

Enclosure 09.02
May 31, 2012

On February 1, 2012 the High School Social Studies department started the process of adopting a new Global Studies textbook that would replace the current textbook adopted in 2005. The current textbooks are in a state of disrepair and have become unusable. The content is also dated and not aligned to the new state and national standards. The committee decided to look at three major textbook companies to evaluate which textbook package best met the needs of our high school students. This included ancillary materials and support. The committee determined criteria that would be used to evaluate these materials following the procedure set by the Board of Education in their Textbook Selection and Adoption guidelines. The three Methods of Evaluating used were:

1. Selection Criteria
 - a. Alignment with the Common Core Standards
 - b. Primary Sources
 - c. Writing Supplements/strategies
 - d. Reading Supplements/Strategies
 - e. Alignment with State Curriculum
 - f. Review books
 - g. Ancillary Materials
 - h. Online
 - i. CD's
 - j. Multimedia
 - k. ActiveInspire
2. Topic Comparison
 - a. Religions
 - b. Revolutions-French & Industrial
 - c. Imperialism
 - d. Cold War
 - e. Ancient Civilizations
3. Concept Trace
 - a. Geography
 - b. Charts and Graphs
 - c. Points of View
 - d. Historiography
 - e. Demography

The text books evaluated were;

World History: Patterns of Interactions from Holt McDougal

World History from Pearson/Prentice Hall

World History and Geography from McGraw Hill

Sample kits were requested and received from all three publishers.

On March 1, 2012 the committee met again to review the document created to evaluate the textbooks. At this meeting it was decided that we would ask each publisher to come in and present to the committee. A classroom was used that included a Smartboard for presentations. On 3/13 Prentice Hall presented, on 3/15 McDougal and on 3/20 McGraw Hill. A meeting was scheduled on April 20, 2012 to compile data and select a textbook.

On March 20, 2012 the committee met and reviewed the evaluation sheets. It was a unanimous decision that the Pearson/Prentice Hall textbook best met the selection criteria. A summary sheet for each textbook evaluated is included. Under the **Methods of evaluating** section the Pearson/Prentice Hall textbook surpassed all others in the criteria selected. Under the **Topic Comparison** the sections reviewed the text had good primary sources, provided diverse presentation of information and thorough coverage of information. The **Concept Trace** showed that the criteria selected were found extensively throughout the text. When the **Total Book was evaluated** Pearson/Prentice Hall scored highest in all categories. When **each chapter was evaluated** the Pearson/Prentice Hall text scored the same or higher in 8 of the 9 categories. **The Examination of the Way the Book is Written** again put Pearson/Prentice Hall the same or higher in 6 of the 7 categories. The Summary of Weaknesses and Strengths presented very few weaknesses for the Pearson/Prentice Hall textbook and significant strengths.

A quote for 400 textbooks, plus 12 teacher editions and ancillary materials was requested from Pearson/Prentice Hall. The basis for selecting a Global Text was based purely on the evaluation process not on the cost of the materials/textbooks.

Committee members:

Completed an evaluation

Nancy George	Yes
William Finnerty	
Pamela Doren	Yes
Jamy Brice-Hyde	Yes
Joseph McMillen	Yes
Debra Maloney	Yes
Douglas Jacobs	
Melissa Giblin	Yes
Bryan Yarrington	Yes
Jeffery Van Zile	
John Thomas	Yes
Jason Neubauer	Yes
Karen Donahue	
Daniel Buseck	

**EVALUATION OF TEXTBOOK EXHIBIT
COMPILATION OF COMMITTEE MEMBERS EVALUATIONS**

NAME(S) OF EVALUATOR(S):

SUBJECT: GRADE: LEVEL:

TEXTBOOK TITLE: **World History and Geography**

AUTHORS: EDITION:

PUBLISHING CO.: COPYRIGHT DATE: **McGraw Hill**

COST PER BOOK: NO. OF BOOKS REQUIRED:

I. METHODS OF EVALUATING

Yes 1. SELECTION CRITERIA

Alignment with Common Core Standards

Primary Sources

Embedded in text

Online access

On PDF's

Writing Supplements/Strategies

Disappointing

Brief DBQ questions

At end of every lesson, some type of writing lesson

DBQ and review questions imbedded in text

None

Reading Supplements/Strategies

Disappointing

Graphic organizers w/ each section

Alignment with State Curriculum

Review Books

No

Ancillary Materials

Teacher Edition poorly constructed, not built to last, poorly organized

Online

Small amount, not user friendly

Comprehensive online support

CD's

Unclear in presentation
None

Multimedia

Very small amount
Some mentioned but not detailed

ActiveInspire

Can add own material to PowerPoints

Yes 2. Was a TOPIC COMPARISON employed with this text and others?

