find the corresponding grade level.

Text Sample #1 (p. 5)

Processes in human geography do not always have to result in a particular pattern---in other words, processes are not deterministic. Rather, processes are more probabilistic, meaning that they tend to result in a pattern, but they may result in other patterns as well. Processes are often multivariate---they may involve several different factors, and it can be hard to untangle the relative significance of each. They are also multiscale in that they take place at different spatial scales. While we need to first examine a phenomenon such as urbanization at a single spatial scale, it soon becomes clear that processes at other scales are heavily involved. For example, decisions about the introduction of a new highway or a new national park are often made at much higher scales; making decisions about where to build new housing and evaluating the demand for such housing may occur at lower scales, each dependent on a separate set of processes.

Text Sample #2 (p. 121)

The second pattern is contagious diffusion. In this case, the phenomenon spreads to nearby places. Diffusion often depends on contact, close communication, and even observation. As a result, it makes sense that phenomena ripple out from the hearth. Some types of phenomenon that undergo this type of contagious diffusion are farming techniques, diseases, and sometimes different cuisines. Diffusion patterns are not often continuous; phenomena can skip across space. Hierarchical diffusion is a pattern whereby things move from one place to other places that have some similarities or are otherwise going to be more receptive. These places are often large cities, college campuses, or places that share a cultural affinity with each other and the phenomenon being diffused. In fact, there can be all different types of hierarchies established when transmitting different phenomena from one place to another. The actual process of diffusion depends on what is being diffused. Fashions, contraceptives, and slang are examples of this kind of diffusion.

Text Sample #3 (p. 262)

The first way to think about the human geography of water is our proximity to this vital substance. About 40% of the world's population lives within 100 km (60 mi) of a coast. This means about 2.5 billion people. In the United States, a full 50% of the population lives within 80 km (50 mi) of either an ocean or one of the Great Lakes. This gives you a rough idea of how strong our relationship with large bodies of water actually is. A change in the quality of water along those coastal areas is certainly going to impact human settlements, and conversely, changes in human settlement patterns can positively or negatively affect coastal regions. But in some parts of the world, people have chosen to live in places that don't have a lot of water, so another way to think of the geography of water is to look at human modification of waterways, specifically water diversion. Humans divert water to places that are dry to serve those living in areas with inadequate supplies. In the western United State, aqueducts and dams divert and store water from the Colorado river and take it all the way to Southern California, where it sustains the vast agricultural zone of the Imperial Valley. The All-American Canal alone irrigates 500,000 acres of cropland. The canal also supplies hydroelectric power for cities along its path. But the environmental consequences are real as well. Diverting water into California means less water flows to the lower reaches of the Colorado river, causing areas across the border in Mexico to almost dry up. Also, water taken into California to irrigate cropland has led to runoff in the area of the Salton Sea, which now has a high concentrations of fertilizer and pesticides, resulting in water pollution.

State College Area School District
Textbook Evaluation Form

Course: AP World History
Title: Ways of the World A Global History
Author(s): Robert W. Strayer and Eric W. Nelson
Date/Edition: AP Edition
Publisher: Bedford/St. Martin's
ISBN: 978-1-319-02272-3

General Information

Department: Social Studies
Coordinator(s) submitting: Jacqueline Saylor

Statement of need:

We will be offering AP World History for the first time beginning with the 2017-2018 school year. We will need to provide textbooks to students enrolled in this course.

This book is intended for:

What grades? 10
What course of study? AP World History
What level of study? Advanced Placement
Approximate number of students? 50

Notes from the Publisher (intended audience and lexile)

From the Publisher: Ways of the World is one of the most successful and innovative textbooks for world history. This 2-in-1 textbook and reader includes a brief-by-design narrative that is truly global and focuses on significant historical trends, themes, and developments in world history. Authors Robert W. Strayer, a pioneer in the world history movement with years of classroom experience, along with new co-author Eric W. Nelson, a popular and skilled teacher, provide a thoughtful and insightful synthesis that helps students see the big picture while teaching students to consider the evidence the way historians do.

For specific information regarding readability, please see the attached document.

