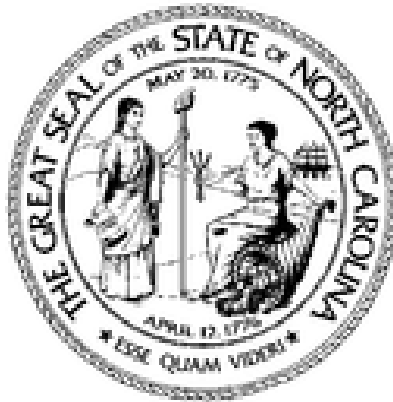


2021 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina



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

2021 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina

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INTRODUCTION AND REQUIREMENTS

The *2021 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* initiates the annual evaluation and adoption of textbooks in selected subject categories for use in North Carolina schools. This document, including all attachments, provides an overview of the process for submission, evaluation, and adoption of textbooks. By submitting textbooks for evaluation, publishers and producers agree to follow the procedures set forth in this document. **Failure to comply with all procedures, including stated deadlines, will result in disqualification** for the annual evaluation and adoption of textbooks in selected subject categories for use in North Carolina. **The entire Invitation document must be returned with your bid submission.**

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

The 2021 textbook evaluation will include the subject grade levels/courses listed on pages 4 – 8. In the cost proposal spreadsheet (see Attachment 4 for a sample), publishers must identify each textbook to be evaluated by title, grade level/course, and ISBN.

As cited in GS 115C-85, textbook is defined as:

“... systematically organized material comprehensive enough to cover the primary objectives outlined in the standard course of study for a grade or course. Formats for textbooks may be print or non-print, including hardbound books, softbound books, activity-oriented programs, classroom kits, and technology-based programs that require the use of electronic equipment in order to be used in the learning process.”

Technology-based programs may include subscription or web-based materials.

Submission Parameters

- 1. Textbook materials may be submitted for any grade level/course the publisher deems appropriate. Cost proposal spreadsheets must clearly state each grade level/course the publisher deems appropriate.**
- 2. Publishers must clearly specify the grade levels/courses for any submitted materials prior to submission.**
- 3. Textbook materials will only be evaluated for the grade levels/courses specified by the publisher.**
- 4. It is the responsibility of the publisher to ensure that each submission is complete and correctly identified. Publishers shall provide sample textbook materials according to the schedule set by the North Carolina Department of Public Instruction. Sample textbook materials that are print materials, shall be provided in electronic PDF format as designated by the North Carolina Department of Public Instruction. Electronic versions of print materials must be complete and have the same format and content as the print versions. Links and/or access information for electronic materials must be**

- provided. All materials must include the identification number that is supplied by the North Carolina Department of Public Instruction.
5. It is the responsibility of the publisher to ensure that each submission is complete and correctly identified. Publishers shall provide access information for technology-based programs or other non-print materials according to the schedule set by the North Carolina Department of Public Instruction. Access information for technology-based programs or other non-print materials shall be provided as designated by the North Carolina Department of Public Instruction. Access information for all technology-based programs or other non-print materials must include the identification number that is supplied by the North Carolina Department of Public Instruction.
 6. Publishers submitting technology-based programs or other non-print materials must provide specific instructions on how to navigate all submitted digital materials through their online platform. Navigation instructions may be provided by video or screen cast no longer than 10 minutes in length and/or in an electronic document. A video or screen cast is preferred. A link for access to a video or screen cast instructions and/or an electronic document with navigation instructions must be submitted to through the NC site for publishers according to the schedule and bid proposal guidelines set by the North Carolina Department of Public Instruction. Access to the instructions must work at all times through **March 3, 2022**. Contact information for technical support must be provided in the bid submission.
 7. It is the responsibility of the publisher to ensure that each submission is complete and correctly identified. Publishers shall ship sample textbook materials for the DPI Official Bid Samples according to the schedule set by the North Carolina Department of Public Instruction. DPI Official Bid Samples shall be shipped to the textbook Warehouse. All shipped materials must contain the identification number that is supplied by the North Carolina Department of Public Instruction.
 8. Textbook titles will be adopted by the State Board of Education and placed on contract for the Public Schools of North Carolina. Adopted titles are distributed solely through the North Carolina Textbook Warehouse. §115C - 96 (2).
 9. As stated in the Standard Textbook Contract (Attachment 1, PART IV (12)), the seller shall not submit for substitution without prior written approval of the North Carolina Department of Public Instruction.

MATERIALS TO BE CONSIDERED

Print and non-print materials will be considered. All materials must be comprehensive in nature and cover the primary goals and objectives of a course or grade level. Other specifications are identified within the “textbook materials review criteria sheets” for each grade level listing. **Only materials that are on the cost proposal spreadsheets will be evaluated and reviewed. Non-bid materials, materials not on the cost proposal spreadsheets, shall not be provided for evaluation. Non-bid materials shall not be provided to any school or school district. No additional materials may be provided as part of any state-adopted textbook package or purchase agreement.**

Alignment to the Standard Course of Study

All submissions must be aligned to the goals and objectives of the North Carolina Standard Course of Study for Mathematics grades 9-12 or CTE.

Mathematics 9-12 standards are accessible using the links below:

[NC Math 1](#), [NC Math 2](#), [NC Math 3](#), [Discrete Mathematics for Computer Science](#), [NC Math 4](#), [Precalculus](#)

CTE standards are available using the URL below:

<https://center.ncsu.edu/nccte-cms/>

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

Adapted Materials (AM) - Important considerations for adapted materials include a reading level appropriate for students who require special instruction and text formats that promote the development of cognitive processes for special students. Overly modified language to achieve appropriate reading level is unacceptable.

The same evaluative criteria for textbooks will be used for GE and AM submissions.

Technology-Based Textbook Materials

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

TEXTBOOK EVALUATION ADVISORS

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

Number of Advisors

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

Orientation and Training

Each advisor participates in an orientation and training session.

Qualifications

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

Evaluation

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

CONTENT AREAS FOR TEXTBOOK EVALUATION PROCESS

Mathematics, 9-12

[NC Math 1](#)

[NC Math 2](#)

[NC Math 3](#)

[Discrete Mathematics for Computer Science](#)

[NC Math 4](#)

[Precalculus](#)

Course names above hyperlink to the standards for that course.

CONTENT AREAS FOR TEXTBOOK EVALUATION PROCESS

Career and Technical Education (CTE)

Program Area: Course Number and Course Name (All courses for 9-12 unless otherwise denoted.)

Program Areas: Agricultural Education (AG)
 Business, Finance, and Marketing Education (BFM)
 Career Development (One Course fits in all Program Areas)
 Computer Science and Information Technology Education (CSIT)
 Family and Consumer Sciences Educations (FCS)
 Health Science Education (HS)
 Trade, Technology, Engineering, and Industrial Education (TTEI)

*These courses have been deleted from the list and from consideration for adoption for 2021.

Agriculture Education (AG) (All courses for 9-12 unless otherwise denoted with MG for middle grades.)

AG AS31 Agricultural Mechanics I
AG AS32 Agricultural Mechanics II
AG AU10 Agriscience Applications
AG AA21 Animal Science I
AG AA22 Animal Science II
AG AA23 Animal Science II: Small Animal
AG AA31 Equine Science I
AG AA32 Equine Science II
~~AG AU02 Exploring Agricultural Science (MG)*~~
~~AG AU01 Exploring Biotechnology (MG)*~~
AG AP41 Horticulture I
AG AP42 Horticulture II
AG AP44 Horticulture II: Landscaping
AG AP43 Horticulture II: Turfgrass Management
AG AN51 Natural Resources I
AG AN52 Natural Resources II
~~AG AU21 Sustainable Agriculture Production I*~~
~~AG AU22 Sustainable Agriculture Production II*~~

Business, Finance, and Marketing Education (BFM) (All courses for 9-12 unless otherwise denoted with MG for middle grades.)

BFM BA10 Accounting I
BFM BA20 Accounting II
BFM BB30 Business Law
BFM BB40 Business Management I
BFM BB42 Business Management II
BFM BF21 Financial Planning I
BFM BF22 Financial Planning II
BFM ME11 Entrepreneurship I
BFM ME12 Entrepreneurship II

BFM MH42 Hospitality and Tourism
BFM MI21 Fashion Merchandising
BFM MM51 Marketing
BFM MA52 Marketing Applications
BFM CS11 Project Management I
BFM CS12 Project Management II
~~BFM MI31 Sales I*~~
~~BFM MI32 Sales II*~~

Career Development Education (CD) (Fits in all Program Areas)

CC45 Career Management

Computer Science and Information Technology Education (CSIT) (All courses for 9-12 unless otherwise denoted with MG for middle grades.)

~~CSIT II31 Adobe Visual Design*~~
CSIT II32 Adobe Digital Design
CSIT II33 Adobe Video Design
CSIT BI12 CompTIA IT Fundamentals
CSIT II21 Computer Engineering I
CSIT II22 Computer Engineering II
CSIT BM40 Microsoft Access
CSIT BM20 Microsoft Excel
CSIT BM10 Microsoft Word and PowerPoint
CSIT BN20 Network Administration I
CSIT BN22 Network Administration II
~~CSIT BN31 Network Security I*~~
CSIT BN32 Network Security II
~~CSIT BP41 Computer Science I*~~
~~CSIT BP42 Computer Science II*~~
CSIT BP14 Python Programming I
CSIT BP16 Python Programming II

Family and Consumer Sciences Educations (FCS) (All courses for 9-12 unless otherwise denoted with MG for middle grades.)