Religions

Moderate/Fair
Found in chapters
Mostly in text, no charts or infographics
No extras to reinforce

Revolutions – French & Industrial

Moderate/Fair
Too little coverage for Industrial
Decent summary, not many pictures, maps, etc.
No major detail w/ events leading up to revolt
Topic is rushed

Imperialism

Moderate/Fair
Covered in two chapters
A lot of information but most outside of curriculum
Wide focus

Cold War

Moderate/Fair
Covered in one chapter
Mostly text
Very wordy

Ancient Civilizations

Moderate/Fair
Good, balanced coverage
Some summarized more strongly than others

Yes 3. Was a CONCEPT TRACE conducted with this textbook?

Geography

Extensive
Yes, in every chapter
Beautiful, clear maps

Charts and Graphs

Moderate
Few
Minimal
Good
Limited, just repeated what was in text

Points of View

Moderate
Well balanced
Lots of primary sources but few differing points of view
Euro-centric

Historiography

Moderate
Not extensively covered
Limited

Demography

Extensive
More charts or tables would help

No 4. Was a VERTICAL TRACE done with this book as part of a series?

No 5. Was a "KID RATING" employed with this text (grades 6-12)?

II. A LOOK AT THE TOTAL BOOK (Use a scale of 1 - 5 - 1 low, 5 high)

1. Is the content as up to date as possible and relevant to your students? **3.8**

2. Does the book contain helpful organizational features such as:

Table of contents Index **4.4**

Glossary Appendices **3.9**

Other (specify:)

3. Is the book logically and clearly organized? **3.6**

III. LOOK AT EACH CHAPTER (1 - 5 RATING)

*each chapter is 2 – 5 pages less than other two books

1. Is a helpful introduction provided for each chapter or most chapters? **3.6**
2. Is sufficient background knowledge provided for each chapter or most chapters so that students can link new knowledge with information previously learned? **2.9**
3. Is there a clearly recognizable pattern for each chapter? **3.0**
4. Is the organizational pattern signaled by:
Headings Bold print **4.2**
Transition words Italics **3.1**
Other (specify:)
5. Do questions encourage thoughtful responses? Is critical thinking encouraged? **3.1**
6. Does the text suggest activities for students to practice using new concepts or procedures? **2.9**
7. Do the pictures, graphic aids, charts or graphs clearly relate to the important concepts/ideas of the chapter and promote visual literacy? **2.2**
8. Are there summaries that clarify? **1.9**
9. Does the text match curriculum goals and objectives? **2.6**

IV. EXAMINE THE WAY THE BOOK IS WRITTEN (1 - 5 Responses)

1. Does the textbook use clear, readable language? **3.2**
2. Is the level of vocabulary appropriate for the background of your students? (Challenging is better than too low!) **2.9**
3. Does the text introduce new vocabulary or terminology using direct definitions and/or examples? **3.7**
4. Is the level of sentence complexity appropriate for your students? **3.3**
5. Does the text stick to the topic and avoid irrelevant details? **2.6**
6. Does the text relate content to students' lives? **2.6**
7. Does the text provide positive models for both sexes and for different ethnic or cultural groups? **2.9**

8. Does it provide materials in alternative formats? (i.e., any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a disabled student enrolled in the district, including, but not limited to, Braille, large print, open and closed captioned, audio, or an electronic file in an approved format).

V. SUMMARY OF WEAKNESS AND STRENGTHS

What are the chief weaknesses of this text?

- No ancillaries
- Disappointing compared to last year's version
- Lack of primary sources
- Critical information is covered in very little detail
- Weak on primary sources
- No chapter summaries
- Lacking charts and graphs
- Low reading level
- Limited visuals
- Missing key vocabulary words
- Scope and sequence "out of whack"
- Does not seem in line with our curriculum

What are the major strengths of this text?