Other textbooks examined in addition to the one being recommended:

Title: Voyages
 Publisher: Cengage Learning
 Edition: Third Edition

Title: World Civilizations The Global Experience
 Publisher: Pearson
 Edition: Seventh Edition

Checklist of supplementary components available with this textbook (Mark and X in the boxes that apply:

X	Teacher Edition	X	Instructor resource manual
	Student workbook		Student lab manual
	Student audio CD	X	Interactive CD-rom
X	Website		

Total number of books needed:

Cost per book: \$ 105.39

Cost for supplementary materials: \$0

Total Anticipated Cost: \$ 6323 (publisher provided a quote for 60 books)

Practical Considerations: Organization

Criterion	Disagree	Agree	Strongly Agree	Comments
The textbook is clearly laid out including headings/subheadings.			X	

Lessons/chapters are the appropriate length and number.			X	
Page layout is clear, pages are not crowded or overwhelming to student.		X		
Vocabulary consists of familiar words as well as challenging words. Words are well defined.			X	
Topic sentences communicate what is being discussed in the paragraph and allow student to identify the main idea before reading.			X	
Criterion	Disagree	Agree	Strongly Agree	Comments
Book contains well thought out examples and explanations.			X	Excellent maps and detailed timelines.
Book provides useful table of contents, glossary, supplements and index.			X	Table of Contents very detailed

Format is visually appealing, size and format of print is appropriate.			X	Headings and subheadings clearly labeled,
Book has side-bars that highlight or expand upon points mentioned in text.			X	AP Exam tips and Guided Reading questions throughout.
Section or chapter summaries, key ideas and main ideas supporting the topic are clearly restated.			X	Consistent throughout textbook, chapter previews and summaries included. Many timelines, charts and images to support historical thinking.
Criterion	Disagree	Agree	Strongly Agree	Comments
End of chapter comprehension questions that allow reader to reflect on main ideas.			X	Chapter Review terms and events, Big Picture questions, and Questions for Further Study offered.
End of chapter questions are multi-layered (QAR).			X	

Graphic Elements

Criterion	Disagree	Agree	Strongly Agree	Comments
At least 50% of graphics are in color.			X	
Each photo includes a caption that makes a direct connection to the text.			X	
Maps and charts include keys and legends.			X	

Audience

Criterion	Disagree	Agree	Strongly Agree	Comments
The content is age appropriate.			X	
The book is visually appealing to students.			X	
Topics will appeal to high school students.			X	
The text is interactive.			X	

Culture

Criterion	Disagree	Agree	Strongly Agree	Comments
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Material is sensitive to gender, race, ethnicity, religion, social/economic status, intellectual and physical disabilities.			X	
All cultures are represented.			X	
A multilingual glossary is provided.	X			

District Criteria (Mark with a ***Bold italics*** all criteria that are met.):

A. The textbook is readable with an appropriate format including:

- | | | |
|------------------------------|-------------|------------|
| 1. size of print | Appropriate | yes |
| 2. spacing on page | Appropriate | yes |
| 3. number of pages | Appropriate | yes |
| 4. use of color and graphics | Appropriate | yes |

B. The textbook is readable and understandable for intended students, including:

- | | | |
|---------------------|-------------|------------|
| 1. concept level | Appropriate | yes |
| 2. author's style | Appropriate | yes |
| 3. vocabulary level | Appropriate | yes |
| 4. syntax | Appropriate | yes |

C. The subject matter is appropriate for the intended age group, in reference to:

- | | | |
|------------------------|-------------|------------|
| 1. values presented | Appropriate | yes |
| 2. interests developed | Appropriate | yes |
| 3. maturity needed | Appropriate | yes |

D. The textbook present similarities and differences among individuals sensitively. **yes**

E. The textbook deals accurately and fairly with the problems and contributions of women, ethnic and racial minorities, handicapped and diverse groups. **yes**

Strayer, Robert W. and Nelson W., Eric, *Ways of the World A Global History with Sources* (3rd Edition). Bedford/St. Martin's: 2016.