FCS FA31 Apparel and Textile Production I
~~FCS FH10 Culinary Arts and Hospitality I*~~
~~FCS FH13 Culinary Arts and Hospitality III*~~
FCS FN41 Food and Nutrition I
FCS FN42 Food and Nutrition II
FCS FN43 Food Science and Technology
~~FCS FI51 Interior Design I*~~
~~FCS FI52 Interior Design II*~~
FCS FC11 Principles of Family and Human Services

Health Science Education (HS) (All courses for 9-12 unless otherwise denoted with MG for middle grades.)

~~HS HU05 Exploring Healthcare (MG)*~~

HS HU40 Health Science I

HS HB11 Biomedical Technology

Trade, Technology, Engineering, and Industrial Education (TTEI) (All courses for 9-12 unless otherwise denoted with MG for middle grades.)

TTEI IM11 Advanced Manufacturing I

TTEI IM12 Advanced Manufacturing II

TTEI IC21 Carpentry I

TTEI IC22 Carpentry II

TTEI IC23 Carpentry III

TTEI IC00 Construction Core

TTEI IT30 Collision Repair Fundamentals

TTEI IT31 Collision Repair I

TTEI IT32 Collision Repair II Non-Structural

TTEI IT33 Collision Repair II Refinishing

TTEI IC61 Drafting I

TTEI IC62 Drafting II - Architectural

TTEI IC63 Drafting III - Architectural

TTEI IV22 Drafting II - Engineering

TTEI IV23 Drafting III - Engineering

~~TTEI ID11 Drone Technology I*~~

~~TTEI ID12 Drone Technology II*~~

TTEI IC41 Electrical Trades I

TTEI IC42 Electrical Trades II

TTEI IC43 Electrical Trades III

~~TTEI IP51 Emergency Management I*~~

~~TTEI IP52 Emergency Management II*~~

~~TTEI IP21 Emergency Medical Technology I*~~

~~TTEI IP22 Emergency Medical Technology II*~~

~~TTEI TE13 Engineering Design*~~

~~TTEI IP31 Fire Fighter Technology I*~~

~~TTEI IP32 Fire Fighter Technology II*~~

~~TTEI IP33 Fire Fighter Technology III*~~

TTEI IL55 HVAC/R I

TTEI IL56 HVAC/R II

TTEI IL57 HVAC/R III

~~TTEI IP41 Law & Justice I*~~

~~TTEI IP42 Law & Justice II*~~

TTEI IC11 Masonry I

TTEI IC12 Masonry II

TTEI IC13 Masonry III

TTEI IL58 Plumbing I

TTEI IL59 Plumbing II

TTEI IL60 Plumbing III
~~TTEI IP11 Public Safety I*~~
~~TTEI IP12 Public Safety II*~~
~~TTEI TE12 Technological Design*~~
~~TTEI TE01 Technology Design and Innovation (MG)*~~
~~TTEI TE02 Technological Systems (MG)*~~
~~TTEI TE11 Technology Engineering and Design*~~
TTEI IM61 Welding Tech I
TTEI IM62 Welding Tech II
TTEI IM63 Welding Tech III
TTEI IM21 Woodworking I
TTEI IM22 Woodworking II

North Carolina Career And Technical Education Standards:

<https://center.ncsu.edu/nccte-cms/>

TENTATIVE SCHEDULE FOR 2021 ADOPTION PROCESS

Updated January 12, 2022

- January 19, 2021** Textbook Commission Planning Meeting – The commission will meet to discuss commissioners’ roles and training for commissioners and textbook evaluation advisors.
- February 16, 2021** Textbook Commission Planning Meeting – The meeting provides ethics training for Commission members.
- March 3, 2021** Presentation to the State Board of Education (SBE) – The Department of Public Instruction (DPI) presents a recommendation to resume the textbook adoption process and a review of the adoption process with a draft of the *2021 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina*. Item is presented as Action on First Reading.
- March 4, 2021** Proposed SBE Approval of the *2021 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina*.
- March 5, 2021** Invitation Announcement– DPI emails publishers and producers who are on the NC Publishers’ Registry the *2021 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina*. Website: <https://www.dpi.nc.gov/districts-schools/district-operations/textbook-adoption/information-publishers>
- March 12, 2021** Meeting for Publishers– All publishers on the NC Publishers’ Registry are invited to attend a virtual meeting for publishers from 1:00 p.m. – 2:30 p.m.
- This meeting is virtual only.**
<https://ncgov.webex.com/ncgov/onstage/g.php?MTID=e0941918a05d4ffdf4772232ae08ad084>
- Publishers submitting bids are strongly encouraged to attend.
- March 19, 2021** Textbook Commission Content Meeting – The meeting provides a review for Commission members on content standards and criteria.
- March 22, 2021** Publisher deadline for submitting written questions regarding the *2021 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* is March 22, 2021, 2:00 p.m. (EST).
- All questions must be written and submitted to Mashonda Southerland, Procurement Office, mashonda.southerland@dpi.nc.gov, by 2:00 p.m. (EST) March 22, 2021.
- March 30, 2021** All responses to publisher questions will be answered and distributed to publishers.
- March 31, 2021** Each bid proposal submission requires an identification number issued by NCDPI. **Interested publishers must send an email request to nc textbooks@dpi.nc.gov with the subject line, “Request for Identification Number(s).” Publishers who send this email request will receive links to access a bid identification number request form and the**

cost proposal form. The request form will require the total number of identification numbers needed and the names and email addresses of contacts who have the authority to submit the electronic bid proposal and bid sample materials.

Requests for bid identification numbers must be received between March 12th – March 31st.

April 23, 2021 Textbook Commission Planning Session – Planning meeting.

April 30, 2021 Electronic and Hard Copy Bids Submitted – **All bids must be submitted electronically and in in hard copy format. All bid submissions, electronic and hard copies, must be submitted and received by 2:00 p.m. (EST). Electronic submissions must be submitted through the NC site for publishers. Sealed hard copies must be mailed to the North Carolina Department of Public Instruction. Submissions shall be in both electronic and hard copy forms as outlined in the Bid Proposal Information Section of this document. NOTE: *Authority to Submit Bids for Textbooks* (Attachment 3) must be included with bid submissions.**

April 30, 2021 Electronic and Hard Copy Bids Opened – **Electronic and hard copy bids will be opened. Hard copies will be opened at the North Carolina Department of Public Instruction located in the Education Building at 301 N. Wilmington Strteet, Raleigh, NC 27601 in room 504 on the 5th floor beginning at 2:00 p.m. (EST).**

Publishers submitting bids must submit bid samples, print and/or technology-based or other non-print materials electronically in the NC site for publishers.

May 17, 2021 Bid Submission Samples – Bid submission samples (i.e., DPI Official Sample Copy) and correlations must be received in the North Carolina Textbook Warehouse. The DPI Official Sample Copy must include all items on the cost proposal spreadsheet. **All items must be labeled with the DPI Identification number.**

Official samples of print materials must be submitted to the textbook warehouse in print. Official technology-based or other non-print samples must be submitted to the warehouse on a list with login and access information.

NOTE: DPI Official Sample Copies must not be delivered before May 10th and no later than May 17th.

Electronic bid samples and correlations for evaluation by Textbook Commissioners and Textbook Evaluation Advisors must be submitted through the NC site for publishers.

May 18, 2021 Textbook Commission planning meeting

June 13, 2021 Publisher Presentations – Publishers may present to the Textbook Commission relevant information of their submissions. Presentations will be virtual only through Webex. Information regarding the logistics of Webex will be forthcoming

June 14 - 18, 2021 Evaluation Training – DPI provides training for commission members and advisors.

Evaluation Sessions – The Textbook Commission members will facilitate the review of publishers’ materials remotely by evaluators.

This event will be virtual only. Information regarding the logistics will be forthcoming.

July 29, 2021

Textbook Commission planning meeting

November 17 - 18, 2021

Deliberations and Reconsiderations Meeting – Textbook Commission meets to formulate a list of materials to be recommended to the SBE. Location: Embassy Suites by Hilton Greensboro Airport, 204 Centreport Drive, Greensboro, NC or publishers may join virtually. The audio recording for the meeting will be available on the website each day after the meeting.

December 2, 2021

Recommended List– Publishers will be notified of the recommended list by December 2, 2021.

January 25, 2022

Special Called Meeting – Commissioners will meet to deliberate the evaluation of materials for a bid that was mistakenly omitted during the scheduled deliberations meeting in November. The meeting will be virtual only. The audio recording of the meeting will be available on the website after the meeting. Use this link, <https://bit.ly/SpecialCommMtg>, to join the day of the meeting.

February 8, 2022

Updated Recommended List – Publishers will be notified of the updated recommended list for grades 9 – 12 mathematics by February 8, 2022.

March 2, 2022

Recommendations to the SBE – Textbook Commission Chair and the Digital Teaching and Learning Director provide the list of recommended materials for the 2021 textbook adoption.

March 3, 2022

Proposed SBE Approval of Recommendations – The SBE reviews the recommendations for the 2021 textbooks and makes decisions regarding adoption.

