

THREE VILLAGE CENTRAL SCHOOL DISTRICT
SETAUKET, NEW YORK

BOARD OF EDUCATION AGENDA MATERIALS

DATE OF BOARD MEETING: JULY 5, 2011 DATE MATERIAL SUBMITTED: 06/30/11

OFFICE OF ORIGIN: EDUCATIONAL SERVICES CATEGORY OF ITEM: INFORMATION

TITLE: TEXTBOOK ADOPTION

STAFF RECOMMENDATION:

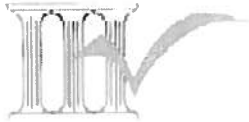
Upon the recommendation of the Superintendent of Schools be it resolved that the Board of Education approve the adoption of the following textbooks:

- *Immagina L'italiano senza confini*
By Cummings, Frenquellucci,
Pastorino, & Viazmenski
Published by Vista
Cost: \$101.20
- *Aspekte*
By Koithan, Schmitz
Published by Langenscheidt
Educational Services
Cost: \$36.25
- *Sentieri*
By Julia M. Cozzarelli
Published by Vista
Cost: \$135.70
- *Writing Coach*
By Anderson, Gallagher, Arroyo
Published by Pearson / Prentice
Hall
Cost: \$39.47 (includes 6 year
access to *Writing Coach* on-line
- *Inside Reporting*
By Tim Harrower
Published by McGraw Hill
Cost: \$58.50

BACKGROUND-RATIONALE:

The attached Textbook Selection Fact Sheets and Adoption Recommendation Forms review the process that led to this choice.

NOT AN OFFICIAL RECORD; SUBJECT TO CHANGE



**THREE VILLAGE SCHOOL DISTRICT
E. Setauket, NY 11733**

TEXTBOOK SELECTION

FACT SHEET

Textbook(s) recommended: Immagina l'Italiano senza confini

Submitted by: Michelle McNair **Date Submitted:** 5/11/2011

Target student population: Italian students level D

Process used to select textbook: Viewed several textbooks and found this to be very useful and appropriate for this level. Based on content and activities.

Comment on the recommended textbook(s) with regard to the following criteria (See Policy Manual Section 4511).

Copyright year: 2011

Qualifications of the authors: The authors are all professors of the Italian language.
Anne Cummings: She is widely published in the field of foreign language.
Chiara Frenquellucci: She has won numerous awards for excellence in teaching.
Gloria Pastorino: She has earned numerous honors for distinction in teaching.
Julia Viazmenski: She has been writing educational materials for students of Italian and teaching for 15 years.

Adaptability to existing instructional program: _____

Accuracy of information presented: Accurate

Scope with relation to requirement of local and State curriculum: ___ Listening and Speaking are the primary communicative goals in modern language learning. Providing and acquiring information, expressing personal feelings and opinions in addition, getting others to adopt a course of action

Objectivity/impartiality/freedom from bias and prejudice: The book does not show any prejudice or bias

Appropriateness to grade level (reading level, vocabulary, sentence structure, organization):

___ Appropriate ___

Supplementary aids included (check all included):

- | | |
|---|--|
| <input checked="" type="checkbox"/> ___ Table of contents | <input checked="" type="checkbox"/> ___ Introduction |
| <input checked="" type="checkbox"/> ___ Study Activities | <input checked="" type="checkbox"/> ___ Exercise |
| <input checked="" type="checkbox"/> ___ Questions | <input checked="" type="checkbox"/> ___ Problems |
| <input type="checkbox"/> ___ Selected references | <input checked="" type="checkbox"/> ___ Bibliography |
| <input checked="" type="checkbox"/> ___ Index | <input checked="" type="checkbox"/> ___ Glossary |
| <input checked="" type="checkbox"/> ___ Appendices | <input checked="" type="checkbox"/> ___ Technology (Computer Software, etc) |

Balance of opposing sides of controversial issues: Doesn't apply

Objective presentation of tension and conflict: ___ Doesn't apply ___

Emphasis on higher order thinking skills, problem solving, and process of disciplines:

___ Yes, when using grammar ___

Quality of format (typography, arrangement of pages, cover design, size, margins):

High quality

Appropriateness of illustrative materials (pictures, maps, charts, diagrams, etc.):

