

#### **EVALUATION OF TEXTBOOK EXHIBIT**

4511-E

NAMI	E(S) C	OF EVALUATOR(S):	Darby L. The	ompson, Beth B	ell, Michael J. Har	mula	
SUBJE	ECT:	Drama	GRADE: 9-1	2	LEVEL: High S	chool	
TEXT	BOOI	K TITLE: The Stage	and the Schoo	l		1/40 1	
AUTH	ORS:	Schanker and Omn	nanney EI	DITION: 9 <sup>th</sup> edi	tion		
PUBL	ISHIN	NG CO.: Glencoe	COPYRIC	GHT DATE: 20	05	4	
COST	PER	BOOK: \$72	NO	O. OF BOOKS F	REQUIRED: 60-3	0	
I.	MET of 5	THODS OF EVALUA' must be employed)	TING (Yes or )	No Response or	NA - Not Appropri	ate) (3 out	
YES							
YES	_2.	Was a TOPIC COMP A textbook evaluation s	trategy which scie	entifically compares	alyzed.  ctive and in addition to the district  mmended text meets the identified  text and others?  s the exact same textbook elements  nissions.  book?  cept, skill or topic in all textbook  in the text actually measure what the		
YES	_3.	submissions, and determ	RACE conducte trategy which isol nines if the assess	ed with this textb	ook? ept, skill or topic in all	textbook cure what the	
NA	_4.		RACE done with trategy which dete	ith this book as permines how a skill,	oart of a series?  topic, strand, or conce	pt is vertically	
NO	_5.	developed through a tex Was a "KID RATING (Attach summary)	3" employed w	ith this text (grad	des 6-12)?		
II.	A LO (Use	OOK AT THE TOTAL a scale of 1 - 5 - 1 low	BOOK 7, 5 high)				
<u>5</u>	_1. _2.	Is the content as up to Does the book contain  ☐ Table of contents ☐ Glossary ☐ Other (consider)			s such as:		
5	_3.	Other (specify: Is the book logically a	) and clearly org	anized?			
III.	LOO	К АТ ЕАСН СНАРТ	ER (1 - 5 RAT	ING)			
5 5 5	_1. _2.	Is a helpful introducti Is sufficient backgrou that students can link Is there a clearly reco	ınd knowledge new knowledg	provided for eac e with informati	ch chapter or most con previously learned	hapters so ed?	

5	_4.	Is the organizational pattern signaled by:
		Transition words
		Other (specify: )
<u>5</u>	_5. _6.	Do questions encourage thoughtful responses? Is critical thinking encouraged?  Does the text suggest activities for students to practice using new concepts or
5	_7.	procedures?  Do the pictures, graphic aids, charts or graphs clearly relate to the important concepts/ideas of the chapter and promote visual literacy?
<u>4</u> 5	_8.	Are there summaries that clarify?
5	_9.	Does the text match curriculum goals and objectives?
IV.	EXA	MINE THE WAY THE BOOK IS WRITTEN (1 - 5 Responses)
5	_1.	Does the textbook use clear, readable language? (The DRP is .)
5	_2.	Is the level of vocabulary appropriate for the background of your students?
5	_3.	(Challenging is better than too low!) Does the text introduce new vocabulary or terminology using direct definitions and/or examples?
5	_4.	Is the level of sentence complexity appropriate for your students?
5 5 5 5	_5.	Does the text stick to the topic and avoid irrelevant details?
5	_6. 7.	Does the text relate content to students' lives?  Does the text provide positive models for both sexes and for different ethnic or
<u>J</u>	_/.	cultural groups?
3	_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.	SUN	MMARY OF WEAKNESS AND STRENGTHS
1.	I d	at are the chief weaknesses of this text? o not see any weaknesses at this time other than the availability of alternative mats. However, it is possible these formats exist and I am simply not aware of em.

2. What are the major strengths of this text?

There are many attributes of this text that make it far superior to our current text for drama class. First, the topics covered are covered in-depth, with the inclusion of many details and examples. Our current text simply does not offer enough detail about so many topics covered in class, and in our current text's attempt to cover a variety of topics, it doesn't cover any with appropriate depth for high school students. Also, this new text contains not only high-level analysis questions appropriate for review or homework assignments, but also many ideas for hands-on projects that allow students to apply what they have learned. Our current text does not have nearly as many application activities and NO discussion questions or questions that may be assigned for homework. Additionally, it contains many sample monologues and scenes for student actors.

5	_4.	Is the organizational pattern signaled by:
		☐ Transition words ☐ Italics
<u>5</u>	_5. _6.	Other (specify: ) Do questions encourage thoughtful responses? Is critical thinking encouraged? Does the text suggest activities for students to practice using new concepts or procedures?
5	_7.	Do the pictures, graphic aids, charts or graphs clearly relate to the important concepts/ideas of the chapter and promote visual literacy?
<u>4</u> <u>5</u>	_8. _9.	Are there summaries that clarify?  Does the text match curriculum goals and objectives?
IV.	EXA	MINE THE WAY THE BOOK IS WRITTEN (1 - 5 Responses)
5	_1.	Does the textbook use clear, readable language? (The DRP is .)
5	_2.	Is the level of vocabulary appropriate for the background of your students? (Challenging is better than too low!)
5	_3.	Does the text introduce new vocabulary or terminology using direct definitions and/or examples?
5 5 5 5	_4. _5. _6. _7.	Is the level of sentence complexity appropriate for your students?  Does the text stick to the topic and avoid irrelevant details?  Does the text relate content to students' lives?  Does the text provide positive models for both sexes and for different ethnic or
3	_8.	cultural groups? 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.	SUM	IMARY OF WEAKNESS AND STRENGTHS
1.	I do	t are the chief weaknesses of this text? o not see any weaknesses at this time other than the availability of alternative mats. However, it is possible these formats exist and I am simply not aware of m.
2.	The dra det ma top nev hor to a app for	t are the major strengths of this text?  ere are many attributes of this text that make it far superior to our current text for ma class. First, the topics covered are covered in-depth, with the inclusion of many ails and examples. Our current text simply does not offer enough detail about so my topics covered in class, and in our current text's attempt to cover a variety of ics, it doesn't cover any with appropriate depth for high school students. Also, this we text contains not only high-level analysis questions appropriate for review or nework assignments, but also many ideas for hands-on projects that allow students apply what they have learned. Our current text does not have nearly as many olication activities and NO discussion questions or questions that may be assigned homework. Additionally, it contains many sample monologues and scenes for

student actors.