April 4, 2022

Adopted Materials and Electronic Files –

- ~~Publishers must submit adopted materials to the Textbook Warehouse.~~
- ~~Publishers’ must submit three additional copies of student editions (for print submissions) to the Textbook Warehouse.~~
- Publishers must deliver required electronic files to the Textbook Warehouse or the National Instructional Materials Access Center NIMAC (Attachment 7).
- Publishers must submit teacher editions of adopted materials to teacher education programs of public and private institutions. (See page 23 of Invitation.)

May 4, 2022

- Publishers must submit adopted materials to the Textbook Warehouse.
- Publishers’ must submit three additional copies of student editions (for print submissions) to the Textbook Warehouse.

Due date communicated in a letter to publishers who have materials on

Contracts, Surety Bonds, and Signed Affidavits – Publisher contracts, surety bonds, and signed affidavits must be submitted and received by the Procurement Office at the North Carolina Department of Public Instruction and through the NC site for publishers by 2:00 p.m. (EST) on the due date (Attachments 1, 2, and 8).

the adopted list

BID PROPOSAL INFORMATION

Bid Submissions Bids will be submitted electronically through the NC site for publishers and by hard copy in the mail. Envelopes in which hard copies of bids are submitted shall include the publisher's name and be plainly marked on the outside, "Textbook Bid." All pages of the cost proposal spreadsheet must be included in the submissions (electronic and hard copies). One copy of each of the following will be required for electronic and hard copy submissions:

- Submit the signed original of the completed Bid Proposal. The entire *2021 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* solicitation document must be returned with your bid proposal, including these completed documents:
 - A transmittal letter
 - Authority to Submit Bids for Textbooks (Attachment 3)
- Submit the completed cost proposal spreadsheet with the costs.
- Submit the completed cost proposal spreadsheet without the costs.
- Submit a USB flash drive with the hard copy submission. Files on the flash drive shall not be password-protected and shall be capable of being copied to other media including Microsoft Word and/or Microsoft Excel and must include the following:
 - A signed, original copy of the Bid Proposal
 - The cost proposal spreadsheet with the costs included. This file should be an Excel spreadsheet.
 - The cost proposal spreadsheet without the costs. This file should be an Excel spreadsheet.
- Submit a current catalog (and/or electronic access) that includes details about the materials submitted for adoption.

Send submissions to:

Please note that the US Postal Service does not deliver any mail (US Postal Express, Certified, Priority, Overnight, etc.) on a set delivery schedule to this office. It is the responsibility of the publisher to have the bid in this office by the specified time and date of opening.

DELIVERY INFORMATION:

2021 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina
NC Department of Public Instruction
Attn: Dr. Carmella Fair, Digital Teaching and Learning
301 N Wilmington Street
Raleigh, NC 27601

Transmittal Letter

Each Bid Proposal must be accompanied by a letter of transmittal that:

- Identifies the submitting organization;
- Identifies the name, title, telephone and fax number, along with an e-mail address of the person authorized by the organization to obligate the organization contractually;
- Identifies the name, title, telephone and fax number, along with an e-mail address of the person authorized to negotiate the contract on behalf of the organization;
- Identifies the name, title, telephone and fax number, along with an e-mail address of the person to be contacted for clarification;
- Acknowledges receipt of any and all addendums to the Bid Proposal.
- Includes a Conflict of Interest Statement:
 - Provide a statement that no assistance in preparing the Bid Proposal was received from any current or former employee of the State of North Carolina whose duties relate(d) to this Bid Proposal, unless such assistance was provided by the state employee in his or her official public capacity and that neither such employee nor any member of his or her immediate family has any financial interest in the outcome of this Bid Proposal;
 - State if the publisher or any employee of the publisher is related by blood or marriage to a State Board member, textbook commission member, state, school district, and/or local level employee. If there are such relationships, list the names and relationships of said parties. Include the position and responsibilities within the publisher’s organization of such publisher employees; and state the employing state agency, individual’s title at that State Agency, and termination date.

Cost Proposal Spreadsheet

The cost proposal spreadsheet must contain a list of all bid materials with prices such as Student Edition, Teacher Edition, Digital Edition, and other support materials that will be provided at no additional cost based on the number of core bid materials purchased, such as Accompanying Student Materials and Teacher Enrichment Materials. Publishers may submit up to four (4) items considered as Accompanying Student Materials and up to seven (7) items considered as Teacher Enrichment Materials.

Consumable student editions/workbooks requiring annual replacement will be priced on a five-year basis. In years 2-5 of the contract, purchase quantity will be ready for shipment no later than **April 15th** of each year. Quantities exceeding the initial purchase will be available in years 2-5 at a cost equal to the original price divided by five (total number years of contract).

Accompanying Student Materials: The publisher may provide up to a maximum of four (4) items to the LEA as part of the cost of the student or digital edition. The publisher must determine any qualifications on these items, e.g., ‘upon request,’ ‘first year only,’ ‘life of adoption,’ etc., except for the number of items that can be provided at no additional cost (4 items maximum). Items deemed to be inappropriate during evaluation may be disqualified. NOTE: If no qualifications are stated, it will be assumed that the item will be provided at no additional charge for each year of the life of the adoption.

Teacher Enrichment Materials: The publisher may provide up to a maximum of seven (7)

items to the LEA per classroom (15 student minimum) at no additional cost (above the cost of the student or digital editions). As the class size increases over the 15 student minimum, the publisher may increase the number of enrichment materials provided based on an increment of textbook purchases to be determined by the publisher, i.e., 3 additional students (class size 18) will result in one additional enrichment material item to be provided. The increment determined by the publisher must be stated on the Cost Proposal spreadsheet and may not be changed once the bid is submitted. The publisher must determine any qualifications on these items, e.g., ‘upon request,’ ‘first year only,’ ‘life of adoption,’ etc., except for the number of items that can be provided at no additional cost (7 items plus increments if applicable). Items deemed to be inappropriate during evaluation may be disqualified. NOTE: If no qualifications are stated, it will be assumed that the item will be provided at no additional charge for the life of the adoption.

Additional copies of Accompanying Student Materials and Teacher Enrichment Materials will be ordered directly from the publisher by the LEA.

Cost Calculation

Publishers shall calculate the Cost Proposal spreadsheet in accordance with the following process (Attachment 4):

- (a) *Net wholesale* – Each publisher shall start with the net wholesale price (lowest price available in the United States), free-on-board (f.o.b.) publisher for which the textbook/program will be offered in North Carolina.
- (b) *NC Warehouse Allowance* – North Carolina maintains and operates its own textbook warehouse and distributes textbooks to local school systems. An allowance shall be calculated at 8% of the net wholesale price.
- (c) *Bid Price* - The warehouse allowance shall be deducted from the net wholesale price to render the net price the State Board of Education will pay for the textbook. This price shall be the bid price (f.o.b. Raleigh, with freight prepaid).

It is understood that bid prices will be calculated at the lowest price given to any state as required by §115C-95 and Part III, Section (9) of the textbook contract. A current catalog (hardcopy and/or electronic access to the catalog) that includes details about materials submitted for adoption must be submitted with bid sheets.

It is the responsibility of the submitting publisher to assure accuracy and completeness of all information in the bid.

Any price is subject to further reduction during the term of the contract under the terms of paragraph (9) of the proposed contract.

Prohibition of Free Materials

NO FREE MATERIALS. All bid materials must be listed in the Cost Proposal spreadsheet. **NOTE: Items that do not have intellectual content may not be given as free materials. Examples of free materials include, but are not limited to, electronic or computer hardware (including tablets), microscopes, carts, standard electronic equipment (DVD players, overhead projectors, document cameras, interactive whiteboards, phone/music/data transmitting and listening devices, and digital cameras).**

BID SAMPLE INFORMATION

Bid Samples

Publishers must provide bid samples for evaluation to NCDPI through the NC site for publishers. **NCDPI will provide access to the NC site for publishers to all publishers who request identification numbers to submit bids.**

All bid samples must be complete unless otherwise approved by Textbook Adoption Services. If a submission includes a classroom kit or library with multiple copies of the same materials, a sampler may be created with only **one** copy of each of the items. **Samples must be provided electronically to NCDPI through the NC site for publishers no earlier than May 10th and no later than May 17th.**

Sample textbook materials that are print materials, shall be provided in electronic PDF format as designated by the North Carolina Department of Public Instruction. Electronic versions of print materials must be complete and have the same format and content as the print versions. Links and/or access information for electronic materials must be provided. All materials must include the identification number that is supplied by the North Carolina Department of Public Instruction.

Technology-based programs/non-print samples

Each technology-based program or other non-print sample must be submitted through the NC site for publishers. Each sample must include the publisher's name, the DPI identification number, and the appropriate grade level or course. Each sample must include appropriate working links with explicit details of how to access, login and navigate the sample. It is the responsibility of the publisher to ensure links and login information work at all times through **March 3, 2022**. Publishers must provide contact information for support in the form through the NC site for publishers.