Appropriate

Comment on the following criteria only if recommended textbook(s) involve literary works for classroom use in teaching literature:

Use of composition and contextual concepts that contribute to understanding:

Does not apply

Structure and sequence of experiences to facilitate learning:

Does not apply

Appropriateness of pupils' maturity level:

Does not apply

Motivational capacity: Does not apply

Values conveyed: Does not apply

Significance with regard to literary heritage: Does not apply

Variety to avoid duplication (of theme, plot, setting, etc.): Does not apply

**THREE VILLAGE SCHOOL DISTRICT
E. Setauket, NY 11722**

TEXTBOOK ADOPTION RECOMMENDATION FORM

Present Textbook: New course (no textbook)

Course or Subject: Italian / Global Language

Level/Grade: Italian D/ 11th grade

Reason for change: New course

Texts evaluated for adoption, listed in order of merit.

RECOMMENEDED text first, etc.

<i>Name of Text</i>	<i>Author(s)</i>	<i>Publisher</i>	<i>Copyright Date</i>	<i>Cost per textbook</i>
1) Immagina L'italiano senza confini	Anne Cummings, Chiara Frenquellucci, Gloria Pastorino, Julia Viazmenski	Vista higher learning	2011	101.20
2)				
3)				
4)				

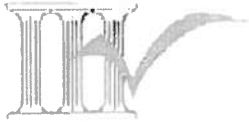
Evaluation to textbook recommended: _____

Texts examined by: Michelle McNair

Chairperson: Liz Brecht

Members: Michelle McNair

Date: 5/11/2011



**THREE VILLAGE SCHOOL DISTRICT
E. Setauket, NY 11733**

TEXTBOOK SELECTION

FACT SHEET

Textbook(s) recommended: Sentieri

Submitted by: Michelle McNair **Date Submitted:** 5/11/2011

Target student population: Italian students level IV

Process used to select textbook: Viewed several textbooks and found this to be very useful and appropriate for this level. Based on content and activities.

Comment on the recommended textbook(s) with regard to the following criteria (See Policy Manual Section 4511).

Copyright year: 2011

Qualifications of the authors: Julia Cozzarelli has a PhD and MA degree in Italian literature. She has prior publications that include her contributions to an intermediate level Italian text.

Adaptability to existing instructional program: _____

Accuracy of information presented: Accurate

Scope with relation to requirement of local and State curriculum: ___ Listening and Speaking are the primary communicative goals in modern language learning. Providing and acquiring information, expressing personal feelings and opinions in addition, getting others to adopt a course of action

Objectivity/impartiality/freedom from bias and prejudice: The book does not show any prejudice or bias

Appropriateness to grade level (reading level, vocabulary, sentence structure, organization):

Appropriate

Supplementary aids included (check all included):

- | | |
|---|--|
| <input checked="" type="checkbox"/> Table of contents | <input checked="" type="checkbox"/> Introduction |
| <input checked="" type="checkbox"/> Study Activities | <input checked="" type="checkbox"/> Exercise |
| <input checked="" type="checkbox"/> Questions | <input checked="" type="checkbox"/> Problems |
| <input type="checkbox"/> Selected references | <input checked="" type="checkbox"/> Bibliography |
| <input checked="" type="checkbox"/> Index | <input checked="" type="checkbox"/> Glossary |
| <input checked="" type="checkbox"/> Appendices | <input checked="" type="checkbox"/> Technology (Computer Software, etc.) |

Balance of opposing sides of controversial issues: Doesn't apply

Objective presentation of tension and conflict: Doesn't apply

Emphasis on higher order thinking skills, problem solving, and process of disciplines:

Yes, when using grammar

Quality of format (typography, arrangement of pages, cover design, size, margins):

High quality

Appropriateness of illustrative materials (pictures, maps, charts, diagrams, etc.):

Appropriate

Comment on the following criteria only if recommended textbook(s) involve literary works for classroom use in teaching literature:

Use of composition and contextual concepts that contribute to understanding:

Does not apply

Structure and sequence of experiences to facilitate learning:

Does not apply

Appropriateness of pupils' maturity level:

Does not apply

Motivational capacity: Does not apply

Values conveyed: Does not apply

Significance with regard to literary heritage: Does not apply

Variety to avoid duplication (of theme, plot, setting, etc.): Does not apply

**THREE VILLAGE SCHOOL DISTRICT
E. Setauket, NY 11722**

TEXTBOOK ADOPTION RECOMMENDATION FORM

Present Textbook: New course (no textbook)

Course or Subject: Italian / Global Language

Level/Grade: Italian IV/ 11th grade

Reason for change: New course

Texts evaluated for adoption, listed in order of merit.