Price Quote For:

Horsehead Sr High School

HORSEHEADS, NY 14845

Subscription/MCH:

Dan Buseck (dbuseck@horseheadsdistrict.com)

FLETCHER STREET

Account Number: 348216

Site Number: 407291

Section Summary	Value of All Materials	Free Materials	Product Subtotal
LANGUAGE ARTS	\$0.00	\$0.00	\$0.00
The Stage and the School	\$2,483.64	(\$320.94)	\$2,162.70

VALUE OF ALL MATERIALS	\$2,483.64		
FREE MATERIALS	(\$320.94		
PRODUCT TOTAL*	\$2,162.70		
ESTIMATED SHIPPING & HANDLING**	\$117.68		
ESTIMATED TAX**	\$0.00		
GRAND TOTAL*	\$2,280.38		

<sup>\*</sup> Price firm for 30 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

Cor	nr	n	er	its

Melissa Routson Sales Representative

<sup>\*\*</sup>Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Quote Date: 5/29/2014 Page 2 of 2 Quote Number: DCONO-05292014-012



Price Quote For:

Horsehead Sr High School

Dan Buseck (dbuseck@horseheadsdistrict.com)

FLETCHER STREET

HORSEHEADS, NY 14845

Subscription/MCH:

Sales Representative: Melinda Routson

(melinda.routson@mheducation.com)

Account Number: 348216

Site Number: 407291

Send Order to:

McGraw-Hill Education PO Box 182605 | Columbus, OH 43218-2605

Phone: 1-800-334-7344

Fax: 1-800-953-8691

<sup>\*\*</sup>Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable,

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
LANGUAGE ARTS					
	LANGUAGE ARTS S	ubtotal:		\$0.00	\$0.00
The Stage and the School					
STAGE AND THE SCHOOL STUDENT EDITION 2005	978-0-07-861627-3	30	\$72.09	\$0.00	\$2,162.70
GLENCOE LANGUAGE ARTS THE STAGE & THE SCHOOL ELECTRONIC STUDENT EDITION	978-0-07-868791-4	1	\$72.09	\$72.09	*Free Materials
STAGE AND THE SCHOOL TEACHER MANUAL 2005	978-0-07-861628-0	1	\$39.57	\$39.57	*Free Materials
STAGE AND THE SCHOOL TEACHERS RESOURCE BINDER 2005	978-0-07-861894-9	1	\$209.28	\$209.28	*Free Materials
The S	Stage and the School S	ubtotal:		\$320.94	\$2 162 70

\$2,162.70

VALUE OF ALL MATERIALS	\$2,483.64
FREE MATERIALS	(\$320.94)
PRODUCT TOTAL*	\$2,162.70
ESTIMATED SHIPPING & HANDLING**	\$117.68
ESTIMATED TAX**	\$0.00
GRAND TOTAL	\$2,280.38

Comments:	
School Purchase Order Number:	
Name of School Official (Please Print)	Signature of School Official

<sup>\*</sup> Price firm for 30 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials,

		7.7	7311-E
NAM Beth	E(S) OF EVALUATOR(S): Tony I Alverson	Bo, Nicole Cowen, 1	Killeen McCarth, Arline Ely
SUBJ	ECT: Math GRADE:	10	LEVEL: Geometry R
TEXT	BOOK TITLE: Geometry		·
AUTI	HORS: EDIT	TON:	
PUBL	ISHING CO.: Carnegie Learning	COPYRIGHT DAT	ГЕ: 2013
COST	PER BOOK:	NO. OF BOOKS R	EQUIRED:
I.	METHODS OF EVALUATING (Yes of 5 must be employed)	or No Response or I	NA - Not Appropriate) (3 out
YES YES NA	the selection process (Attach sur  Departments, grade levels and/or criteria that will be used as textbo  The selection criteria would be from criteria outlined in 4511-R.  There should be documentation the criteria.  Was a TOPIC COMPARISON of A textbook evaluation strategy which (topic, skill, table of contents, glossa.  Was a CONCEPT TRACE conding A textbook evaluation strategy which submissions, and determines if the assinstruction, content or practice preseduced.  Was a VERTICAL TRACE done A textbook evaluation strategy which developed through a textbook series.  Was a "KID RATING" employe	nmary) district committees should be district committees should be district committees should be district to committees are analyzed at reflects how the recommendation of the teacher's perspective at reflects how the recommendation of the teacher's scientifically compares to the	ld come to consensus on the selection lyzed. ive and in addition to the district mended text meets the identified  ext and others? the exact same textbook elements sions. bok? ot, skill or topic in all textbook the text actually measure what the ext of a series? opic, strand, or concept is vertically
	(Attach summary)  A LOOK AT THE TOTAL BOOK (Use a scale of 1 - 5 - 1 low, 5 high)		
<u>5</u>	<ol> <li>Is the content as up to date as post</li> <li>Does the book contain helpful or</li> <li>Table of contents</li> <li>Glossary</li> </ol>	ganizational features  Index  Appendices	such as:
43	<ul><li>Other (specify:Calculator Skill</li><li>Is the book logically and clearly of</li></ul>	s) organized?	
III. I	LOOK AT EACH CHAPTER (1 - 5 R.		
51	<ol> <li>Is a helpful introduction provided</li> <li>Is sufficient background knowled that students can link new knowled</li> </ol>	for each chapter or n	chanter or most chanters so