- Nice layout
- At beginning of every lesson, there is a listing of items available online
- Well organized
- Clear maps
- Can modify ancillary materials
- Vocabulary highlighted in margins

Approved; July 1, 2001

Revised and Approved by Administrative Council: Feb. 20, 2003; Sept. 13, 2007

**EVALUATION OF TEXTBOOK EXHIBIT
COMPILATION OF COMMITTEE MEMBERS EVALUATIONS**

NAME(S) OF EVALUATOR(S):

SUBJECT: GRADE: LEVEL:

TEXTBOOK TITLE: **World History: Patterns of Interaction**

AUTHORS: EDITION:

PUBLISHING CO.: COPYRIGHT DATE: **Holt McDougal**

COST PER BOOK: NO. OF BOOKS REQUIRED:

I. METHODS OF EVALUATING

Yes 1. SELECTION CRITERIA

Alignment with Common Core Standards

Primary Sources

Available in ancillaries
Very few in text
Very American centered

Writing Supplements/Strategies

Two DBQ's (modified) in text
Some activities in ancillaries
None
Graphic organizers are online and in teacher edition, not in student edition

Reading Supplements/Strategies

Graphic organizers in text
Text readalouds online - pace can be adjusted
Graphic organizers are online and in teacher edition, not in student edition

Alignment with State Curriculum

Review Books

No

Ancillary Materials

Online

Well organized

CD's

Well organized database

Multimedia

Linked to History Channel

ActiveInspire

PowerPoint – good interface

Yes 2. Was a TOPIC COMPARISON employed with this text and others?

Religions

In chapters briefly

Few charts or infographics

Mixed in with other topics

Revolutions – French & Industrial

Deviates from state curriculum

Too much Industrial Revolution

Too much USA

Imperialism

Not well organized

Some things left out or barely covered

Lacks content

Cold War

In depth, lots of visuals

Good use of images

Ancient Civilizations

A lot of irrelevant information

Well organized

Fair

Irrelevant material not covered in state curriculum

Yes 3. Was a CONCEPT TRACE conducted with this textbook?

Geography

Maps in each chapter

Charts and Graphs

Minimal

Not enough

Points of View

Some

“Different Perspectives” imbedded in chapters

Rarely

Historiography

Some

Demography

Fairly well covered

No 4. Was a VERTICAL TRACE done with this book as part of a series?

No 5. Was a "KID RATING" employed with this text (grades 6-12)?

II. A LOOK AT THE TOTAL BOOK (Use a scale of 1 - 5 - 1 low, 5 high)

1. Is the content as up to date as possible and relevant to your students? **4.2**

2. Does the book contain helpful organizational features such as:

Table of contents Index **3.2**

Glossary Appendices **3.8**

Other (specify:)

3. Is the book logically and clearly organized? **4.0**

III. LOOK AT EACH CHAPTER (1 - 5 RATING)

1. Is a helpful introduction provided for each chapter or most chapters? **4.4**

2. Is sufficient background knowledge provided for each chapter or most chapters so that students can link new knowledge with information previously learned? **3.2**

3. Is there a clearly recognizable pattern for each chapter? **3.9**

4. Is the organizational pattern signaled by:

Headings Bold print **5.0**

Transition words Italics **2.0**

Other (specify:)

5. Do questions encourage thoughtful responses? Is critical thinking encouraged? **3.3**

6. Does the text suggest activities for students to practice using new concepts or procedures? **3.9**

7. Do the pictures, graphic aids, charts or graphs clearly relate to the important concepts/ideas of the chapter and promote visual literacy? **3.2**

8. Are there summaries that clarify? **2.7**

9. Does the text match curriculum goals and objectives? **4.2**

IV. EXAMINE THE WAY THE BOOK IS WRITTEN (1 - 5 Responses)

1. Does the textbook use clear, readable language? **2.6**

2. Is the level of vocabulary appropriate for the background of your students? (Challenging is better than too low!) 4.0
3. Does the text introduce new vocabulary or terminology using direct definitions and/or examples? 2.6
4. Is the level of sentence complexity appropriate for your students? 3.6
5. Does the text stick to the topic and avoid irrelevant details? 2.3
6. Does the text relate content to students' lives? 3.6
7. Does the text provide positive models for both sexes and for different ethnic or cultural groups? 4.4
8. Does it provide materials in alternative formats? (i.e., any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a disabled student enrolled in the district, including, but not limited to, Braille, large print, open and closed captioned, audio, or an electronic file in an approved format).

V. SUMMARY OF WEAKNESS AND STRENGTHS

What are the chief weaknesses of this text?