RECOMMENEDED text first, etc.

<i>Name of Text</i>	<i>Author(s)</i>	<i>Publisher</i>	<i>Copyright Date</i>	<i>Cost per textbook</i>
1) Sentieri	Julia M. Cozzarelli	Vista higher learning	2011	\$135.70
2)				
3)				
4)				

Evaluation to textbook recommended: _____

Texts examined by: Michelle McNair

Chairperson: Liz Brecht

Members: Michelle McNair

Date: 5/11/2011



**THREE VILLAGE SCHOOL DISTRICT
E. Setauket, NY 11733**

TEXTBOOK ADOPTION RECOMMENDATION FORM

Present Textbook: None

Course or Subject: Yearbook: Publication Design and Marketing

Level/Grade: 10-12

Reason for change: New Course

Texts evaluated for adoption, listed in order of merit.

RECOMMENDED text first, etc.

<i>Name of Text</i>	<i>Author(s)</i>	<i>Publisher</i>	<i>Copyright Date</i>	<i>Cost per textbook</i>
1) Inside Reporting	Tim Harrower	McGraw Hill	2010	\$58.50
2)				
3)				
4)				

Evaluation of textbook recommended: _____

Texts examined by: Cortney Weisman

Chairperson: Jennifer Trettner

Members: _____

Date: 5/23/11

**PLEASE RETURN THIS FORM WITH THE TEXTBOOK SELECTION FORM TO
THE OFFICE OF KENNETH BOSSERT @ NORTH COUNTRY ADMINISTRATION**



**THREE VILLAGE SCHOOL DISTRICT
E. Setauket, NY 11733**

TEXTBOOK SELECTION

FACT SHEET

Textbook(s) recommended: Inside Reporting

Submitted by: Jennifer Trettner **Date Submitted:** 5/23/11

Target student population: Art/yearbook

Process used to select textbook: Evaluated a few textbooks that related to this subject and supported the curriculum.

Comment on the recommended textbook(s) with regard to the following criteria (See Policy Manual Section 4511).

Copyright year: 2010

Qualifications of the authors: The author is an award winning columnist, editor and designer.

Adaptability to existing instructional program: This is a new course and the text will help students learn to write journalistically.

Accuracy of information presented: The text seems to be 100% accurate and the information is presented well.

Scope with relation to requirement of local and State curriculum: This text is a perfect match to the current curriculum that was developed for this course.

Objectivity/impartiality/freedom from bias and prejudice: This text was selected based on the objectives of this course and student expectations.

Appropriateness to grade level (reading level, vocabulary, sentence structure, organization):

Information is written in a very reader-friendly manner and is appropriate to grade level.

Supplementary aids included (check all included):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Table of contents | <input checked="" type="checkbox"/> Introduction |
| <input type="checkbox"/> Study Activities | <input checked="" type="checkbox"/> Exercise |
| <input checked="" type="checkbox"/> Questions | <input type="checkbox"/> Problems |
| <input checked="" type="checkbox"/> Selected references | <input checked="" type="checkbox"/> Bibliography |
| <input checked="" type="checkbox"/> Index | <input checked="" type="checkbox"/> Glossary |
| <input checked="" type="checkbox"/> Appendices | <input checked="" type="checkbox"/> Technology (Computer Software, etc.)
Online learning center and instructor edition
on site. |

Balance of opposing sides of controversial issues: _____

Objective presentation of tension and conflict: _____

Emphasis on higher order thinking skills, problem solving, and process of disciplines:

Text offers real life problem solving as it pertains to editorial design and production of a journalistically sound product.

Quality of format (typography, arrangement of pages, cover design, size, margins):

Textbook is designed well visually. There are a lot of graphics to support the information presented and help the reader to understand the material. The typography and images are a good size and help make the book user friendly.