Readability Analyzer

Estimates the readability of a passage of text using the Flesch Reading Ease, Fog Scale Level, Flesch-Kincaid Grade Level, and other metrics.

Passage to Analyze:




Changes along these lines emerges in many places. Paleolithic societies in Japan, known as Jomon, settled down in villages by the sea, where they greatly expanded the number of animals, both land and marine, that they consumed. They also created some of the world's first pottery, along with dugout canoes, paddles, bows, bowls, and tool handles, all made from wood. A similar pattern of permanent settlement, a broader range of food sources, and specialized technologies is evident in parts of Scandinavia, Southeast Asia, North America, and the Middle East between 12,00 and 4,000 years ago. In Labrado, longhouses accommodating 100 people appear in the archeological record. Far more elaborate burial sites in many places testify to

Re-Analyze

Files and text are never saved on our server.

Overall Readability | Paragraph Level Readability | Other Readability Tools

Passage Statistics	Readability Scores
Number of Sentences: 20	Flesch Reading Ease: 28.34
Words Per Sentence: 25.3	Gunning Fog Scale Level: 18.74
Characters Per Word: 5.33	Flesch-Kincaid Grade Level: 15.59
Percentage of Difficult Words (Estimated): 21.54%	SMOG Grade: -
For more detailed analysis try the Difficult and Extraneous Word Finder .	
	SMOG score requires passage to be at least 30 sentences long.
	Dale-Chall score: 9.6
	Fry Readability Grade Level: 15

Share:   

Note:

Intended Grade Level = 15 - 15.59 (Flesch-Kincaid and Fry)

The **Flesch score** uses the number of syllables and sentence lengths to determine the reading ease of the sample.

A Flesch score of 60 is taken to be plain English. A score in the range of 60-70 corresponds to 8th/9th grade English level. A score between 50 and 60 corresponds to a 10th/12th grade level. Below 30 is college graduate level. To give you a feel for what the different levels are like, most states require scores from 40 to 50 for insurance documents.

Score	School Level	Notes
90.0–100.0	5th grade	Very easy to read. Easily understood by an average 11-year-old student.
80.0–90.0	6th grade	Easy to read. Conversational English for consumers.
70.0–80.0	7th grade	Fairly easy to read.
60.0–70.0	8th & 9th grade	Plain English. Easily understood by 13- to 15-year-old students.
50.0–60.0	10th to 12th grade	Fairly difficult to read.
30.0–50.0	college	Difficult to read.
0.0–30.0	college graduate	Very difficult to read. Best understood by university graduates.

Reader's Digest magazine has a readability index of about 65, *Time* magazine scores about 52, an average grade six student's written assignment (age of 12) has a readability index of 60–70 (and a reading grade level of six to seven), and the *Harvard Law Review* has a general readability score in the low 30s. The highest (easiest) readability score possible is around 120 (e.g. every sentence consisting of only two one-syllable words; "The cat sat on the mat.")

Fry Readability graph was developed by developed by Edward Fry and is often selected for it's simplicity and accuracy. The graph has two axes: the average number of syllables (x-axis) and the average number of sentences (y-axis) per hundred words. Passages of text that are at least one hundreds words can be plotted on the graph to find the corresponding grade level.

Text Sample #1 (p. 25)

Changes along these lines emerges in many places. Paleolithic societies in Japan, known as Jomon, settled down in villages by the sea, where they greatly expanded the number of animals, both land and marine, that they consumed. They also created some of the world's first pottery, along with dugout canoes, paddles, bows, bowls, and tool handles, all made from wood. A similar pattern of permanent settlement, a broader range of food sources, and specialized technologies is evident in parts of Scandinavia, Southeast Asia, North America, and the Middle East between 12,00 and 4,000 years ago. In Labrado, longhouses accommodating 100 people appear in the archeological record. Far more elaborate burial sites in many places testify to the growing complexity of human communities and the kinship systems that bound them together. Separate cemeteries for dogs suggest that humankind's best friend was also our first domesticated animal friend. Some of the most stunning and unexpected achievements of such sedentary Paleolithic people come from the archeological complex of Gobekli Tepe in southeastern Turkey, described more fully in the Zooming In feature on page 26.