<u>5</u>	_3. 4.	Is there a clearly recognizable pattern for each chapter? Is the organizational pattern signaled by:
		☐ Headings ☐ Bold print
		☐ Transition words ☐ Italics
		Other (specify: )
<u>5</u>	5.	Do questions encourage thoughtful responses? Is critical thinking encouraged?
4	6.	Does the text suggest activities for students to practice using new concepts or procedures?
5	7.	Do the pictures, graphic aids, charts or graphs clearly relate to the important concepts/ideas of the chapter and promote visual literacy?
<u>5</u>	_8.	Are there summaries that clarify?
5	_9.	Does the text match curriculum goals and objectives?
IV.	EXA	AMINE THE WAY THE BOOK IS WRITTEN (1 - 5 Responses)
5	_1.	Does the textbook use clear, readable language? (The DRP is .)
5	2.	Is the level of vocabulary appropriate for the background of your students?
	_	(Challenging is better than too low!)
5	_3.	Does the text introduce new vocabulary or terminology using direct definitions and/or examples?
5	4.	Is the level of sentence complexity appropriate for your students?
5 5 5 5	<u>_</u> 5.	Does the text stick to the topic and avoid irrelevant details?
5	_6.	Does the text relate content to students' lives?
3	<u>_</u> 7.	Does the text provide positive models for both sexes and for different ethnic or cultural groups?
	_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.	SUN	MMARY OF WEAKNESS AND STRENGTHS
1.	As	at are the chief weaknesses of this text? signments & Skills Practice are in a additional books or online e student text is contained in 2 volumes.
2.	Th Th Th	t are the major strengths of this text? e text is aligned to the Common Core Standards. e text presents a wide variety of rigourus problem situations that are base on real life. e text presents problem situations that require students to explain their reasoning.
	Th	e text and workbooks provide adequate space for student responses and explanations. e text provides extensive online supplements to aid both teacher and student.

Approved; July 1, 2001 Revised and Approved by Administrative Council: Feb. 20, 2003; Sept. 13, 2007

# Carnegie Learning

The Frick Building, Suite 918 437 Grant St. Pittsburgh, PA 15219 Phone (888) 851-7094

Fax: (412) 690-2444

Email: ccaroselli@carneglelearning.com

**Quotation For:** 

Horseheads Ctl School District

1 Raider Ln.

Horseheads, NY 14845 Contact: Jay Hillman

Phone:

() 607-739-5601 x4247

Email:

jahillma@horseheadsdistrict.com

Date:

17-JUN-2014

Quotation #:

64177

Quotation valid until: Prepared by:

01-AUG-14 Clay Caroselli

Textbook Total:

Misc Total:

Sub Total:

Freight:

Total:

Professional Development:

46,925.00

54,650.00

58,875.00

4,225,00

0.00

0.00

Customer #:

142469

ITEM	DESCRIPTION	LIST PRICE	QUOTED PRICE	UNITS	top or sea to at	
USER-CUR	Annual per Student License CCA1	36.00		The state of the s	TERM	TOTAL
USER-SUPPORT	Annual per User License Support &		15.45	100	5 yrs	7,725.00
	Maint, CCA1	0.00	0.00	100	5 yrs	0.00
TS-A1CC/SE-F	NATL Common Core Algebra 1 Student Text (SE1, SE2)	18.00	9.85	100	5 yrs	4,925.00
TS-A1CC/SE-F	NATL Common Core Algebra 1 Student Text (SE1, SE2)	18.00	14.00	300	5 yrs	21,000.00
TS-GCC/SE-F	NATL Common Core Geometry Student Text (SE1, SE2)	18.00	14.00	300	5 yrs	21,000.00
Dienes include unu fu				License Total:		7,725.00
	Please include your tax exempt certificate with your purchase order.  The Carriedle Learning Federal Tay Ind to 25, 1905 40.			pport & Mair	ntenance:	0.00

- The Carnegie Learning Federal Tax ID# is 25-1805640.
- Sales Tax, if applicable, will be charged at the time of invoicing and is not included in this quotation.
- Prices are subject to change, and do not include hardware.
- Multi-year licenses run consecutively from date of shipment.
- The school district is responsible for providing all hardware necessary to run the software, as specified in CLI's Systems Requirements ( available at carnegielearning.com/support)
- Other items included in the purchases of the Cognitive Tutor curriculum:
  - Access to the Carnegie Learning Resource Center
  - Learning Enhancements via Software and Resource Updates
- Payment Terms: Net 30 Days. Payment of entire invoice amount is required within 30 days from invoice date.
- All media sold by Carnegie Learning, Inc. are sold on a non-returnable basis. The only exceptions to this policy are:

  o Media received that was not ordered, (wrong title, wrong quantity)

  - Media received in a damaged condition that would render it unsuitable for
- If a return is required, for one of the above reasons, please contact Order Management
- in order to expedite the issuance of return labels and to arrange a carrier pickup.

  All Professional Development services purchased expire at the term of this license agreement. Standalone Professional Development purchases will expire one year from the purchase date
- All textbooks carry a standard lead time of 4-6 weeks. Shipments will occur earlier if stock is available
- Our standard shipping time is 4-6 weeks and is based on inventory availability and time of year. However, we will make every attempt to have your shipment arrive sooner when possible.
- Customer is responsible for additional costs applicable to shipments that cannot be delivered because they require inside delivery and/or special handling. The customer will be involced by CLI when special delivery instructions were not involced and/or requested prior to actual deliver.