Publishers submitting technology-based programs or other non-print materials must provide specific instructions on how to navigate all submitted digital materials through their online platform. Navigation instructions may be provided by video or screen cast no longer than 10 minutes in length and/or in an electronic document. A video or screen cast is preferred. A link for access to a video or screen cast instructions and/or an electronic document with navigation instructions must be submitted to through the NC site for publishers according to the schedule and bid proposal guidelines set by the North Carolina Department of Public Instruction. Access to the instructions must work at all times through **March 3, 2022. Contact information for technical support must be provided in the bid submission.**

ALL inquiries regarding the electronic submission of materials through the NC site for publishers must be directed to:

Dr. Carmella Fair
NC Department of Public Instruction
Instructional Resource Consultant
Division of Digital Teaching and Learning
Telephone: (984) 236-2949

nctextbooks@dpi.nc.gov

*** Publishers are responsible for including the DPI identification number assigned by the North Carolina Department of Public Instruction with each bid submission, the ISBN and grade level/course title.** The identification numbers will be provided to the publisher upon electronic request using a bid identification requests form by the stated deadline. **NOTE: The identification number, ISBN, and grade level/course title are required for all submission types.**

DPI Official Bid Samples

The DPI official bid samples (i.e., DPI Official Sample Copy) are due no earlier than May 10th and no later than May 17th. DPI official bid samples must include all bid items listed on the cost proposal spreadsheet (print, technology-based and other non-print samples). If a sample contains multiple copies of the same item, one copy may be sent as the official sample copy. Each sample shall be sent to the Textbook Warehouse and labeled as follows:

<p style="text-align: center;">DPI OFFICIAL SAMPLE COPY Submitted for and on the behalf of _____ (Publisher) 2021 North Carolina Adoption * DPI Identification Number/ISBN *Grade Level/Course Title</p>

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

Shipping labels may be reproduced as is or on other computer compatible labels at least 1 1/2" x 4". All information on sample label must be included. Affix labels to the side of shipping box so it can be seen if boxes are stacked.

Each technology-based program or other non-print sample must be listed on a document and each must include the label information described above and appropriate working links with explicit details of how to access, login and navigate the sample. It is the responsibility of the publisher to ensure links and login information work at all times through **March 3, 2022**.

Technology-based programs/non-print samples

Publishers submitting technology-based programs or other non-print materials must provide specific instructions on how to navigate all submitted digital materials through their online platform. Navigation instructions may be provided by video or screen cast no longer than 10 minutes in length and/or in an electronic document. A video or screen cast is preferred. A link for access to a video or screen cast instructions and/or an electronic document with navigation instructions must be submitted to through the NC site for publishers according to the schedule and bid proposal guidelines set by the North Carolina Department of Public Instruction. Access to the instructions must work at all times through **March 3, 2022. Contact information for technical support must be provided in the bid submission.**

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

Send DPI Official Bid Samples to:

Judy Blount
Textbook Warehouse
3905 Reedy Creek Road
Raleigh, NC 27607

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

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

Dr. Carmella Fair
NC Department of Public Instruction
Instructional Resource Consultant
Division of Digital Teaching and Learning
Textbook Adoption Services
Telephone: (984) 236-2949
nctextbooks@dpi.nc.gov

Form B must be completed and attached to the DPI Official Sample Copy for each print component of textbook materials submitted as a single title or as a part of a comprehensive program. North Carolina employs the standards for textbooks as prescribed in the *Manufacturing Standards and Specifications for Textbooks* developed by the State Instructional Materials Review Association (SIMRA), formerly known as the National Association of State Textbook Administrators (NASTA). (See Attachment 5.)

Form M shall be completed for all technology-based programs and other non-print materials. Technology-based program components that accompany the student edition may consist of software and/or hardware. (See Attachment 6.)

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

Once a textbook is adopted, three additional student editions of each SBE-adopted bid item must be submitted (for print submissions) according to the schedule set by the North Carolina Department of Public Instruction and labeled as follows:

Student Editions and Electronic Files

<p>DPI OFFICIAL SAMPLE COPY Submitted for and on the behalf of _____ (Publisher) 2021 North Carolina Adoption * DPI Identification Number/ISBN *Grade Level/Course Title</p>

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

Shipping labels may be reproduced as is or on other computer compatible labels at least 1 1/2" x 4". All information on sample label must be included. Affix labels to the side of shipping box so it can be seen if boxes are stacked.

Send three additional student editions (for print submissions) according to the schedule set by the North Carolina Department of Public Instruction to:

Judy Blount
Textbook Warehouse
309 Chapanoke Road
Raleigh, NC 27603

Publishers of SBE-adopted textbook materials shall provide **electronic files** as specified in the *2021 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina*. (Attachment 7).

Publishers shall grant permission to the State to have adopted textbook materials transcribed into braille, large type and audiotape without penalty or royalty. Electronic files may also be copied and distributed to a school district upon request for instructional use with a student with disabilities who requires the use of electronic textbook materials, pursuant to an individualized plan developed for the student under the Americans with Disabilities Act, or the Individuals with Disabilities Education Act.

Required electronic files for **adopted textbook materials** must be submitted by **April 4, 2022** to:

Judy Blount
judy.blount@dpi.nc.gov
~~Textbook Warehouse~~
~~3905 Reedy Creek Road~~
~~Raleigh, NC 27607~~

NOTE: If you send electronic files to NIMAS, please notify NCDPI, by sending an email to: (judy.blount@dpi.nc.gov) at the Textbook Warehouse and (nctextbooks@dpi.nc.gov).

EVALUATION, DELIBERATION, AND RECONSIDERATION

Evaluation Materials (Required)

Publishers must provide textbook evaluation materials using the NC site for publishers provided by NCDPI. Publishers must also provide navigation instructions for technology-based or other non-print materials. It is the responsibility of the publisher to ensure that each submission is complete and correctly identified.

Publishers are responsible for access information with the appropriate bid number for all items. Contact information for technical support must be provided.

Each publisher participating in the evaluation and adoption process shall provide:

1. Copies of all materials that are listed on the cost proposal spreadsheet. If multiple items are part of a bid submission and an item is not available for review, **that item will be omitted** from the evaluation process and it will be deleted from the cost proposal spreadsheet. If the omitted item is deemed substantial, the entire bid **submission will be disqualified** by the Textbook Commission.
2. Contact information for technical and navigation support during the times of evaluation by the Textbook Commissioners and Textbook Evaluation Advisors.
3. Appropriate correlations are required. **If correlations are not available, materials may be disqualified.** If multiple items are part of a bid submission and an item is not available for review, **that item will be omitted** from the evaluation process and will no longer be considered. If the omitted item is deemed substantial, the entire bid submission **will be disqualified** by the Textbook Commission

Submitting textbook materials

Publishers who request bid identification numbers will receive access information and details about the NC site for publishers. This Google site is the official platform for publishers to submit bids and textbook materials for evaluation.

Print materials

Textbook materials that are print materials, shall be provided in electronic PDF format as designated by the North Carolina Department of Public Instruction. Electronic versions of print materials must be complete and have the same format and content as the print versions. Links and/or access information for electronic materials must be provided. All materials must include the identification number that is provided by the North Carolina Department of Public Instruction.

Technology-based programs or other non-print materials

Publishers shall provide access information for technology-based programs or other non-print materials as designated by the North Carolina Department of Public Instruction. Access information for all technology-based programs or other non-print materials must include the identification number that is supplied by the North Carolina Department of Public Instruction.

Navigation

Publishers submitting technology-based programs or other non-print materials must provide specific instructions on how to navigate all submitted digital

instructions materials through their online platform. Navigation instructions may be provided by video or screen cast no longer than 10 minutes in length and/or in an electronic document. A video or screen cast is preferred. A link for access to a video or screen cast instructions and/or an electronic document with navigation instructions must be submitted through the NC site for publishers according to the schedule and bid proposal guidelines set by the North Carolina Department of Public Instruction. Access to the instructions must work at all times through **March 3, 2022**. Contact information for technical support must be provided in the bid submission.

Correlations **Correlations to the North Carolina Standard Course of Study for Mathematics and Career and Technical Education are required for each submission and must be accompanied with all bid materials submitted through the NC site for publishers.** It is the publisher’s responsibility to ensure the accuracy of the correlations. Publishers who submit inaccurate correlations may be disqualified. The correlations are used by advisors, Commission members, and other educators and should be worded appropriately.

A screening committee appointed by the Textbook Commission Chairperson or Co-Chairperson will examine materials submitted for evaluation to determine if submissions are in compliance with terms of the *2021 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina*. **It is the responsibility of the publisher to ensure that submissions are complete, that all items listed on the cost proposal spreadsheet are provided for evaluation and are labeled appropriately.** The Textbook Commission assumes no responsibility for assuring that all bid items are submitted.

Publishers are responsible for labeling all items with the appropriate bid number.

Bid submissions not in compliance with the *2021 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* will be disqualified from consideration.

Publishers Presentations Publishers may present to Textbook Commission members. There will be no question/answer session during the presentation. Publishers who submit bid submissions as described in this document will receive an email with a link to a form to indicate interest in presenting to the Commission. Presentation schedules will be emailed to interested publishers who complete the form.

NOTE: For publishers who opt to present to the Textbook Commission, at no time during the presentation shall publishers discuss bid submissions, materials, process, or voting with Textbook Commission members or others who may be in attendance for the premises. Questions concerning the presentations may be directed to the North Carolina Department of Public Instruction staff.

Evaluation of Textbook Materials No prices shall be displayed or discussed during the publisher presentation. The Textbook Commission members and Advisors will evaluate all submitted materials using the criteria sheets included in this document for each grade level/course.