Does not cover Common Core Standards adequately

Too much text

Illustrations are not interesting

No guided reading graphic organizers

Lack of organization on Resource CD

Dense, boring writing

Text not engaging

Very little writing support

Text is very dry

Visuals do not relate to reading

Literacy component is weak

Very little ancillary support

Charts are same as text, present nothing new

What are the major strengths of this text?

Covers Regents material

Thorough

Visual summaries

Works with Common Core

Questions are scaffolding

Organization of online materials

Challenging reading level

Approved; July 1, 2001

Revised and Approved by Administrative Council: Feb. 20, 2003; Sept. 13, 2007

**EVALUATION OF TEXTBOOK EXHIBIT
COMPILATION OF COMMITTEE MEMBERS EVALUATIONS**

NAME(S) OF EVALUATOR(S):

SUBJECT: GRADE: LEVEL:

TEXTBOOK TITLE: **World History**

AUTHORS: EDITION:

PUBLISHING CO.: COPYRIGHT DATE: **Pearson/Prentice Hall**

COST PER BOOK: NO. OF BOOKS REQUIRED:

I. METHODS OF EVALUATING

Yes 1. SELECTION CRITERIA

Alignment with Common Core Standards

Primary Sources

- Embedded in chapters
- Listed in Table of Contents
- In every section as well as in supplements
- DBQ at end of each chapter

Writing Supplements/Strategies

- Graphic organizers
- Skills handbook
- Writing activities with each section
- Writing prompts
- Differentiated instruction

Reading Supplements/Strategies

- Definitions in margins
- Skills handbook
- Easy reader guides
- Differentiated reader guides
- Notetaking guides
- Graphic organizer for each section
- Content vocab imbedded in text in blue
- Non content vocabulary defined in margin
- Text readaloud online

Alignment with State Curriculum

Review Books

One of every book ordered
Yes
Excellent resource

Ancillary Materials

*Teacher edition well built

Online

Discovery Education videos linked

CD's

Resources
Lesson plans
Organizers
Class activities

Multimedia

User friendly assessments
Ability to edit PDF's
Partnership with Discovery Education

ActiveInspire

PowerPoints
Full curriculum interactive

Yes 2. Was a TOPIC COMPARISON employed with this text and others?

Religions

Appear chronologically throughout text
Explanations of key beliefs in infographics
Very thorough
No single unit however coverage is extensive

Revolutions - French & Industrial

Good use of primary sources
Good summary with maps, charts, primary sources
Solid primary sources
Extensive charts and graphs

Imperialism

Comparing viewpoints
Causes and motives
Differing points of view
Lots of pictures, full page maps
Extensive collection of literature, maps, sources, etc.

Cold War

- Primary sources
- Political cartoons
- Section 2 deviates some from curriculum
- Major events well covered
- Thoroughly covers all aspects

Ancient Civilizations

- Thorough
- Many clear maps
- Extensive graphics

Yes 3. Was a CONCEPT TRACE conducted with this textbook?

Geography

- Yes, in every section
- Extensive coverage
- Large and easy to read

Charts and Graphs

- Embedded in chapter
- In end of chapter study guides
- Extensive

Points of View

- Well covered and balanced
- Extensive
- Balanced between countries, people, gender

Historiography

- Concept Connector sections all take a modern view on a topic studied in history
- Extensive timeline section in back

Demography

- Aryan migration very well covered (great description of what can be a difficult topic for students)
- Extensive

No 4. Was a VERTICAL TRACE done with this book as part of a series?

No 5. Was a "KID RATING" employed with this text (grades 6-12)?

II. A LOOK AT THE TOTAL BOOK (Use a scale of 1 - 5 - 1 low, 5 high)

1. Is the content as up to date as possible and relevant to your students? **4.6**

2. Does the book contain helpful organizational features such as:

Table of contents Index 5.0
Glossary Appendices 4.9
Other (specify:)

3. Is the book logically and clearly organized? 4.6

III. LOOK AT EACH CHAPTER (1 - 5 RATING)

1. Is a helpful introduction provided for each chapter or most chapters? 4.3
2. Is sufficient background knowledge provided for each chapter or most chapters so that students can link new knowledge with information previously learned? 4.0
3. Is there a clearly recognizable pattern for each chapter? 4.9
4. Is the organizational pattern signaled by:
Headings Bold print 5.0
Transition words Italics 5.0
Other (specify:)
5. Do questions encourage thoughtful responses? Is critical thinking encouraged? 4.3
6. Does the text suggest activities for students to practice using new concepts or procedures? 4.6
7. Do the pictures, graphic aids, charts or graphs clearly relate to the important concepts/ideas of the chapter and promote visual literacy? 5.0
8. Are there summaries that clarify? 4.8
9. Does the text match curriculum goals and objectives? 4.5