NOTES:

EVALUA	TION OF TEXTBOOK EXHIBI	T	4511-E
NAME(S)	OF EVALUATOR(S): Joe Mc	Millen	1
	: American History GRADE:		LEVEL: Regents
TEXTBOO	OK TITLE: The American Danzer, Krieger, Wilson S: Klor de Alva, Woloch EDITI	12	
AUTHORS	Danzer, Krieger, Wilson S: Nor de Alba Waloch EDITI	ON:	
PUBLISHI	ING CO .: Holf-McDouglOPY	RIGHT DATE: 🌊	017
COST PER	R BOOK:	NO. OF BOOKS	REQUIRED:
I. ME of 5	ETHODS OF EVALUATING (Yes must be employed)	or No Response or	NA - Not Appropriate) (3 out
1.	SELECTION CRITERIA – Iden	tify and document	the prioritized criteria used in
	the selection process (Attach sun	nmary)	uld come to consensus on the selection
	criteria that will be used as textboo	oks or programs are an	alyzed.
	<ul> <li>The selection criteria would be fro criteria outlined in 4511-R.</li> </ul>		
	<ul> <li>There should be documentation the criteria.</li> </ul>	at reflects how the reco	mmended text meets the identified
<u> </u>	Was a TOPIC COMPARISON e	mployed with this t	ext and others?
./2	A textbook evaluation strategy which (topic, skill, table of contents, glossa	ry) in all textbook subm	issions.
/3.	Was a CONCEPT TRACE cond A textbook evaluation strategy which	isolates the same cone	cept, skill or topic in all textbook
	submissions, and determines if the as instruction, content or practice prese	sessment or questions i	in the text actually measure what the
4.	Was a VERTICAL TRACE done	e with this book as	part of a series?
./.	developed through a textbook series.		, topic, strand, or concept is vertically
5.	Was a "KID RATING" employe (Attach summary)	d with this text (gra	ides 6-12)?
II. AL	OOK AT THE TOTAL BOOK		
	e a scale of 1 - 5 - 1 low, 5 high)		
1.	Is the content as up to date as pos	ssible and relevant	to your students?
	Does the book contain helpful or Table of contents	ganizational feature Index	es such as:
	Glossary	Appendic	ces
2	Other (specify: )	<u></u>	~~
3.	Is the book logically and clearly	organized?	
III. LOC	OK AT EACH CHAPTER (1 - 5 R	ATING)	
21.	Is a helpful introduction provided	d for each chapter o	r most chapters?
<del>2.</del> 3 3	Is sufficient background knowled that students can link new knowled there a clearly recognizable particle.	lge provided for eacedge with informat	ch chapter or most chapters so ion previously learned?

2.		
4.		
	Headings Bold print	
	Transition words Italics	
25. 26.	Other (specify: ) Do questions encourage thoughtful responses? Is critical thinking encourage the text suggest activities for students to practice using new conceptor procedures?	ots or
1.	Do the pictures, graphic aids, charts or graphs clearly relate to the important concepts/ideas of the chapter and promote visual literacy?	tant
3 8.		
<u> </u>		
IV. EXA	XAMINE THE WAY THE BOOK IS WRITTEN (1 - 5 Responses)	
<u>3</u> 1.	Does the textbook use clear, readable language?	*
<u> </u>	(The DRP is .) Is the level of veceshulary appropriate for the healters and of your studen	+a?
	Is the level of vocabulary appropriate for the background of your studen (Challenging is better than too low!)	ts:
<u></u>	Does the text introduce new vocabulary or terminology using direct defi	nitions
24. 35. 16. 27.	and/or examples? Is the level of sentence complexity appropriate for your students?	
<del></del>	Does the text stick to the topic and avoid irrelevant details?	
<u>6</u> .	Does the text relate content to students' lives?	. 10
<u>2</u> 7.	Does the text provide positive models for both sexes and for different et cultural groups?	hnic or
.8	Does it provide materials in alternative formats? (i.e., any medium or for	ormat for the
Unne.	presentation of instructional materials, other than a traditional print textle	book, that is
SPON	needed as an accommodation for a disabled student enrolled in the distri- including, but not limited to, Braille, large print, open and closed caption	
000.	or an electronic file in an approved format).	ica, audio,
V. SUN	UMMARY OF WEAKNESS AND STRENGTHS	
	That are the chief weaknesses of this text?  ancillary materials provided	
-100 00	and thing made has provided	for et. If
-Append	dices not overly helpful suo supreme cour i cases, skillburi	01 011
2. Wha	That are the major strengths of this text?	1.
1/1511	wale are nice-History through Music section is inter	esting and
V1300	ancillary materials provided dices not overly helpful-No Supreme Court cases, Skillbuild very useful helpful-No supreme Court cases, Skillbuild hat are the major strengths of this text?  Vals are nice-History through Music section is interested.	J
Usefu	<b>(</b> )[	
ES BACK		
	d; July 1, 2001	
Revised and	and Approved by Administrative Council: Feb. 20, 2003; Sept. 13, 2007	

	TION OF TEXTBOOK EXHIBIT		4511-E
NAME(S)	OF EVALUATOR(S): Jason	Neubaver	
SUBJECT:	: U.S. History GRADE:	11 =	LEVEL: Fligh School
TEXTBOO AUTHORS	DK TITLE: The Americans Danzer, worde Alva, S: Krieger, Wilson, wobschedition ING CO.: Holt McDougal COPYF	ON:	
PUBLISHI	ING CO .: Holt Mc Dougal COPYF	RIGHT DATE: 20	012
COST PER		NO. OF BOOKS R	
I. ME of 5	THODS OF EVALUATING (Yes of must be employed)	or No Response or	NA - Not Appropriate) (3 out
1	selection process (Attach summer of the selection criteria would be from a criteria outlined in 4511-R.  There should be documentation that criteria.  Was a TOPIC COMPARISON of the selection strategy which is a textbook evaluation strategy which is submissions, and determines if the association in the submissions, and determines if the association in the submissions, and determines if the association in the selection of the se	mary) istrict committees show is or programs are and it the teacher's perspect reflects how the recom aployed with this te ccientifically compares if in all textbook submit cted with this textb solates the same conce essment or questions in t. with this book as p letermines how a skill,	ald come to consensus on the selection alyzed.  tive and in addition to the district  mmended text meets the identified  ext and others?  the exact same textbook elements  issions.  took?  ept, skill or topic in all textbook  in the text actually measure what the  part of a series?  topic, strand, or concept is vertically
	OOK AT THE TOTAL BOOK e a scale of 1 - 5 - 1 low, 5 high)		
1. 2.	Is the content as up to date as possible book contain helpful org  Table of contents  Glossary	anizational feature	s such as:
<u></u>	Solution (specify: ) preside is the book logically and clearly o	rganized?	
III. LO	OK AT EACH CHAPTER (1 - 5 RA	ATING)	
$\frac{2}{2}$ 1.	Is a helpful introduction provided Is sufficient background knowledge that students can link new knowledge the students can link new knowledge the students are clearly recognizable patterns.	ge provided for eac dge with informati	h chapter or most chapters so on previously learned?