**Deliberations
and Publisher
Reconsideration**

The Textbook Commission will meet to formulate a list of textbooks to be recommended to the State Board of Education. A period of time shall be set aside for the Textbook Commission to meet and deliberate before a list of textbook recommendations is taken to the State Board of Education for adoption. The following outlines the deliberations and reconsideration process.

1. The Textbook Commission shall meet to deliberate recommendations to be presented to the State Board of Education.
2. At the conclusion of deliberations, each publisher whose submissions have not been recommended will have the opportunity to provide clarification on, without changing, submitted information that might assist the Textbook Commission in re-assessing its recommendation. This clarification information shall be presented verbally to the Commission and may include the use of any materials needed to demonstrate the information.

Publishers who want reconsideration for submissions not recommended must use the link for the reconsideration form provided virtually at the end of the deliberations meeting. Publishers presenting for reconsideration will be given a length of time to present based on the number of items for reconsideration. Publishers will present using their own device.

After hearing the clarification information, the Textbook Commission votes to recommend/not recommend the submission(s), and advises the publisher immediately of the decision. Documentation by the Commission, citing reasons of the decision, will accompany reports of “not recommended” titles. **Failure of a publisher to attend the Textbook Commission deliberations meeting and submit a reconsideration form prohibit the publisher from taking part in the Reconsideration process.**

3. All submitting publishers shall be notified by the North Carolina Department of Public Instruction within two weeks after the Deliberations and Reconsideration process of the recommendations to the State Board of Education.
4. A publishing company shall not contact any State Board member personally to discuss the reconsideration of a Textbook Commission recommendation.
5. All adoption decisions made by the State Board of Education shall be final.

STATE BOARD OF EDUCATION TEXTBOOK MATERIAL RECOMMENDATIONS AND CONTRACT REQUIREMENTS

Textbooks recommended to SBE The Commission Chair and State Textbook Director present the list of recommended materials for the 2021 Textbook Adoption to the State Board of Education.

The State Board of Education will determine which contracts will be awarded at the State Board meeting. Bid submissions will be adopted and contracts awarded by the State Board based upon the:

- Recommendations of the Textbook Commission,
- Conformity with the requirements for submission of materials and proposed contract contained herein,
- Conformity with the *North Carolina Standard Course of Study*,
- Price, and
- Needs of the public schools.

Reservations of Rights The State Board of Education reserves the right to reject any and all bids, to waive any formality in bids, and unless otherwise specified, to accept any item in the bid.

A publisher may withdraw from consideration of bid submission at any time prior to evaluation of materials. A letter of withdrawal shall be submitted to the Textbook Adoptions Services addressed to the attention of:

Dr. Carmella Fair
NC Department of Public Instruction
Instructional Resource Consultant
Division of Digital Teaching and Learning
Textbook Adoption Services
6307 Mail Service Center
Raleigh, NC 27699-6307

An officer of the submitting company shall sign any letter of withdrawal.

Contract Terms All contracts awarded will be similar to the sample contract (Attachment 1). Current textbook contracts, which list materials being submitted in the current adoption, will be valid, and prices will remain in effect until contract expiration. (Attachment 1), Textbook Contract, Part VII (20), Continuations of Rights.

Upon adoption of the textbooks at the State Board meeting, all sales will be handled through the Textbook Warehouse. Contracts are in effect for five years and may be extended for additional years as outlined in textbook general statutes.

Delivery *Time of Delivery:* If the seller fails to deliver state-adopted materials within

forty-five (45) calendar days of the date an order is placed by the State Board, fines will be assessed at the rate of \$100.00 per day per title for each day's delay in the receipt of materials. See Part V (15) of contract (Attachment 1).

Substitutions *Revised or Later Copyrighted Editions:* The seller shall not submit for substitution without prior written approval of the Textbook Adoption Director. The primary criterion for approval of a substitution is that the two editions may be used in the same classroom without undue inconvenience or disruption to the teacher or students.

Classroom and IHE Teacher Editions Publishers awarded contracts will be required to provide, at no cost, one teacher edition for each adopted textbook for each teacher using that textbook in the classroom (Attachment 1 - PART II (3)).
Colleges with Teacher Education Programs: One teacher edition for each adopted textbook shall be provided to each college with a teacher education department approved by the North Carolina Department of Public Instruction. If no teacher edition is available, then a student edition shall be provided to each college with a teacher education department (Attachment 1 - PART II (3)).

Contracts and Surety Bond *Surety Bond Required:* A surety bond in the amount of **\$3,000.00 for each adopted submission** will be required as indicated in Part II, Section 7 of the North Carolina State Board of Education Textbook Contract and in §115C – 89 (Attachment 2).

Publishers submit contracts and surety bonds (Attachments 1 and 2) to Mashonda Southerland at NCDPI, Procurement Office by date communicated in a letter to publishers who have materials on the adopted list.

Signed Affidavit Publisher's signed affidavit due to Mashonda Southerland at NCDPI, Procurement Office certifying that all materials shipped to North Carolina have been thoroughly examined and are error free (Attachment 8) by date communicated in a letter to publishers who have materials on the adopted list.

SAMPLING PROMOTION OF TEXTBOOKS/PROGRAMS

Neither sampling nor promotion of textbooks/programs under consideration for adoption by the Textbook Commission and State Board of Education shall be made from the date the State Board approves and issues the *2021 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* at its State Board of Education meeting until the day after the Textbook Commission's evaluation sessions with the Textbook Advisors.

Promotion shall include displays at conferences, sponsored workshops/seminars, or other similar activities in North Carolina at which materials under consideration are discussed.

Only official samples for review and evaluation shall be distributed as described in the *2021 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* during that time period.

PUBLISHER CONTACT WITH STATE BOARD OF EDUCATION AND TEXTBOOK COMMISSION

Prior to award of contracts, publishers, either directly or indirectly, through any officer, agent, employee or representative, shall not contact any officer, agent, employee or representative of the State Board of Education, the Department of Public Instruction, or the Textbook Commission for the purpose of influencing or attempting to influence the evaluation or adoption of its textbooks/programs. The following outlines publisher contact with State Board of Education and Textbook Commission members:

1. The Commission may meet publicly with representatives of publishers to discuss the Commission's plans and procedures for evaluation and adoption of textbooks.
2. At no time during the evaluation and adoption process (from the time the State Board approves the call letter until the State Board adopts the recommended list of textbooks) may the Commission or any of its members meet privately with any publisher's representatives.
3. The State Superintendent of Public Instruction shall remove any publisher from the NC Publishers Register whose representatives attempt to exercise undue pressure of any kind to adopt its books upon a member of the Textbook Commission, the regional textbook evaluation advisory committees, the curriculum review committee, or the staff of the Department of Public Instruction.
4. The State Board of Education shall direct the State Superintendent of Public Instruction to remove from the NC Publishers Registry any publisher whose representatives attempt to exercise "undue pressure" of any form upon a member of the State Board of Education to adopt its books.

For purposes of restrictions, "undue pressure" means personal contact (other than with the Director of Operations and Policy of the State Board of Education or the State Textbook Administrator of the Department of Public Instruction), whether in person, or by telephone, that attempts to advocate for the selection of a particular book or series of books. "Undue pressure" does not include social contact or presentations to the Textbook Commission as a whole, and does not include written communication with Textbook Commission members or agency officials following acceptance or rejection of a submission in an effort to seek clarification or reconsideration. (SBE Policy TEXT-006)

ERRORS IN TEXTBOOK MATERIALS

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

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

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

Mathematics Standards Overview

The organization of the NC Mathematics standards provides an opportunity for algebra skills to be used every year by continuing the integrated courses from K-8 through the first 3 math courses in high school. This integrated organization of standards provides for advanced work in mathematics without isolating students' ability to think more deeply about mathematics and how it relates to the world around them. The *Standards for Mathematical Practice* (SMP) continue to be included as the foundation for reasoning mathematically in all grades. Their inclusion in each grade and course emphasizes the importance of providing opportunities throughout ALL content standards for students to analyze, argue, model, and problem solve in meaningful ways.

Modeling with mathematics also remains an integral part of all grades, including the high school courses, in all content domains. While modeling with mathematics is the fourth SMP, we use the definition from The Consortium for Mathematics and its Applications (COMAP) and the Society for Industrial and Applied Mathematics (SIAM) to detail more specifically the process of mathematical modeling that the Standards for Mathematical Practice bring to the content standards:

Mathematical modeling is a process that uses mathematics to represent, analyze, make predictions or otherwise provide insight into real-world phenomena.

(Guidelines for Assessment and Instruction in Mathematical Modeling Education (GAIMME), 2015)

Mathematical modeling is the way students connect the mathematical content they are learning to the real world in which they live. The vision for mathematics education in North Carolina is to ensure North Carolina students have mathematical understanding at or above the level of their national and international peers, ensuring that they are life, college and career ready.