Appropriateness of illustrative materials (pictures, maps, charts, diagrams, etc.):

Illustrative materials support the information being taught and help the students to understand what they are learning.

Comment on the following criteria only if recommended textbook(s) involve literary works for classroom use in teaching literature:

Use of composition and contextual concepts that contribute to understanding:

Structure and sequence of experiences to facilitate learning:

Appropriateness of pupils' maturity level:

Motivational capacity:

Values conveyed:

Significance with regard to literary heritage:

Variety to avoid duplication (of theme, plot, setting, etc.):



**THREE VILLAGE SCHOOL DISTRICT
E. Setauket, NY 11733**

TEXTBOOK SELECTION

FACT SHEET

Textbook(s) recommended: Aspekte

Submitted by: M. Aweh **Date Submitted:** 6/17/11

Target student population: 12 grade German AP

Process used to select textbook: Attended AP workshop held by College Board
Examined all books available and found that this is the only one currently addressing the AP
needs.

Comment on the recommended textbook(s) with regard to the following criteria (See Policy Manual Section 4511).

Copyright year: 2008

Qualifications of the authors: They are the authors of the AP German Exam by College Board

Adaptability to existing instructional program: New Course curriculum is being created this summer to meet the changing needs

Accuracy of information presented: It is 100% accurate in its portrayal of the authentic material as required by College Board

Scope with relation to requirement of local and State curriculum: Beyond Checkpoint C of NYSED standards

Objectivity/impartiality/freedom from bias and prejudice: _____

The textbook presents a snapshot of everyday German life in its portrayal of the language and culture.

Appropriateness to grade level (reading level, vocabulary, sentence structure, organization):

_____ Appropriate _____

Supplementary aids included (check all included): YES to almost all

- | | |
|----------------------------------|---|
| _____ Table of contents | _____ Introduction |
| _____ Study Activities | _____ Exercise |
| _____ Questions | _____ Problems |
| _____ Selected references | _____ Bibliography |
| _____ Index | _____ Glossary |
| _____ Appendices | _____ Technology (Computer Software, etc.) |

Balance of opposing sides of controversial issues:
YES, both sides of issues such as homelessness are addressed.

Objective presentation of tension and conflict: _____

_____ YES _____

Emphasis on higher order thinking skills, problem solving, and process of disciplines:

_____ YES _____

Quality of format (typography, arrangement of pages, cover design, size, margins):

_____ It looks beautiful on-line. Pilot books was well organized but the publisher did not provide the full textbook for the pilot, only a sampler was sent for examination. _____

Appropriateness of illustrative materials (pictures, maps, charts, diagrams, etc.):
FINE, current photographs.

Comment on the following criteria only if recommended textbook(s) involve literary works for classroom use in teaching literature:

Use of composition and contextual concepts that contribute to understanding:

YES

Structure and sequence of experiences to facilitate learning:

Good.

Appropriateness of pupils' maturity level:

Very appropriate

Motivational capacity: _____ Students motivated by engaging topic of current value.

Values conveyed: _____ Social Concerns

Significance with regard to literary heritage: Not a literature book, a book about social concerns and topics of social consciousness

Variety to avoid duplication (of theme, plot, setting, etc.): _____

N/A

**THREE VILLAGE SCHOOL DISTRICT
E. Setauket, NY 11722**

TEXTBOOK ADOPTION RECOMMENDATION FORM

Present Textbook: Preparing for AP German

Course or Subject: AP German

Level/Grade: 12

Reason for change: CHANGES in College Board expectations and exam

Texts evaluated for adoption, listed in order of merit.

RECOMMENED text first, etc.

<i>Name of Text</i>	<i>Author(s)</i>	<i>Publisher</i>	<i>Copyright Date</i>	<i>Cost per textbook</i>
1) Aspekte	Koithan, Schmitz	Langenscheidt Educ. Serv.	2008	\$36.25
2) Preparing for the AP German exam	College Board Publications	College Board Publications	2009	\$25.00
3)				
4)				

Evaluation to textbook recommended: Aspekte is the only textbook currently available which addresses the new College Board AP German exam. Preparing for the AP German Exam by College Board has not yet been updated to include the changes.