3 4.  4 5. 2 6. 4 7. 3 9.	Is the organizational pattern signaled by:  Headings  Transition words  Other (specify: ) Wet player, connect instance.  Do questions encourage thoughtful responses? Is critical thinking encourage Does the text suggest activities for students to practice using new concepts or procedures?  Do the pictures, graphic aids, charts or graphs clearly relate to the important concepts/ideas of the chapter and promote visual literacy?  Are there summaries that clarify?  Does the text match curriculum goals and objectives?	1?
IV. EXA  3 1.  4 2.	MINE THE WAY THE BOOK IS WRITTEN (1 - 5 Responses)  Does the textbook use clear, readable language?  (The DRP is .)  Is the level of vocabulary appropriate for the background of your students?  (Challenging is better than too low!)	
2 3. 3 4. 5 5. 4 6. 4 7. 2 8. electronye. samples not provided.	Does the text introduce new vocabulary or terminology using direct definition and/or examples?  Is the level of sentence complexity appropriate for your students?  Does the text stick to the topic and avoid irrelevant details?  Does the text relate content to students' lives?  Does the text provide positive models for both sexes and for different ethnic cultural groups?  Does it provide materials in alternative formats? (i.e., any medium or format presentation of instructional materials, other than a traditional print textbook, needed as an accommodation for a disabled student enrolled in the district, including but not limited to Braille large print, open and closed captioned as	or for the that is
V. SUM  1. Wha  - No+ o  - Lachi  2. Wha	MMARY OF WEAKNESS AND STRENGTHS at are the chief weaknesses of this text?  op to date, lack of vocas/grammer assistance, limited tea	cher Cesources
7,0		

Approved; July 1, 2001 Revised and Approved by Administrative Council: Feb. 20, 2003; Sept. 13, 2007

EVAL	UATIO	OF TEXTBOO	KEAHIDII		451	1-L
NAME	(S) OF I	EVALUATOR(S):				
SUBJE	CT: US	History	GRADE: \	(	LEVEL: High S	hool
TEXTE	воок т	ITLE: The Ameri	cans		9	
		unzer, Krieger, U		N: —		
PUBLI	SHING	CO.: Holf MiDouga	COPYRI	GHT DATE: 2	012	
	PER BO	0		O. OF BOOKS I		
I.	METHO of 5 mus	DDS OF EVALUA st be employed)	TING (Yes or	No Response or	NA - Not Appropriat	re) (3 out
,	the	e selection process Departments, grade criteria that will be to The selection criteria criteria outlined in 4	(Attach summ levels and/ or distused as textbooks a would be from to 1511-R.	ary) trict committees show or programs are and he teacher's perspec	tive and in addition to the	the selection
X	2. Wa (1)	criteria. as a TOPIC COMI a textbook evaluation of topic, skill, table of co as a CONCEPT TI a textbook evaluation.	PARISON emp strategy which sci ontents, glossary) RACE conduct strategy which iso	bloyed with this t ientifically compares in all textbook subm ted with this textbolates the same conc	the exact same textbook issions.	elements extbook
$\prec$	4. Wa A d 5. Wa	nstruction, content or as a VERTICAL T A textbook evaluation : developed through a te as a "KID RATIN Attach summary)	RACE done w strategy which de extbook series.	termines how a skill,	topic, strand, or concept	is vertically
		X AT THE TOTAL cale of 1 - 5 - 1 lov				
2 4	2. Do	the content as up to les the book contain Table of contents Glossary	in helpful orga	nizational feature	s such as:	lossary, facts about the States
4		Other (specify: the book logically	) Skillbuild and clearly org	w Hundbook, f	iesidunts, Spanish G	lossery, facts about the States
III.	LOOK A	AT EACH CHAPT	ΓER (1 - 5 RA	ΓING)		
1-12	2. Is s tha	a helpful introduct sufficient backgro at students can link there a clearly reco	und knowledge new knowled	e provided for eac ge with informati	ch chapter or most cha on previously learned	apters so 1?

7		
_5_	4. Is the organizational pattern signaled by:	
	Headings Bold print	
	☐ Transition words ☐ Italics	
¥2 53	concepts/ideas of the chapter and promote visual literacy?  8. Are there summaries that clarify?	ng new concepts or
4	9. Does the text match curriculum goals and objectives?	. F
IV.	EXAMINE THE WAY THE BOOK IS WRITTEN (1 - 5 Respo	onses)
3	1. Does the textbook use clear, readable language? (The DRP is .)	
3	2. Is the level of vocabulary appropriate for the background of	of your students?
\$2	(Challenging is better than too low!)  Does the text introduce new vocabulary or terminology us:	ing direct definitions
3 4 4	and/or examples? 4. Is the level of sentence complexity appropriate for your students.	idents?
4	5. Does the text stick to the topic and avoid irrelevant details	?
4	6. Does the text relate content to students' lives? On American's.  7. Does the text provide positive models for both sexes and for	\$ DAY
7	cultural groups?	or different enfine of
2	8. Does it provide materials in alternative formats? (i.e., any presentation of instructional materials, other than a tradition needed as an accommodation for a disabled student enrolled including, but not limited to, Braille, large print, open and or an electronic file in an approved format).	onal print textbook, that is ed in the district,
V.	SUMMARY OF WEAKNESS AND STRENGTHS	
1.	What are the chief weaknesses of this text?  Vocabulary word S  No & Chapter Infroductions of Summeries.	
2.	What are the major strengths of this text?	
	Main Idea	
	Visual 5	
	One American's Story	
Appro	roved; July 1, 2001	
D .	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	10 0005