IV. EXAMINE THE WAY THE BOOK IS WRITTEN (1 - 5 Responses)

1. Does the textbook use clear, readable language? 4.5
2. Is the level of vocabulary appropriate for the background of your students? (Challenging is better than too low!) 4.0
3. Does the text introduce new vocabulary or terminology using direct definitions and/or examples? 4.1
4. Is the level of sentence complexity appropriate for your students? 3.9
5. Does the text stick to the topic and avoid irrelevant details? 3.6
6. Does the text relate content to students' lives? 3.4
7. Does the text provide positive models for both sexes and for different ethnic or cultural groups? 3.8

8. Does it provide materials in alternative formats? (i.e., any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a disabled student enrolled in the district, including, but not limited to, Braille, large print, open and closed captioned, audio, or an electronic file in an approved format).

V. SUMMARY OF WEAKNESS AND STRENGTHS

What are the chief weaknesses of this text?

None

Occasionally deviates from state curriculum

CD is less organized in terms of handouts

None

Connections to student lives

None

What are the major strengths of this text?

Visuals are useful and relate to text – encourage students to learn more

Fits Common Core Standards

Encourages reading and writing

Teacher resources allow for customization

Very engaging

Saturated with primary source documents

Large amount of review material

Great images

Writing activities

Comprehensive for our curriculum and exceeds expectations

Approved; July 1, 2001

Revised and Approved by Administrative Council: Feb. 20, 2003; Sept. 13, 2007

Horseheads High School -World History 2012 World History

School Information:

HORSEHEADS HIGH SCHOOL

School/District Name

401 Fletcher St

Address

Horseheads, NY 14845

City / State / ZIP

(607)-739-5601

Phone Number

Purchase Summary		
Description	Amount Free	Amount Charged
World History 2011	\$20,267.95	\$30,540.25
Subtotal	\$20,267.95	\$30,540.25
Estimated Shipping & Handling		\$1,832.42
Total		\$32,372.66

* Prices effective through Sept. 30, 2012.

** Prices do not include applicable taxes.

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To Order:
Curriculum Customer Service
Phone: 1-800-848-9500
Fax: 1-877-260-2530
Online at OASIS: <http://k12oasis.pearson.com>

World History

World History 2011

	Description	ISBN	Price	Quantity		Total	
				Free	Charge	Free	Charge
World History 2011							
Survey Edition							
1	WORLD HISTORY 2011 NEW YORK SURVEY STUDENT EDITION	9780133724318	93.97	75	325	\$7,047.75	\$30,540.25
2	WORLD HISTORY 2011 NEW YORK SURVEY TEACHER EDITION	9780133724424	105.47	10	0	1,054.70	0.00
3	WORLD HISTORY NEW YORK BASED DOCUMENT BASED ASSESSMENT WORKBOOK 2007C	9780132514569	10.97	10	0	109.70	0.00
4	WORLD HISTORY NEW YORK DOCUMENT BASED WORKBOOK 2007C	9780132514576	6.97	10	0	69.70	0.00
Reading and Notetaking Study Guide with Concept Connector Journal							
1	WORLD HISTORY 2011 SURVEY READING AND NOTE TAKING STUDY GUIDE ON LEVEL	9780133724240	8.97	10	0	\$89.70	\$0.00
2	WORLD HISTORY 2011 MODERN READING AND NOTE TAKING STUDY GUIDE ANSWER KEY	9780133724172	5.97	10	0	59.70	0.00
Classroom Resources							
1	WORLD HISTORY 2011 SURVEY ALL-IN-ONE TEACHING RESOURCES	9780133724202	461.97	10	0	\$4,619.70	\$0.00
2	WORLD HISTORY LESSON PLANNER NATIONAL SURVEY EDITION 2007C	9780131299818	30.97	10	0	309.70	0.00
3	NYSTROM ATLAS OF WORLD HISTORY SINGLE COPY 2007C	9780132515146	14.50	10	0	145.00	0.00
4	HISTORY OF OUR WORLD HISTORIAN'S APPRENTICE ACTIVITY PACK	9780133600186	210.47	10	0	2,104.70	0.00
Assessment							
1	WORLD HISTORY EXAM VIEW CTB 2009	9780133652253	138.47	10	0	\$1,384.70	\$0.00
2	WORLD HISTORY 2011 TEST PREP	9780133724127	5.97	10	0	59.70	0.00
3	WORLD HISTORY TEST PREP ANSWER KEY 2007	9780131331938	6.97	10	0	69.70	0.00