Text Sample #2 (p. 430)

The population of towns and cities likewise grew on the sites of older Roman towns, at trading crossroads and fortifications, and around cathedrals all over Europe. Some towns had only a few hundred people, but others became much larger. In the early 1300s, London had about 40,000 people, Paris had approximately 80,000, and Venice by the end of the fourteenth century could boast perhaps 150,000. To keep these figures in perspective, Constantinople housed some 400,000 people in 1000, Cordoba in Muslim Spain about 500,000, the Song dynasty capital of Hangzhou more than 1 million in the thirteenth century, and the Aztec capital of Tenochtitlan perhaps 200,000 by 1500. Nonetheless, urbanization was proceeding apace in Europe, though never hosting more than 10 percent of Europe's population. These towns gave rise to and attracted new groups of people, particularly merchants, bankers, artisans, and university-trained professionals such as lawyers, doctors, and scholars. Many of these groups, including university professors and students, organized themselves into guilds (associations of people pursuing the same line of work) to regulate their respective professions.

Text Sample #3 (p. 768)

Mexico continued to produce large amounts of silver, providing more than half of the world's new supply until 1860. Now added to the list of raw materials flowing out of Latin America were copper from Chile, a metal that the growing electrical industry required; tin from Bolivia, which met the mounting demand for tin cans; and nitrates from Chile and guano (bird droppings) from Peru, both of which were used for fertilizer. Wild rubber from the Amazon rain forest was in great demand for bicycle and automobile tires, as was sisal from Mexico, used to make binder twine for the proliferating mechanical harvesters of North America. Bananas from Central America, beef from Argentina, cacao from Ecuador, coffee from Brazil and Guatemala, and sugar from Cuba also found eager markets in the rapidly growing and increasingly prosperous world of industrializing countries. In return for these primary products, Latin Americans imported the textiles, machinery, tools, weapons, and luxury goods of Europe and the United States.

State College Area School District
Textbook Evaluation Form

Course: Advanced Honors Precalculus
Title: Precalculus: Enhanced with Graphing Utilities
Author(s): Sullivan and Sullivan
Date/Edition: 2017/7e
Publisher: Pearson
ISBN: 978-0-13-430837-1

General Information

Department: Math
Coordinator(s) submitting: Bill Harrington

Statement of need: Current books are about 20 years old and in very bad shape.

This book is intended for:

What grades? 10/11
What course of study? Advanced Math
What level of study? Our highest level of precalculus
Approximate number of students? 50

Notes from the Publisher (intended audience and lexile)

For specific information regarding readability, please see the attached document.

Other textbooks examined in addition to the one being recommended:

Title: Precalculus Mathematics for Calculus
Publisher: Cengage Learning
Edition: 7e

Title: Precalculus
Publisher: McGraw Hill
Edition: C 2017

Checklist of supplementary components available with this textbook (Mark and X in the boxes that apply:

X	Teacher Edition	X	Instructor resource manual
	Student workbook		Student lab manual
	Student audio CD		Interactive CD-rom
	Website		

Total number of books needed: 60

Cost per book: \$ 130

Cost for supplementary materials: \$0

Total Anticipated Cost: \$ 7,800

Practical Considerations: Organization

Criterion	Disagree	Agree	Strongly Agree	Comments
The textbook is clearly laid out including headings/subheadings.			X	
Lessons/chapters are the appropriate length and number.			X	
Page layout is clear, pages are not crowded or overwhelming to student.			X	

Vocabulary consists of familiar words as well as challenging words. Words are well defined.			X	
Topic sentences communicate what is being discussed in the paragraph and allow student to identify the main idea before reading.			X	
Criterion	Disagree	Agree	Strongly Agree	Comments
Book contains well thought out examples and explanations.			X	Excellent maps and detailed timelines.
Book provides useful table of contents, glossary, supplements and index.			X	Table of Contents very detailed
Format is visually appealing, size and format of print is appropriate.			X	Headings and subheadings clearly labeled,
Book has side-bars that highlight or expand upon points mentioned in text.		X		AP Exam tips and Guided Reading questions throughout.