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



# **Houghton Mifflin Harcourt**

Cost Proposal
Prepared For

## Horseheads Senior High School

401 Fletcher St Horseheads NY 14845

Attention:
Dan Buseck
dbuseck@horseheadsdistrict.com

For the Purchase of:

**HMD The Americans National Survey 2012** 

Prepared By Matthew Yagley matthew.yagley@hmhco.com

ATTN: This Proposal is not approved and is not valid



Attention:
Dan Buseck
dbuseck@horseheadsdistrict.com

**HMH Confidential and Proprietary** 

Customer Service 9205 South Park Center Loop Orlando, FL 32819 FAX: 800-269-5232

### ATTN: This Proposal is not approved and is not valid

		ATTENDED	Sale	Purc	chase	Complimentary
IS	BN	Title	Price	Quantity	Amount	Quantity
The Ar	mericans Ne	ew York Survey				
XX		AGY TORRY ARRESTED	γ.,			
s	tudent Resou	irces				
1464532	DRAFT	Holt McDougal The Americans New York Student Edition 2012	\$79.75	130	\$10,367.50	Dir
1445707	DRAFT	Holt McDougal The Americans Interactive Online Edition, Student Access (6-year subscription) 2012	\$57.00	γ. ,		130
T	otal for Stude	ent Resources			\$10,367.50	
XX		ANY ANY ANNOUNCE A		A500		
Т	eacher Resor	urces	AP .	4007	-40	
1464529	DRAFT	Holt McDougal The Americans New York Teacher's Edition Survey 2012	\$119.45			4
1445719	DRAFT	Holt McDougal The Americans Interactive Online Edition, Teacher Access (6-year subscription) 2012	\$85.30		· A	4
1445696	DRAFT	Teacher One Stop DVD-ROM Survey	\$150.00			4
K20880	DRAFT	Creating America African American Biographies Grades 6-8	\$17.85			4
1449579	DRAFT	Student One Stop CD-ROM Survey	\$60.80		4000	4
K20860	DRAFT	Creating America Hispanic American Biographies	\$17.55			4
K20861	DRAFT	Creating America Native American Biographies Grades 6-8	\$17.55		6537°	4
1445718	DRAFT	Guided Reading Workbook	\$6.45			4
1445699	DRAFT	PowerNotes Presentations with Media GallerySurvey	\$144.65	455		4
1445723	DRAFT	Spanish/English Guided Reading Workbook	\$7.00			4
1445722	DRAFT	The Americans Premium Interactive Online Edition	\$96.70			4
Availabl	e with the purch	hase of the Student Premium Package or Student Premium Interactive On	line Edition, 6 yr.			
1082666	DRAFT	The Americans Library Of Primary Sources Cd-Rom	\$144.55			4
1445700	DRAFT	Spanish/English Guided Reading WorkbooksAnswer Key Survey	\$5.35			4
1206871	DRAFT	Virtual File Cabinet DVD-ROM Grades	\$236.35			4
1082669	DRAFT	America's Music Audio Program	\$30.30			4
210379	DRAFT	American Stories DVD Series Kit	\$325.75			4
7	otal for Teac	her Resources				

Total for Teacher Resources

Total for The Americans New York Survey

\$10,367.50

Proposal Summary

> Subtotal Purchase Amount: \$10,367.50 \$1,088.59 Shipping & Handling (10.50%):

Total Cost of Proposal (PO Amount): \$11,456.09



Attention: Dan Buseck dbuseck@horseheadsdistrict.com

Customer Service 9205 South Park Center Loop Orlando, FL 32819 FAX: 800-269-5232

#### ATTN: This Proposal is not approved and is not valid

Total Cost of Proposal (PO Amount): \$ 11.456.09

This is a cost proposal only. Orders submitted under this proposal on or before the expiration date are subject to acceptance at Houghton Mifflin Harcourt's main office and are subject to the applicable terms in Houghton Mifflin Harcourt's invoice issues for such order.

Date of Proposal: 6/19/2014 Proposal Expiration Date:8/3/2014



# **Houghton Mifflin Harcourt**

Prices: Prices quoted are wholesale school prices and do not include transportation charges unless otherwise stated in this proposal. These wholesale school prices apply to the educational customers of Houghton Mifflin Harcourt. Prices quoted are valid for orders submitted on or before the expiration date set forth in the proposal.

Educational customers are billed at wholesale school price, f.o.b. shipping point, with a prepaid transportation charge and, unless the customer specifically requests otherwise, a charge for our guarantee of delivery is added to the invoice when shipped via U.S. Postal service. For educational customers preferring f.o.b. destination billing, ten and a half percent (10.5%) of wholesale school price is added and we pay transportation charges and guarantee delivery. Prices do not include any sales tax. Applicable sales tax, if any, will be added to the invoice unless an appropriate tax exemption certificate has been furnished to Houghton Mifflin Harcourt.

Upon receipt of purchase order, gratis items will be shipped in direct proportion to pupil materials purchased. If purchases vary from those included in this proposal, gratis items will change accordingly. Gratis items may also change if purchase is other than a direct school district to publisher order, such as via a third-party vendor or jobber.