Texts examined by: Michele Aweh

Chairperson: Liz Brecht

Members: NONE _____

Date: _____



**THREE VILLAGE SCHOOL DISTRICT
E. Setauket, NY 11733**

TEXTBOOK ADOPTION RECOMMENDATION FORM

Present Textbook: None

Course or Subject: English

Level/Grade: Honors/Regents 7, 8, 9

Reason for change: No existing writing and/or grammar textbook in use

Texts evaluated for adoption, listed in order of merit.

RECOMMENDED text first, etc.

<i>Name of Text</i>	<i>Author(s)</i>	<i>Publisher</i>	<i>Copyright Date</i>	<i>Cost per textbook</i>
1) <i>Writing Coach</i>	Jeff Anderson, Kelly Gallagher, Evelyn Arroyo	Pearson Prentice Hall	2012	\$39.47 (includes 6 year access to <i>Writing Coach</i> on-line)
2) <i>Writing and Grammar</i>	Joyce Carroll, Edward Wilson, Gary Forlini	Pearson Prentice Hall	2008	\$65.47
3) <i>Write Source2000</i>	Dave Kemper, Patrick Sebranek, Verne Meyer	Great Source Education Group, A Div. of Houghton Mifflin	2005	\$31.35
4) <i>Grammar Handbook</i>	Jeff Anderson	Pearson Education, Inc.	2010	\$35.97

Evaluation of textbook recommended: Writing Coach is our recommendation because it contains comprehensive writing and grammar lessons, along with an on-line instruction and assessment component. It also complements our Pearson Prentice Hall literature textbook which also has the on-line components. It is a user friendly text for both teacher and student and for the 21st century instructor/ learner.

Texts examined by: Christina D'Eletto, Cathy Duffy, Michelle Hanczor, Deb Lauri, Nicole Schwartz, Nicole Waldbauer

Chairperson: Cathy Duffy and Nicole Waldbauer

Members: Christina D'Eletto Cathy Duffy
Michelle Hanczor Deb Lauri
Nicole Schwartz Nicole Waldbauer

Date: 5-24-11

**PLEASE RETURN FORM TO THE OFFICE OF KENNETH BOSSERT, Ed.D,
ASSISTANT SUPERINTENDENT OF CURRICULUM & INSTRUCTION
AT NORTH COUNTRY ADMINISTRATION**



**THREE VILLAGE SCHOOL DISTRICT
E. Setauket, NY 11733**

TEXTBOOK SELECTION

FACT SHEET

Textbook(s) recommended: Writing Coach

Submitted by: Cathy Duffy and Nicole Waldbauer **Date Submitted:** 5-17-11

Target student population: Grades 7, 8 and 9 at Gelinis and Murphy

Process used to select textbook: The department has previewed various sample texts over the last couple of years and chose the Pearson and Great Source products to review more carefully. A textbook pilot was completed using the *Writing Coach* text and we feel the *Writing Coach* product best fits our needs.

Comment on the recommended textbook(s) with regard to the following criteria (See Policy Manual Section 4511).

Copyright year: 2012

Qualifications of the authors:

Jeff Anderson has taught and delivered effective writing and reading strategies and instruction for over 18 years, working with writers in Grades K-12. His passion is motivating and developing struggling writers with instructional strategies such as writer's workshop and process writing. His particular interest is in making editing and grammar in context a meaning-making experience for students and teachers. Sharing strategies to create positive attitudes and confidence in young writers are central goals of his staff development and writing.

Kelly Gallagher has been dedicated to building and sharing his knowledge about literacy for the past 22 years. In addition to teaching English full-time at Magnolia High School in Anaheim, California, Kelly has an extensive background in secondary literacy education. He served as the English Coordinator for the Anaheim Union High School District, an urban district comprised of 37,000 secondary students; a Co-Director of the South Basin Writing

Project at California State University Long Beach; and an adjunct professor at California State University, Fullerton, where he taught secondary literacy courses.

Grant Wiggins is the President of Authentic Education in Hopewell, New Jersey. Grant consults with schools, districts and state education departments on a variety of reform matters. He is perhaps best known for being the coauthor, with Jay McTighe, of Understanding By Design and The Understanding by Design Handbook, the award winning and highly successful materials on curriculum published by ASCD.