Section or chapter summaries, key ideas and main ideas supporting the topic are clearly restated.			X	Consistent throughout textbook, chapter previews and summaries included. Many timelines, charts and images to support historical thinking.
Criterion	Disagree	Agree	Strongly Agree	Comments
End of chapter comprehension questions that allow reader to reflect on main ideas.			X	Chapter Review terms and events, Big Picture questions, and Questions for Further Study offered.
End of chapter questions are multi-layered (QAR).			X	

Graphic Elements

Criterion	Disagree	Agree	Strongly Agree	Comments
At least 50% of graphics are in color.			X	
Each photo includes a caption that makes a direct connection to the text.		X		

Maps and charts include keys and legends.				N/A
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Audience

Criterion	Disagree	Agree	Strongly Agree	Comments
The content is age appropriate.			X	
The book is visually appealing to students.			X	
Topics will appeal to high school students.			X	
The text is interactive.		X		

Culture

Criterion	Disagree	Agree	Strongly Agree	Comments
Material is sensitive to gender, race, ethnicity, religion, social/economic status, intellectual and physical disabilities.			X	
All cultures are represented.			X	
A multilingual glossary is provided.	X			

District Criteria (Mark with a ***Bold italics*** all criteria that are met.):

A. The textbook is readable with an appropriate format including:

- | | | |
|------------------------------|-------------|------------|
| 1. size of print | Appropriate | yes |
| 2. spacing on page | Appropriate | yes |
| 3. number of pages | Appropriate | yes |
| 4. use of color and graphics | Appropriate | yes |

B. The textbook is readable and understandable for intended students, including:

- | | | |
|---------------------|-------------|------------|
| 1. concept level | Appropriate | yes |
| 2. author's style | Appropriate | yes |
| 3. vocabulary level | Appropriate | yes |
| 4. syntax | Appropriate | yes |

C. The subject matter is appropriate for the intended age group, in reference to:

- | | | |
|------------------------|-------------|------------|
| 1. values presented | Appropriate | yes |
| 2. interests developed | Appropriate | yes |
| 3. maturity needed | Appropriate | yes |

D. The textbook present similarities and differences among individuals sensitively. **yes**

E. The textbook deals accurately and fairly with the problems and contributions of women, ethnic and racial minorities, handicapped and diverse groups. **yes**

Sullivan, Michael and Sullivan, III, Michael, *Precalculus (Seventh Edition)*. Pearson, 2017.

Note:

Intended Grade Level = 13-15 (Flesch-Kincaid and Fry)

The **Flesch score** uses the number of syllables and sentence lengths to determine the reading ease of the sample.

A Flesch score of 60 is taken to be plain English. A score in the range of 60-70 corresponds to 8th/9th grade English level.

A score between 50 and 60 corresponds to a 10th/12th grade level. Below 30 is college graduate level. To give you a feel for what the different levels are like, most states require scores from 40 to 50 for insurance documents.

Fry Readability graph was developed by developed by Edward Fry and is often selected for it's simplicity and accuracy.

The graph has two axes: the average number of syllables (x-axis) and the average number of sentences (y-axis) per hundred words. Passages of text that are at least one hundred words can be plotted on the graph to find the corresponding grade level.

Text Sample #1 (p. 213)

Formulas for the solution of third- and fourth-degree polynomial equations exist, and, while not very practical, they do have an interesting history.

In the 1500s in Italy, mathematical contests were a popular pastime, and people who possessed methods for solving problems kept them secret. Niccolò da Brescia (1499-1557), commonly referred to as Tartaglia (“the stammerer”), had the secret for solving cubic (third-degree) equations, which gave him a decided advantage in the contests. Girolamo Cardano (1501-1576) found out that Tartaglia had the secret, and, being interested in cubics, he requested it from Tartaglia. The reluctant Tartaglia hesitated for some time, but finally, swearing Cardano to secrecy with midnight oaths by candlelight, told him the secret. Cardano then publishes the solution in his book *Ars Magna* (1545), giving Tartaglia the credit but rather compromising the secrecy. Tartaglia exploded into bitter recriminations, and each wrote pamphlets that reflected on the other’s mathematics, moral character, and ancestry. The quartic (fourth-degree) equation was solved by Cardano’s student Lodovico Ferrari, and this solution also was included, with credit and this time with permission, in the *Ars Magna*.