	Description	ISBN	Price	Quantity		Total	
				Free	Charge	Free	Charge
4	WORLD HISTORY 2011 DOCUMENT BASED ASSESSMENT	9780133724301	\$5.97	10	0	59.70	0.00
5	WORLD HISTORY 2011 DOCUMENT BASED ASSESSMENT ANSWER KEY	9780133724134	4.97	10	0	49.70	0.00
6	WORLD HISTORY ASSESSMENT RUBRICS 2007C	9780132513814	10.97	10	0	109.70	0.00
Technology							
1	WORLD HISTORY WITNESS HISTORY AUDIO CD 2009	9780133652314	79.97	10	0	\$799.70	\$0.00
2	WORLD HISTORY NATIONAL SURVEY TEACHER EXPRESS	9780133707557	212.47	10	0	2,124.70	0.00
Subtotal						\$20,267.95	\$30,540.25

Purchase Subtotal	\$20,267.95	\$30,540.25
Estimated Shipping & Handling		\$1,832.42
Totals	\$20,267.95	\$32,372.66

Proposal Grand Total: \$32,372.66

Districts/schools registering to use OASIS for the first time receive a promo code for 3% freight. This code is good for every K12 order shipped via ground purchased through OASIS for the first 30 days after an account is activated.

To register for OASIS: <http://k12oasis.pearson.com>
 For OASIS assistance: 1-800-850-9124

- * Prices effective through Sept. 30, 2012.
- ** Prices do not include applicable taxes.
- *** Titles are subject to change without notice.

Note: This is a cost proposal. It is not a formal contract.

Ordering Information:

Schools: Simply enclose your official purchase order, authorized signature, and title.

Teachers: We can bill your school if you provide an approved P.O.

Individuals: Please enclose check, money order, or credit card information.

Shipping Charges:

All orders are billed approximately 10% shipping & handling. Orders under \$100 may be billed more.

International and overseas shipping and handling are slightly higher.

Special handling is additional on all orders.

All prices are in U.S. dollars, guaranteed until Sept. 30, 2012. Please call for current prices.

Districts/schools registering to use OASIS for the first time receive a promo code for 3% freight. This code is good for every K12 order shipped via ground purchased through OASIS for the first 30 days after an account is activated.

<p>Ship To: Please Print</p> <hr/> <p>NAME</p> <hr/> <p>E-MAIL ADDRESS</p> <p>HORSEHEADS HIGH SCHOOL</p> <hr/> <p>INSTITUTION</p> <p>401 Fletcher St</p> <hr/> <p>ADDRESS</p> <p>Horseheads NY, 14845</p> <hr/> <p>CITY STATE ZIP</p> <p>(607) 739-5601</p> <hr/> <p>PHONE # BEST TIME TO CALL</p>	<p>Bill To:</p> <hr/> <p>NAME</p> <hr/> <p>E-MAIL ADDRESS</p> <hr/> <p>INSTITUTION</p> <hr/> <p>ADDRESS</p> <hr/> <p>CITY STATE ZIP</p> <hr/> <p>PHONE # BEST TIME TO CALL</p>
<p><input type="checkbox"/> Pre-Paid Order</p> <p><input type="checkbox"/> Check <input type="checkbox"/> Money Order Enclosed</p> <hr/> <p>PURCHASE ORDER NO.</p> <hr/> <p>AUTHORIZED SIGNATURE TITLE</p>	<p><input type="checkbox"/> Credit Card Order:</p> <p><input type="checkbox"/> VISA <input type="checkbox"/> MasterCard <input type="checkbox"/> American Express <input type="checkbox"/> Discover</p> <hr/> <p>CARD NO EXP. DATE</p> <hr/> <p>SIGNATURE TITLE</p>

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 Lebanon, IN 46052
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 Order OASIS: <http://k12oasis.pearson.com>

For additional information regarding product go to:
<http://www.pearsonschool.com>