**Houghton Mifflin Harcourt** 

Attention: Dan Buseck dbuseck@horseheadsdistrict.com

**HMH Confidential and Proprietary** 

Customer Service 9205 South Park Center Loop Orlando, FL 32819

FAX: 800-269-5232

	TEXTBOOK EXHIBIT 4511-E
NAME(S) OF EVAL	JATOR(S): Annette Sechnist + Tiffany Bratz  Ch GRADE: 798 LEVEL: (A+B)
SUBJECT: Frence	h GRADE: 798 LEVEL: (A+B)
TEXTBOOK TITLE:	T'es branché? 1
AUTHORS: Toni T	neisenzet EDITION:
PUBLISHING CO.: 4	EMC COPYRIGHT DATE: 2014
COST PER BOOK:	NO. OF BOOKS REQUIRED: 75 copies of Level
I. METHODS O of 5 must be ex	1,100
the selec  Deparation of the select of the s	OPIC COMPARISON employed with this text and others?  ok evaluation strategy which scientifically compares the exact same textbook elements will, table of contents, glossary) in all textbook submissions.  ONCEPT TRACE conducted with this textbook?  ok evaluation strategy which isolates the same concept, skill or topic in all textbook ons, and determines if the assessment or questions in the text actually measure what the con, content or practice present.  ERTICAL TRACE done with this book as part of a series?  ok evaluation strategy which determines how a skill, topic, strand, or concept is vertically and through a textbook series.
II. A LOOK AT 7 (Use a scale of 1. Is the continuous)	AID RATING" employed with this text (grades 6-12)?  Summary)  THE TOTAL BOOK  1 - 5 - 1 low, 5 high)  Intent as up to date as possible and relevant to your students?
₩ Table	book contain helpful organizational features such as: of contents  ary  [V] Index  Appendices (gramman summary)  (specify: ) Essential questions are provided for lach
III. LOOK AT EA	ary Mappendices (gramman summary)  (specify: ) Essential questions are provided for each close to be logically and clearly organized?  (she continued to the continued of the co
2. Is suffici	ent background knowledge provided for each chapter or most chapters? Chapters and ent background knowledge provided for each chapter or most chapters so ents can link new knowledge with information previously learned?

. .

5 4. 5 5. 5 6. 5 7. 5 8. 5 9.	Is the organizational pattern signaled by:  Headings  Transition words  Other (specify: Color)  Do questions encourage thoughtful responses? Is critical thinking encouraged?  Does the text suggest activities for students to practice using new concepts or procedures?  Do the pictures, graphic aids, charts or graphs clearly relate to the important concepts/ideas of the chapter and promote visual literacy?  Are there summaries that clarify?  Does the text match curriculum goals and objectives?
5 1. 5 2. 5 3. 5 4. 5 5. 5 6. 5 7. 8	Does the textbook use clear, readable language? (The DRP is .) Is the level of vocabulary appropriate for the background of your students? (Challenging is better than too low!) Does the text introduce new vocabulary or terminology using direct definitions and/or examples? Is the level of sentence complexity appropriate for your students? Does the text stick to the topic and avoid irrelevant details? Does the text relate content to students' lives? Does the text provide positive models for both sexes and for different ethnic or cultural groups? 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).
1. Wha	MMARY OF WEAKNESS AND STRENGTHS  at are the chief weaknesses of this text?  New are 't any.
In In Approved;	ligned to the Common Cove; very-well organized, thractive a visually stimulating, differentiates istruction, has essential questions for each July 1, 2001 approved by Administrative Council: Feb. 20, 2003; Sept. 13, 2007 that serve as a common thread for content. web-based supplement for culture (7-culture)

School Name: HORSEHEADS MIDDLE SCHOOL
Contact Name: ANNETTE SECHERIT
School Address: 950 SING SING ROAD
(Cly, State, Zip: HORSEHEADS, NY 14845
School Phone: 607-739-4358
contact Email: ascehrist@horsehead.district.org
Parchase Order Number:
Please Attach a Copy of this Pricing Preposal to Purchase Order