Text Sample #2 (p. 372)

Trigonometry was developed by Greek astronomers, who regarded the sky as the inside of a sphere, so it was natural that triangles on a sphere were investigated early (by Menelaus of Alexandria about AD 100) and that triangles in the plane were studied much later. The first book containing a systematic treatment of plane and spherical trigonometry was written by the Persian astronomer Nasir Eddin (about AD 1250). Regiomontanus (1436-1476) is the person most responsible for moving trigonometry from astronomy into mathematics. His work was improved by Copernicus (1473-1543) Copernicus’ student Rheticus. Rheticus’ book was the first to define the six trigonometric functions as ratios of sides of triangles, although he did not give the functions their present names. Credit for this is due to Thomas Finck, but Finck’s notation was by no means universally accepted at the time. The notation was finally stabilized by the textbooks of Leonhard Euler. Trigonometry has since evolved from its use by surveyors, navigators, and engineers to present applications involving ocean tides, the rise and fall of food supplies in certain ecologies, brain wave patterns, and many other phenomena.

Text Sample #3 (p. 831)

Solve Annuity and amortization problems. In section 5.7 we developed the compound interest formula, which gives the future value when a fixed amount of money is deposited in an account that pays interest compounded periodically. Often, though, money is invested in small amounts at periodic intervals. An annuity is a sequence of equal periodic deposits. The periodic deposits may be made annually, quarterly, monthly, or daily. When deposits are made at the same time that the interest is credited, the annuity is called ordinary. We will only deal with ordinary annuities here. The amount of an annuity is the sum of all deposits made plus all interest paid. Suppose that the initial amount deposited in an annuity is \$ M , the periodic deposit is \$ P , and the per annum rate of interest is $r\%$ (expressed as a decimal) compounded N times per year. The periodic deposit is made at the same time that the interest is credited, so N deposits are made per year. The amount A of the annuity after n deposits will equal A_{n-1} , the amount of the annuity after $n-1$ deposits, plus the interest earned on this amount, plus P , the periodic deposit.

State College Area School District
Textbook Evaluation Form

Course: Culinary Arts

Title: Introduction to Culinary Arts 3rd edition

Author(s): The Culinary Institute of America

Date/Edition: 2017 3rd Edition

Publisher: Pearson Education, INC.

ISBN: Text: ISBN-10:0-13-470191-7 or ISBN-13:978-0-13-470191-2

Teachers: 9780134701981

Student Workbook: 9780134627298

Recipe Cards: 9780134629339

Test Generator: 9780134531144

Visual Aid Power Point: 9780134531137

General Information

Department: Culinary Arts

Coordinator(s) submitting: Jeremiah Dick/Dr. Sharon Perry

Statement of need:

The current curriculum is out of date. The information pertaining to safety, sanitation and nutrition is out of date by two national updates. The Culinary Arts Occupational Advisory Committee requested for the curriculum update at the last two meetings.

This book is intended for:

What grades? 9-12

What course of study? Culinary Arts

What level of study? Beginner

Approximate number of students? 65

Notes from the Publisher (intended audience and lexile)

Lexile level: 1060

Features and Benefits

- Culinary basics are explored using standard recipes and cooking methods.
- Students gain insight into today's careers in culinary arts, and they learn about complete food preparation and service.
- The text covers food storage, work simplification, menu design, and restaurant business skills.
- Cross-curricular skills include mathematics, science, social studies, and communications.
- Extensive assessment questions at the end of sections and chapters reinforce key concepts.

New to this Edition

- Expanded coverage of career-readiness skills including communication, teamwork, leadership, and professionalism.
- Inclusion of MyPlate, developing a healthy diet, and weight loss trends.
- Focus on regional, ethnic, and international cuisines and their relationship to history, cultural development, and geography.
- Increased coverage of the restaurant business including marketing, purchasing, and human resources.
- Additional teacher resources including PowerPoint Presentations, Instructor's Manual, and MyTest Test Bank available online.