Elementary School Mathematics

Students in **Kindergarten** develop an understanding between numbers and quantities, and count to answer "How many?" They begin to develop an understanding of single-digit addition and subtraction based on subitizing. Students develop meanings for addition and subtraction as they encounter problem situations in Kindergarten, and they extend these meanings as they encounter increasingly difficult problem situations subsequent grades. In **grades 3-5**, students focus on understanding the meaning and properties of multiplication and division, and they extend these meanings as they encounter increasingly difficult problem situations. Developing an understanding of the properties of place value and the base ten number system is fundamental in elementary school. Students begin to develop an understanding of addition and subtraction using place value properties. As students progress they begin to use place value understanding to develop fluency with procedures and to solve problems by selecting and applying appropriate methods. Students also begin building a foundational understanding of fractions by partitioning circles and rectangles into equal shares which builds to an understanding of fractions as numbers. They develop an understanding of equivalence and begin to apply this understanding to compare quantities. Using models, student develop an understanding of the algorithms for adding, subtracting and multiplying fractions. Students learn to describe and compare measureable attributes, as well as, estimating and measuring in length units and comparing lengths. Students start to solve real-world problems using customary and metric units of measurement finding the

areas, perimeter and volume of geometric shapes. In elementary school, students work with categorical and numerical data, answering simple questions regarding the data in graphs. Students pose questions, collect and analyze data, generate appropriate mathematical representations, and interpret the data to answer questions. In geometry, students begin to identify and compose shapes. They develop an understanding of measurable attributes to describes shapes. Students understand that geometric figures can be described, analyzed, compared, and classified based on their properties, such as the presence or absence of parallel or perpendicular sides, angle measures, and symmetry. Students also begin to graph points in the first quadrant of a coordinate plane, and identify and interpret the x- and y-coordinates to solve problems. The concepts that students engage in during elementary school are fundamental to the work they will do in subsequent grades.

Middle School Mathematics

In middle school mathematics, students continue to build upon numerical concepts and skills learned in elementary grades. The development of fluency skills with numerical expressions and eventually simple algebraic expressions is a vital part of the middle grades standards. The development of formalized algebraic skills begins in **6th grade** with the application of numerical concepts to algebraic expressions and reasoning with one-variable equations. Statistical Thinking through the study of statistics and probability will also begin in 6th grade and continue into all the High School Courses. Lastly, one vital area of emphasis in 6th grade is the introduction of ratios and the relationship between equivalent ratios. Work with ratios will continue into **7th grade** and be explored in depth to build understanding for the concepts associated with proportional reasoning, a major connection to the study of functions. **8th grade** serves as the final year of pre-algebraic exploration. Students study the characteristics of linear and non-linear functions as they begin to see how patterns of data, in some cases, can be modeled with a linear relationship. The integration of concepts from statistics & probability and geometry continue into the high school courses.

High School Mathematics

The goal of NC High School Mathematics is for students to develop a thorough understanding of the characteristics and behaviors of specific families of functions. There is a great deal of emphasis on the application and understanding of functions in the high school mathematics standards.

NC Math 1 includes the study of linear, exponential and quadratic functions; extending from the work in middle school where proportional reasoning skills were emphasized along with an introduction of the concept of a function. NC Math 1 students apply and extend their understandings of functions from grade 8 to the formal definition of a function and the use of function notation when expressing functions symbolically. The Algebra, Geometry and Statistics & Probability standards also support the study of functions in NC Math 1.

In **NC Math 2**, quadratic, square root and inverse variation function families are added to the study of functions along with the more complex algebra skills to support working with more advanced algebraic expressions. NC Math 2 is also where students begin to apply transformational geometry learned in the middle grades to the study of functions. Geometric reasoning and proof are also emphasized in NC Math 2 as students focus on the study of triangles and their relationship to other planar figures.

In **NC Math 3** capstones the required standard mathematics progression with the study of more complex function families and geometric modeling as an application of concepts learned in previous years from number sense, algebra, functions and geometry.

Finally, on August 8, 2019, the State Board of Education unanimously approved the proposed mathematics content standards for 4th Level Mathematics Courses- Discrete Mathematics for Computer Science, NC Math 4 and Precalculus. These courses are designed to prepare students for any entry level post-secondary mathematics course. They are equal in rigor and designed to meet different student pathways into post-secondary education.

The purpose of **Discrete Mathematics for Computer Science** is to introduce discrete structures that are the backbone of computer science. Discrete mathematics is the study of mathematical structures that are countable or otherwise distinct and separable. The mathematics of modern computer science is built almost entirely on discrete mathematics, such as logic, combinatorics, proof, and graph theory.

The primary focus of **NC Math 4** is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions.

The purpose of **Precalculus** is to build upon the study of algebra, functions, and trigonometry experienced in previous high school mathematics courses. This course will build on students' algebraic skills and understanding of functions to delve into real world phenomena and to deepen understanding of the functions in the course.

Instructional Materials Review Criteria Sheet - Mathematics Grades 9-12

INSTRUCTIONAL MATERIALS TITLE _____ BID NO. _____

PUBLISHER _____ COPYRIGHT DATE _____

AUTHOR(S) _____ ISBN _____

ADVISOR _____

TEXTBOOK COMMISSION MEMBER _____ MEMBER'S SBE DISTRICT _____

Indicate Appropriate Course:

NC Math 1 NC Math 2 NC Math 3
 Discrete Mathematics for Computer Science NC Math 4 Precalculus

PART I CONTENT

Compatibility with the North Carolina Curriculum for Mathematics in the North Carolina Standard Course of Study (NCSCOS). In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended.

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Please explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

	<i>Yes</i>	<i>No</i>
A. Materials present the main concepts that support a minimum of 80% of the instructional objectives for the course/grade/media in the NCSCOS.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the curriculum's philosophy, values, and goals.		
Documentation for PART I CONTENT		

PART II PEDAGOGY

If three (3) criteria are answered no in Part II, do not complete parts III and IV.

	<i>Yes</i>	<i>No</i>
A. There is an appropriate balance of skill development, conceptual understanding, and mathematical practices.		
B. Mathematical concepts are connected and interwoven across strands instead of studied in isolation.		
C. Mathematical concepts are presented in depth and with increasing sophistication across grades.		
D. Materials have contextual problems that engage students and give rise to further exploration of mathematical concepts and include strategies and activities that are engaging and provide real world, relevant connections.		
E. Instructional materials help teachers create a classroom that encourages high expectations for all		

	students, enables all students to experience success, provides all students the opportunity for meaningful participation, and provides students with opportunities to manage their own learning.		
F.	Instructional materials emphasize the use of manipulatives to visualize concepts, acquire and analyze information, communicate solutions and provide a balanced approach to assessment (formative and summative).		
G.	Instructional materials (including lessons and assessments) include activities for all three stages of hands-on learning (concrete, representational, and abstract).		
H.	Instructional materials emphasize the use of technology to visualize concepts, acquire and analyze information, communicate solutions and provide a balanced approach to assessment (formative and summative).		
I.	Lessons promote classroom discourse by explicitly requiring students to share their thinking or strategies and provide students with opportunities to manage their own learning.		
J.	Instructional materials encourage application of higher-order thinking skills; promote critical thinking, communication, collaboration, and/or creativity; provide real world, relevant connections.		
K.	Instructional materials (including assessments) promote student inquiry, reflection, critical thinking, and problem solving.		
L.	Instructional materials require students to use inductive and deductive reasoning through questioning, conjecturing, explaining, and justifying.		
M.	Instructional materials are age appropriate, provide opportunities for personalization based on mathematical abilities, interests, learning styles, and use of language.		
N.	Instructional materials provide a rich source of experiences (problems, exercises, tasks, and assessments) in a variety of contexts that integrate multiple thinking skills.		
O.	Information is provided regarding what students might already know about mathematical ideas including common misconceptions that instruction should address.		
P.	Multiple forms of assessment tools (including performance tasks, open-ended questions, etc.) are provided for assessing student understanding at all stages of learning.		
Q.	Instructional materials include various assessment formats in order to inform instructional decision-making (before, during, and after instruction).		
R.	Instructional materials provide useful diagrams, charts, data sets, and/or models to help students conceptualize mathematical ideas.		

Documentation for PART II PEDAGOGY

PART III ACCESSIBILITY

Please provide evidence of the following:

A. Accuracy		<i>Yes</i>	<i>No</i>
1.	Material is error-free, current, uses correct grammar, spelling, and sentence structure. (This includes text, maps, charts, timelines, demographics, statistics, photos, etc.) Material does not contain outdated material.		
2.	Material is presented factually and objectively, representing a diverse balance of cultural, ethnic, racial, gender, and handicapped groups. (This includes text, photos, graphics, etc.)		

B. Appropriateness		<i>Yes</i>	<i>No</i>
1.	Content provides for grade appropriate, yet varied cognitive levels, abilities, and learning styles.		
2.	Instructional materials include strategies and activities that are engaging and that activate or supply prior knowledge.		
3.	Materials provide for a variety of exercises, reviews, assessments, performance tasks, etc., which provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats.		
4.	Format is visually appealing and not distracting from content; Features or text/layout are level appropriate and enhance learning.		

C. Scope		<i>Yes</i>	<i>No</i>
1.	Material presents information in sufficient depth and breadth to cover adequately course content in a logical manner to address grade level expectations.		
2.	Material includes necessary guides such as a table of contents, glossary (English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see</i> and <i>see also</i> references, web sites, literature links, support agencies etc.		
3.	Key concepts, skills, vocabulary are identified, developed, reviews, and reinforced.		