#### \*Date: 6/6/2814

			"Date: 6/6/2814		
	DESCRIPTION-LEVEL	1	1		_
		1			<del> </del>
ISBN	T'es branche? Level I A	2014 COST PER		EDUCATOR	
102011	I es pranchet Laves I A	UNIT	QTY	PRICE	EMC OFFER
		1		LICILE	
F 35				C. Signature of the	-
9780821970331	Textback + Muliplatforse+Ave (6-year liceuse)	\$68.95	75	4411111	PERSONAL PROPERTY.
9780821966730	Workbook A	\$13.95	75	\$3,171.25	\$5,171.25
		- CONTRACT - FREEDRINGS	A ACTOR PROPERTY AND		Gratis
9780821966723	Combined ATE A/B	\$76.95	1	AND SECURE	Market and the second second
9780821964910	Teacher Resources DVD	\$323.95	1	\$76.95	Gratia
9780821964903	Assessment Program (Lenson Quizzus and Unit Tests)	\$21.95	1	\$525,95	Gratis
9780821966754	Werlchook TE A	\$30.95	1	\$21,95	Gratis
	· · · · · · · · · · · · · · · · · · ·	<b>在第484 1419年</b>	A	\$30.95	Greatis
9780821959909	DVD Program: Rendez-vous a Nice! Level 1	\$422.95		から はない	the state of
		8744.75	- 0	\$0.00	\$0.00
ISBN	Pt. 1	2014 COST PER		EDUCATOR	
1232374	T'es branche? Lavel 1B	UNIT	QTY		EMC OFFER
		ORI		PRICE	
8°					
9780821970348	Textbook + Muliplatform+Ave (6-year licence)	\$68.95		A THE STREET	
9780821966747	Workbook B	\$13.95	75	\$5,171,25	\$5,171.25
K	SALVEN STREET, CONTRACTOR STREET		75	\$1,046.25	Gratis
9780821966723	Combined ATE A/B	Continue of the second	and the same of th		
9780821964910	Teacher Resources DVD	\$76.95 \$525,95	-!-	\$76.95	Gratis
9780821964903	Assessment Progress (Lesson Quizzes and Unit Texts)		1	\$525,95	Gratis
9780821966754	Workbook TE B	\$21.95	1	\$21.95	Gratis
and a state	Particular Control of the Control of	\$30.95	1	130.95	Gratis
9780821959909	DVD Program: Reader-yous a Nice! Level 1	CONTRACTOR OF THE PROPERTY OF	Marin Salata	<b>河中国水水园长岭</b>	<b>阿拉斯斯斯斯斯斯斯斯</b>
		\$422.95	Ð	\$0.00	\$0.00
ISBN	T'es branché? Level 1	2014 COST PER	QTY	EDUCATOR	EMC OFFER
Sthelest of courses	A 100 TO THE PARTY OF THE PARTY	UNIT	411	PRICE	
9780821970324	Textbook + Muliplatform + Ave (6-year license)	PERMIT	W. 1466		The Contract of the
9780821959848	Workbook Statent Edition	\$84.95	20	\$1,699.00	\$1,699.00
A 185	CHOOSE WARE OF STREET, SANSON LINES OF THE PARTY OF THE P	\$15,95	20	\$319.00	Gratis
9780821958537	A control Toron of Table			Part of the Part o	MARK SEPTIMENT
9780821964897	Annotated Teacher's Edition Workbook Teacher's Edition	\$84.95	1	\$84.95	Gratis
9780821964903		\$19.95	1	\$19,95	Gratis
9780821964910	Assessment Booklet	\$21.95	1	\$21.95	Gratis
Multimedia Technology	Teacher Resources DVD	\$525.95	1	\$525.95	Gratis
9780821959909		関係の自然		A CONTRACTOR OF THE PERSON NAMED IN	
3780021939909	DVD Program: Rendez-vous à Nice!	\$422,95	0	\$0.00	\$0.00
ISBN	T'es branché? Level 2	2014 COST PER	QTY	EDUCATOR	
Stradest Reservoes		UNIT	QJT .	PRICE	EMC OFFER
9.78082E+12	Control Market Control of the Contro	神学は大学を表			And the Party of t
9780821965047	Textbook + Muliplatform+Ave (6-year liomse) Workbook Student Edition	\$84.95	45	\$3,822,75	\$3,822.75
9780821965047	Workbook Student Edition	\$15.95	43	\$685,85	\$685.85
Testing Respires	WULLDOOK SIEDER FEEDON	\$15.95	2	Gratis	Gratis
9780821959985			<b>SKIPPFIELDS</b>		
9780821965054	Associated Teacher's Edition	\$84.95	1	\$84.95	Gratis
9780821965061	Warkbook Teacher's Edition	\$19.95	1	\$19,95	Gratis
9780821965078	Assessment Booklet	\$21.95	1	\$21.95	Gratis
deltunens A school on	Teacher Resources DVD	\$525.95	1	\$525.95	Gratis
9780821965085	NID.		2	STATE OF THE PERSON NAMED IN	
	DVD Program: Rendez-vous à Nice!	\$422.95	0	\$0.00	\$0.00
ESBN	T'es branchi? Level 3	2014 COST PER	OTH	EDUCATOR	
		UNIT	QTY	PRICE	EMC OFFER
9780821970362					Fig. Sections
9780821970362	Textbook + Muliplatform+Ave (6-year license)	\$84.95	45	\$3,822.75	\$3,822,75
9788821965160	Workbook Student Edition	\$15.95	45	\$717.75	Gratis
9780821960004	MARKET CONTRACTOR OF THE PROPERTY OF THE PROPE				
9780821960004	August and Tencher's Edition	\$84,95	1	\$84,95	Gratis
9780821965177	Workbook Teacher's Edition	\$19.95	1	\$19.95	Gratis
9780821965191	Assertation Booklet	\$21.95	1	\$21.95	Gratis
sionarita accinciogy	Teacher Resources DVD	\$525.95	1	\$525.95	Gretis
9780821965108					Marie A. Anni Marie Anni
Interset 3 networks	DVD Progress: Reader-vous & Nioci	\$226,95	0	\$0.00	\$0.00
9780821933497					30.00
	Prench - Culture (site license for entire building)	\$1,365.95	6	\$8,195.70	\$8,195,70
9780821933497	French i-Culture (site liceuse for entire building)	\$1,365.95	6	\$8,195.70	Gratis
9780821933510	Spaniah, French, and German i-Culture (site license for entire				THE PERSON NAMED AND PARTY OF THE PERSON NAMED IN COLUMN NAMED
	building)	\$2,940.95	Đ	\$0.00	\$0.00
9780821967010	Avenue Student Account (1-year license)	\$15.00	0	\$0.00	\$0.00
9780821966419	Flipgrid Teacher Account (1-year freeze)	\$65.00	0	\$0.00	
		- samulation	L	30.00	\$0.00
SUBTOTAL				343,163.50	820 664
Shipping & Hundling	5%			\$2,158.18	\$28,568.55 \$1,428.43
				44,120,10	
State Tax	0%			\$0.00	\$0.00

TOTAL EDUCATOR PRICE TOTAL SCHOOL / DISTRICT SAVINGS \$45,321.68 \$15,324.70 AMOUNT SCHOOL / DISTRICT PAYS (EMC OFFER) \$29,996.98

Send with PO to:

EMC Publishing Atm: Customer Service 875 Montreal Way St. Paul, MN 55102 Fax: 800-328-4564 E-mail; edocate@emcp.com

\*Note: Pricing on this proposal valid until Oct. 1, 2014 This contract is void without a date presented.

Local Sales Representative:
Name: NICK PERSICO
Phone Number: 800-328-1452x530
Email: NPERSICO@EMCP.COM