Other textbooks examined in addition to the one being recommended: none

Checklist of supplementary components available with this textbook (Mark and X in the boxes that apply:

X	Teacher Edition	X	Instructor resource manual
X	Student workbook	X	Student lab manual
	Student audio CD	X	Interactive CD-rom
X	Website		

Total number of books needed: 28

Cost per book: \$86.47

Cost for supplementary materials: \$173.38

Total Anticipated Cost: \$2,594.54

Practical Considerations: Organization

Criterion	Disagree	Agree	Strongly Agree	Comments
The textbook is clearly laid out including headings/subheadings.			x	
Lessons/chapters are the appropriate length and number.			x	
Page layout is clear, pages are not crowded or overwhelming to student.			x	
Vocabulary consists of familiar words as well as challenging words. Words are well defined.			x	Words are well defined within the text and designated with the use of a different color.
Topic sentences communicate what is being discussed in the paragraph and allow student to identify the main idea before reading.			x	
Criterion	Disagree	Agree	Strongly Agree	Comments
Book contains well thought out examples and explanations.			x	The audience of this text is clearly a student beginning in the Culinary Arts.

Book provides useful table of contents, glossary, supplements and index.			x	
Format is visually appealing, size and format of print is appropriate.			x	Clear visuals, which clearly support the content.
Book has side-bars that highlight or expand upon points mentioned in text.			x	
Section or chapter summaries, key ideas and main ideas supporting the topic are clearly restated.			x	
Criterion	Disagree	Agree	Strongly Agree	Comments
End of chapter comprehension questions that allow reader to reflect on main ideas.			x	
End of chapter questions are multi-layered (QAR).			X	

Graphic Elements

Criterion	Disagree	Agree	Strongly Agree	Comments
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At least 50% of graphics are in color.			x	
Each photo includes a caption that makes a direct connection to the text.			x	
Maps and charts include keys and legends.		x		

Audience

Criterion	Disagree	Agree	Strongly Agree	Comments
The content is age appropriate.			x	
The book is visually appealing to students.			x	
Topics will appeal to high school students.			X	Students interested in Culinary Arts
The text is interactive.			X	

Culture

Criterion	Disagree	Agree	Strongly Agree	Comments
Material is sensitive to gender, race, ethnicity, religion, social/economic			x	

status, intellectual and physical disabilities.				
All cultures are represented.			x	
A multilingual glossary is provided.	x			

District Criteria (Mark with a ***Bold italics*** all criteria that are met.):

A. The textbook is readable with an appropriate format including:

- | | | |
|------------------------------|-------------|------------|
| 1. size of print | Appropriate | yes |
| 2. spacing on page | Appropriate | yes |
| 3. number of pages | Appropriate | yes |
| 4. use of color and graphics | Appropriate | yes |

B. The textbook is readable and understandable for intended students, including:

- | | | |
|---------------------|-------------|------------|
| 1. concept level | Appropriate | yes |
| 2. author's style | Appropriate | yes |
| 3. vocabulary level | Appropriate | yes |
| 4. syntax | Appropriate | yes |

The average readability of this text is 11.5 using the Flesch-Kincaid Grade Level scale. Due to the nature of the content, the support of visuals, and the explanations of vocabulary words, I feel this text is appropriate for the intended audience.

- Dr. Denise Schwab

C. The subject matter is appropriate for the intended age group, in reference to:

- | | | |
|------------------------|-------------|------------|
| 1. values presented | Appropriate | yes |
| 2. interests developed | Appropriate | yes |
| 3. maturity needed | Appropriate | yes |

D. The textbook present similarities and differences among individuals sensitively. **Yes**

E. The textbook deals accurately and fairly with the problems and contributions of women, ethnic and racial minorities, handicapped and diverse groups. **yes**

State College Area School District
Textbook Evaluation Form

Course: Early Childhood

Title: Child Development: Early Stages Through Age 12, 8th Edition

Author(s): Celia Anita Decker, Ed.D.