D. Teacher Resources		<i>Yes</i>	<i>No</i>
1.	Instructional materials include teacher resources, which provide information and opportunities for teachers to increase their own understanding of the subject specific concepts and structures for teachers to navigate and search for resources easily.		
2.	Adequate teacher resources, which include suggestions for intervention, scaffolding, acceleration, extension of learning, integration, feedback, and review.		
3.	Materials should include summary of material contents, provide instruction and/or behavioral objectives (observable outcomes that students will demonstrate at the end of a lesson), supplemental or background information and answer keys/rubrics.		
4.	User navigation of resources is easy to learn; Content structure is logical, well organized, comprehensive, durable and reasonably sized, with sufficient material for student use.		
5.	Resources should accommodate the needs of both a first-year teacher and the veteran teacher.		

E. Technology		<i>Yes</i>	<i>No</i>
1.	Technology should meet all criteria for accuracy, appropriateness, and scope. Format is easy to navigate, visually appealing and not distracting from content. Teacher materials should also meet the criteria of the teacher resources. If student access is allowed, a Save/Record feature should be included. Print resources are available or may be converted to specialized formats for accessibility.		
2.	Digital content can be assessed on various devices and Internet browsers. Digital resources are accessible.		
3.	Technology features include accessibility options to enable all users equivalent access.		
4.	The technology resource design contains motivational elements to engage students, appropriate visual and auditory elements, and provides an intuitive user interface.		
5.	There are robust digital resources for student learning, practice and assessment.		
6.	Digital materials provide opportunities for meaningful, interactive experiences.		
7.	Digital materials provide content supports for teachers to further develop expertise.		

Documentation for PART III ACCESSIBILITY

PART IV Overall Analysis: (For Textbook Commission Use Only)

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

Documentation for PART IV: Comments that further describe standards for yes or no responses in Parts I, II, or III.

MATHEMATICS: EC EVALUATION

SUBJECT _____ GRADE _____

TEXTBOOK MATERIALS TITLE _____ BID NO. _____

PUBLISHER _____ COPYRIGHT DATE _____

AUTHOR(S) _____ ISBN _____

ADVISOR _____ TEXTBOOK COMMISSION MEMBER _____ MEMBER'S SBE DISTRICT _____

Answer "yes" to indicate the textbook materials meet the criteria or answer "no" to indicate the textbook materials do not meet the criteria.

Appropriateness, Scope, and Resources	<i>Yes</i>	<i>No</i>
1. Content provides for grade appropriate, yet varied cognitive levels, abilities, and learning styles.		
2. Content is relevant, links to and builds on student prior knowledge, contains multisensory strategies, and promotes active student engagement.		
3. Materials provide for a variety of exercises, reviews, assessments, and performance tasks, which provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats, and that promote opportunities for two-way and in-depth student discourse about math (not just procedures).		
4. Text and layout are level appropriate, including font, color, spacing legibility, photos, graphics, and captioning.		
5. Supplemental resources include necessary guides such as table of contents, glossary (English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see</i> and <i>see also</i> references, web sites, literature links, and support agencies etc.		
6. Key concepts, skills, vocabulary are identified, developed, reviewed, and reinforced.		
7. Materials provide adequate teacher resources, which include suggestions for remediation, acceleration, extension of learning, integration, feedback, review, and include examples that foster in-depth understanding of math that are clearly evident throughout.		
8. Materials include a summary of contents, instruction and/or behavioral objectives, supplemental or background information, and answer keys/rubrics.		
9. Materials are well organized, easy to use, comprehensive, durable and reasonably sized, and contain sufficient material for student use.		
10. Resources accommodate the needs of beginning through veteran teachers.		
11. Technology meets criteria for accuracy, appropriateness, and scope. It is easy to navigate, visually appealing, and includes a Save/Record feature; if applicable.		

Keeping in mind the needs of EC students and their teachers, please give specifics to support both the yes and no responses.

Documentation for yes and no responses:

MATHEMATICS: EL EVALUATION

SUBJECT _____ GRADE _____

TEXTBOOK MATERIALS TITLE _____ BID NO. _____

PUBLISHER _____ COPYRIGHT DATE _____

AUTHOR(S) _____ ISBN _____

ADVISOR _____ TEXTBOOK COMMISSION MEMBER _____ MEMBER'S SBE DISTRICT _____

*Answer **yes** to indicate the textbook materials **meet the criteria** or **no** to indicate the textbook materials **do not meet the criteria**.*

Appropriateness, Scope, and Resources	Yes	No
1. Content provides grade-appropriate, yet varied linguistic levels, abilities, and learning styles.		
2. Content is relevant, addresses a variety of cultural aspects, links to prior knowledge, builds background knowledge, and promotes active student engagement.		
3. Materials provide opportunities for scaffolding interaction, such as, a variety of exercises, reviews, assessments, and performance tasks (e.g., including sentence frames, word banks, etc.).		
4. Materials provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats (e.g., including the use of the student's first language).		
5. Text and layout are age/proficiency/grade-level appropriate, including font, color, spacing legibility, photos, graphics, and captioning.		
6. Material includes necessary guides such as a table of contents, glossary (e.g., English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see and see also</i> references, websites, literature links, and support agencies, etc.		
7. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced.		
8. Materials provide adequate teacher resources, which include suggestions for acceleration, extension of learning, integration, feedback, and/or review specific to English Learners.		
9. Materials include a summary of contents, instruction and/or behavioral objectives, supplemental or linguistically and culturally relevant background information, and answer keys/rubrics.		
10. Materials are well organized, easy to use, comprehensive, durable and reasonably sized.		
11. Resources accommodate the EL Support needs of beginning through veteran teachers.		
12. Technology is easy to navigate, visually appealing, and ideally includes a screen reader, dictionary, and a Save/Record feature, if applicable.		

Keeping in mind the linguistic needs of EL students and their teachers, please give specifics to support both the yes and no responses.

Documentation for yes and no responses:
--

Career and Technical Education

Standards Overview

All Career and Technical Education (CTE) courses align to the Career Clusters™. Each course is placed in a Career Cluster based on a set of knowledge and skills common to all careers in the entire Career Cluster. Industry-validated knowledge and skills statements of student expectations identify what the student should know and be able to do. These standards prepare students for success in a broad range of occupations/career specialties.

16 Career Clusters™

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

Courses are organized among Program Areas. The Program Areas allow students to explore a range of options for their future- inside and outside the classroom. CTE is a unique opportunity for hands on learning and skills and confidence development.

Program Areas

- Agriculture Education
- Business, Finance, and Marketing Education
- Computer Science and Information Technology Education
- Family and Consumer Sciences Education
- Health Science Education
- Trade, Technology, Engineering, and Industrial Education

All CTE courses offer work-based learning opportunities for students in the settings of career awareness, career exploration, and career preparation. The types of work-based learning include apprenticeship, business/industry field trip, cooperative education, entrepreneurial experiences, internship, job shadowing, mentoring, school-based enterprise, and service learning. Career Development services are included for CTE students to include career development, preparatory services, and transition services. Meeting the goal to provide a career and college ready NC

workforce through the K-12 pipeline, CTE will provide a consistent and ‘common language’ for identification of essential employability skills. These skills are communication, ethics, problem solving, professionalism, resource management, and teamwork.

Career and Technical Students Organizations (CTSOs) are an integral part of the CTE courses. The CTSOs available are DECA (An Association for Marketing Education Students), Family, Career and Community Leaders of America (FCCLA), Future Business Leaders of America (FBLA), HOSA-Future Health Professionals, National FFA Organization, SkillsUSA, and Technology Student Association (TSA).

Instructional Materials Review Criteria Sheet – Career and Technical Education

Program Area: Agricultural Education

INSTRUCTIONAL MATERIALS TITLE _____ BID NO. _____

PUBLISHER _____ COPYRIGHT DATE _____

AUTHOR(S) _____ ISBN _____

ADVISOR _____ TEXTBOOK COMMISSION MEMBER _____ MEMBER'S SBE DISTRICT _____

Indicate Appropriate Course:

- | | |
|--|--|
| <p><input type="checkbox"/> AS31 Agricultural Mechanics I</p> <p><input type="checkbox"/> AS32 Agricultural Mechanics II</p> <p><input type="checkbox"/> AU10 Agriscience Applications</p> <p><input type="checkbox"/> AA21 Animal Science I</p> <p><input type="checkbox"/> AA22 Animal Science II</p> <p><input type="checkbox"/> AA23 Animal Science II: Small Animal</p> <p><input type="checkbox"/> AA31 Equine Science I</p>
<p><input type="checkbox"/> AA32 Equine Science II</p> | <p><input type="checkbox"/> AU02 Exploring Agriculture Science*</p> <p><input type="checkbox"/> AU01 Exploring Biotechnology*</p> <p><input type="checkbox"/> AP41 Horticulture I</p> <p><input type="checkbox"/> AP42 Horticulture II</p> <p><input type="checkbox"/> AP44 Horticulture II: Landscaping</p> <p><input type="checkbox"/> AP43 Horticulture II: Turfgrass Management</p> <p><input type="checkbox"/> AN51 Natural Resources I</p>
<p><input type="checkbox"/> AN52 Natural Resources II</p> <p><input type="checkbox"/> AU21 Sustainable Agriculture Production I*</p> <p><input type="checkbox"/> AU22 Sustainable Agriculture Production II*</p> |
|--|--|

*These courses have been deleted from the list and from consideration for adoption in 2021.