Jim Cummins' research focuses on literacy development in multilingual school contexts as well as on the potential roles of technology in promoting language and literacy development. His recent publications include The International Handbook of English Language Teaching (Springer, 2007) (co-edited with Chris Davison) Dr. Cummins is an author of Scott Foresman ESL: Accelerating English Language Learning, a Grade 1–8 ESL program. He is also an author of Scott Foresman Lectura and has contributed to the Scott Foresman Science, Social Studies, and Reading programs.

Adaptability to existing instructional program: Writing Coach and our current literature text book, Prentice Hall Literature are produced by the same publisher, Pearson/Prentice Hall, therefore the ease of adaptability in terms of instruction and professional development will be present. It is truly a comprehensive writing program that will work as a seamless complement to our current literature anthology.

Accuracy of information presented: Writing Coach is a digitally driven grammar and writing program that improves students' skills in Grades 6–12. All information presented is accurate and current.

Scope with relation to requirement of local and State curriculum: Scope and sequence of materials are completely aligned with the new Core Curriculum.

Objectivity/impartiality/freedom from bias and prejudice: All writing models are free of bias and prejudice.

Appropriateness to grade level (reading level, vocabulary, sentence structure, organization):

Writing Coach is written on grade level, with appropriate vocabulary and sentence structure. The teacher guide provides guidance for differentiating lessons for ESL students, gifted students, and students who need more support in English Language Arts. Additionally, Writing Coach gives personalized, detailed feedback on the strengths and weaknesses of students' writing. It uses a paragraph scorer as well as an essay scorer so that struggling students who aren't ready to write larger pieces can receive the same productive feedback as the rest of the class.

Supplementary aids included (check all included):

Table of contents

Introduction

Study Activities

Exercise

Questions

Problems

Selected references

Bibliography

Index

Glossary

Appendices

Technology (Computer Software, etc.)

Balance of opposing sides of controversial issues: N/A _____

Objective presentation of tension and conflict: N/A _____

Emphasis on higher order thinking skills, problem solving, and process of disciplines:

Writing Coach is more than just a writing program. It's a complete language arts program that provides personalized grammar instruction as well. Writing Coach uses the students' writing

examples to diagnose strengths and weaknesses in their grammar and supports them with grammar instruction. Students are challenged to think critically about the writing process.

Quality of format (typography, arrangement of pages, cover design, size, margins):

High quality, visually engaging hard copy and on-line text and graphics. Appropriate size and margins. Cover design is simplistic.

Appropriateness of illustrative materials (pictures, maps, charts, diagrams, etc.):

Completely appropriate, easy to read and supportive of text.

Comment on the following criteria only if recommended textbook(s) involve literary works for classroom use in teaching literature: The literary works found in this text are used as mentor texts to drive writing and grammar instruction and are not for the purpose of literature study.

Use of composition and contextual concepts that contribute to understanding:

The literary works found in this text are used as mentor texts to drive writing and grammar instruction and are not for the purpose of literature study.

Structure and sequence of experiences to facilitate learning:

The literary works found in this text are used as mentor texts to drive writing and grammar instruction and are not for the purpose of literature study.

Appropriateness of pupils' maturity level:

The literary works found in this text are used as mentor texts to drive writing and grammar instruction and are not for the purpose of literature study; however, they are appropriate to students' maturity level.

Motivational capacity: The literary works found in this text are used as mentor texts to drive writing and grammar instruction and are not for the purpose of literature study; however, they can be considered motivational pieces.

Values conveyed: The literary works found in this text are used as mentor texts to drive writing and grammar instruction and are not for the purpose of literature study; however, some pieces involve teen issue topics and they are addressed in a positive manner.

Significance with regard to literary heritage: The literary works found in this text are used as mentor texts to drive writing and grammar instruction and are not for the purpose of literature study; however, there are multicultural pieces and the text includes contemporary authors and their works.

Variety to avoid duplication (of theme, plot, setting, etc.): The literary works found in this text are used as mentor texts to drive writing and grammar instruction and are not for the purpose of literature study. Different genres and styles of writing are explained and modeled for the purpose of skill building.