Date/Edition: 2016/ 8th Edition

Publisher: Goodheart-Willcox Publisher

ISBN: 978-1-63126-038-4

General Information

Department: Career and Technical Center: Early Childhood Education

Coordinator(s) submitting: Jody Ebeling/Dr. Sharon Perry

Statement of need:

The current textbook (Children, The Early Years) is 12 years old. Industry standards and information have changed over the year.

This book is intended for:

What grades? 10-12th grades

What course of study? Early Childhood Education 1

What level of study? First year Child Development students

Approximate number of students? 20

Notes from the Publisher (intended audience and lexile)

Other textbooks examined in addition to the one being recommended:

None

Checklist of supplementary components available with this textbook (Mark and X in the boxes that apply:

X	Teacher Edition	X	Instructor resource manual
X	Student workbook		Student lab manual
	Student audio CD	X	Interactive CD-rom
X	Website		

Total number of books needed: 25

Cost per book: \$ 72.00

Cost for supplementary materials: \$ 301.50

Total Anticipated Cost: \$ 2,176.50

Practical Considerations: Organization

Criterion	Disagree	Agree	Strongly Agree	Comments
The textbook is clearly laid out including headings/subheadings.			X	
Lessons/chapters are the appropriate length and number.			X	
Page layout is clear, pages are not crowded or overwhelming to student.			X	

Vocabulary consists of familiar words as well as challenging words. Words are well defined.			X	
Topic sentences communicate what is being discussed in the paragraph and allow student to identify the main idea before reading.			X	
Criterion	Disagree	Agree	Strongly Agree	Comments
Book contains well thought out examples and explanations.			X	
Book provides useful table of contents, glossary, supplements and index.			X	
Format is visually appealing, size and format of print is appropriate.			X	
Book has side-bars that highlight or expand upon points mentioned in text.			X	
Section or chapter summaries, key ideas and			X	

main ideas supporting the topic are clearly restated.				
Criterion	Disagree	Agree	Strongly Agree	Comments
End of chapter comprehension questions that allow reader to reflect on main ideas.			X	
End of chapter questions are multi-layered (QAR).		X		

Graphic Elements

Criterion	Disagree	Agree	Strongly Agree	Comments
At least 50% of graphics are in color.			X	
Each photo includes a caption that makes a direct connection to the text.			X	
Maps and charts include keys and legends.			X	

Audience

Criterion	Disagree	Agree	Strongly Agree	Comments
The content is age appropriate.			X	
The book is visually appealing to students.			X	
Topics will appeal to high school students.			X	
The text is interactive.			X	

Culture

Criterion	Disagree	Agree	Strongly Agree	Comments
Material is sensitive to gender, race, ethnicity, religion, social/economic status, intellectual and physical disabilities.			X	
All cultures are represented.			X	
A multilingual glossary is provided.			X	

District Criteria (Mark with a ***Bold italics*** all criteria that are met.):

A. The textbook is readable with an appropriate format including:

- | | | |
|------------------------------|-------------|-------------------|
| 1. size of print | Appropriate | <i>yes</i> |
| 2. spacing on page | Appropriate | <i>yes</i> |
| 3. number of pages | Appropriate | <i>yes</i> |
| 4. use of color and graphics | Appropriate | <i>yes</i> |

B. The textbook is readable and understandable for intended students, including:

- | | | |
|---------------------|-------------|-------------------|
| 1. concept level | Appropriate | <i>yes</i> |
| 2. author's style | Appropriate | <i>yes</i> |
| 3. vocabulary level | Appropriate | <i>yes</i> |
| 4. syntax | Appropriate | <i>yes</i> |

C. The subject matter is appropriate for the intended age group, in reference to:

- | | | |
|------------------------|-------------|-------------------|
| 1. values presented | Appropriate | <i>yes</i> |
| 2. interests developed | Appropriate | <i>yes</i> |
| 3. maturity needed | Appropriate | <i>yes</i> |

D. The textbook present similarities and differences among individuals sensitively. ***yes***

E. The textbook deals accurately and fairly with the problems and contributions of women, ethnic and racial minorities, handicapped and diverse groups. ***yes***