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Please explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

PART I CONTENT

Compatibility with the North Carolina Career and Technical Education Essential Standards

In accordance to State Board Policy TEXT-001, all items in Part I must be marked “yes” in order for the submission to be recommended. If all criteria for Part I are not marked “yes” do not complete Parts II, III, and IV.

	Yes	No
A. Materials present the main concepts that support a minimum of 50% of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
Documentation for PART I CONTENT:		

PART II: PEDAGOGY

Program Area or Career Pathway(s)	Yes	No
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 st century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
Documentation for PART II PEDAGOGY		

PART III: ACCESSIBILITY

A. Accuracy		Yes	No
1.	Information is error-free and current.		
2.	Materials model correct use of grammar, spelling, and sentence structure.		
3.	Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4.	Information is presented factually and objectively in context.		
5.	Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6.	Maps, charts, timelines, demographics, and statistics are current.		
B. Appropriateness			
1.	Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2.	Content links students' prior knowledge to current topics/learning.		
3.	Activities engage students and promote interactive and participatory learning.		
4.	Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5.	Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6.	Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
C. Scope			
1.	Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2.	Materials are organized appropriately for content.		
3.	Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4.	Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5.	Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6.	A resource list provides websites, literature links, and support agencies.		
7.	An index provides detailed and accurate headings, subheadings, and see or see also references.		
D. Teacher Resources			
1.	Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2.	Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3.	Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4.	Resources include suggestions for the extension of learning and integration across the curriculum.		
5.	Resources provide ancillary materials for student use.		
6.	Resources provide supplementary or background information.		
7.	Resources include answer key(s).		
Documentation for PART III ACCESSIBILITY			

PART IV: TECHNOLOGY *(If applicable.)*

Technology-based materials (requiring the use of electronic materials)	Yes	No
A. Accuracy		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
B. Appropriateness		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
C. Scope		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
Technical Aspects		
A. Navigation		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
B. Presentation		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
C. Save/Record-Keeping Features		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
Documentation		
A. Technical Information		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
B. Teacher Materials		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
Documentation for PART IV TECHNOLOGY		

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

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

Documentation for PART V: *Comments that further describe standards for yes or no in Parts I, II, III, or IV.*

Instructional Materials Review Criteria Sheet – Career and Technical Education

Program Area: Business, Finance, and Marketing Education

INSTRUCTIONAL MATERIALS TITLE _____ BID NO. _____

PUBLISHER _____ COPYRIGHT DATE _____

AUTHOR(S) _____ ISBN _____

ADVISOR _____ TEXTBOOK COMMISSION MEMBER _____ MEMBER’S SBE DISTRICT _____

Indicate Appropriate Course:

- | | |
|--|---|
| <input type="checkbox"/> BA10 Accounting I
<input type="checkbox"/> BA20 Accounting II
<input type="checkbox"/> BB30 Business Law
<input type="checkbox"/> BB40 Business Management I
<input type="checkbox"/> BB42 Business Management II
<input type="checkbox"/> ME11 Entrepreneurship I
<input type="checkbox"/> ME12 Entrepreneurship II
<input type="checkbox"/> MI21 Fashion Merchandising
<input type="checkbox"/> MH42 Hospitality and Tourism
<input type="checkbox"/> MM51 Marketing | <input type="checkbox"/> MA52 Marketing Applications
<input type="checkbox"/> BF21 Financial Planning I
<input type="checkbox"/> BF22 Financial Planning II
<input type="checkbox"/> MI31 Sales I*
<input type="checkbox"/> MI32 Sales H*
<input type="checkbox"/> CS11 Project Management I
<input type="checkbox"/> CS12 Project Management II |
|--|---|

*These courses have been deleted from the list and from consideration for adoption in 2021.

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

PART I: CONTENT

Compatibility with the North Carolina Career and Technical Education Essential Standards

In accordance to State Board Policy TEXT-001, all items in Part I must be marked “yes” in order for the submission to be recommended. If all criteria for Part I are not marked “yes” do not complete Parts II, III, and IV.

	Yes	No
A. Materials present the main concepts that support a minimum of 50% of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
Documentation for PART I CONTENT		

PART II: PEDAGOGY

Program Area or Career Pathway(s)	Yes	No
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 st century skills.		
E. Content supports work-based learning.		

F. Content supports career and college opportunities.		
G. Content reflects current and projected future technology and applications for business, entrepreneurship, finance, management and marketing (including but not limited to, digital marketing, social media, e-tailing, artificial intelligence, cybersecurity, etc.)		
H. Content includes global perspectives for respective subject matter.		
I. Content includes ethics topics as it relates to subject matter.		
Documentation for PART II PEDAGOGY		

PART III: ACCESSIBILITY

A. Accuracy	<i>Yes</i>	<i>No</i>
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		

B. Appropriateness	<i>Yes</i>	<i>No</i>
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		

C. Scope		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		

D. Teacher Resources		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		

6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		
Documentation for PART III ACCESSIBILITY		

PART IV: TECHNOLOGY *(If applicable.)*

Technology-based materials (requiring the use of electronic materials)	<i>Yes</i>	<i>No</i>
A. Accuracy		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
B. Appropriateness		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
C. Scope		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
Technical Aspects		
A. Navigation		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		

B. Presentation		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
C. Save/Record-Keeping Features		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
Documentation		
A. Technical Information		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options are provided.		
B. Teacher Materials		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
Documentation for PART IV TECHNOLOGY		

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

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

Documentation for PART V: *Comments that further describe standards for yes or no in Parts I, II, III, or IV.*

Instructional Materials Review Criteria Sheet – Career and Technical Education

Program Area: Career Development Education

INSTRUCTIONAL MATERIALS TITLE _____ BID NO. _____

PUBLISHER _____ COPYRIGHT DATE _____

AUTHOR(S) _____ ISBN _____

ADVISOR _____ TEXTBOOK COMMISSION MEMBER _____ MEMBER’S SBE DISTRICT _____

Indicate Appropriate Course:
 ___ CC45 Career Management

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

PART I: CONTENT

Compatibility with the North Carolina Career and Technical Education Essential Standards

In accordance to State Board Policy TEXT-001, all items in Part I must be marked “yes” in order for the submission to be recommended. If all criteria for Part I are not marked “yes” do not complete Parts II, III, and IV.

	<i>Yes</i>	<i>No</i>
A. Materials present the main concepts that support a minimum of 50% of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
Documentation for PART I CONTENT: <i>(Use extra sheets if necessary.)</i>		

PART II: PEDAGOGY

Program Area or Career Pathway(s)	<i>Yes</i>	<i>No</i>
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 st century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
G. Content engages student in activities for understanding their own personal social development while building and maintaining positive self-concept, respecting diversity, and balancing personal, leisure, community, learner, family and work roles.		
H. Content engages student in understanding the impact of their individual educational achievement and lifelong learning experiences to enhance their ability to function effectively in a diverse and changing economy.		
I. Content engages students in understanding and developing their own career plan through decision making process, and mastering academic, occupational and essential employability skills in order to obtain, create, maintain and/or advance your employment		

J. Content engages student in activities, self-reflection, and assessments for the understanding of their personal values, interests, personalities, and skills.		
Documentation for PART II: PEDAGOGY		

PART III: ACCESSIBILITY

A. Accuracy	<i>Yes</i>	<i>No</i>
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		

B. Appropriateness		
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		

C. Scope		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		

D. Teacher Resources		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		

Documentation for PART III: ACCESSIBILITY (*Use extra sheets, if necessary.*)

PART IV: Technology (If applicable.)

Technology-based materials (requiring the use of electronic materials)	<i>Yes</i>	<i>No</i>
A. Accuracy		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
B. Appropriateness		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
C. Scope		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
Technical Aspects		
A. Navigation		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
B. Presentation		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
C. Save/Record-Keeping Features		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
Documentation		
A. Technical Information		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
B. Teacher Materials		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
Documentation for PART IV: Technology		

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

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

Documentation for PART V: *Comments that further describe standards for yes or no in Parts I, II, III, or IV*

Instructional Materials Review Criteria Sheet – Career and Technical Education

Program Area: Computer Science and Information Technology Education

INSTRUCTIONAL MATERIALS TITLE _____ BID NO. _____

PUBLISHER _____ COPYRIGHT DATE _____

AUTHOR(S) _____ ISBN _____

ADVISOR _____ TEXTBOOK COMMISSION MEMBER _____ MEMBER’S SBE DISTRICT _____

Indicate Appropriate Course:

- | | |
|---|--|
| <input type="checkbox"/> II31 Adobe Visual Design*
<input type="checkbox"/> II32 Adobe Digital Design
<input type="checkbox"/> II33 Adobe Video Design
<input type="checkbox"/> II21 Computer Engineering I
<input type="checkbox"/> II22 Computer Engineering II
<input type="checkbox"/> BM40 Microsoft Access
<input type="checkbox"/> BM20 Microsoft Excel
<input type="checkbox"/> BM10 Microsoft Word and PowerPoint
<input type="checkbox"/> BI12 CompTIA IT Fundamentals | <input type="checkbox"/> BN20 Network Administration I
<input type="checkbox"/> BN22 Network Administration II
<input type="checkbox"/> BN31 Network Security I*
<input type="checkbox"/> BN32 Network Security II
<input type="checkbox"/> BP41 Computer Science I*
<input type="checkbox"/> BP42 Computer Science II*
<input type="checkbox"/> BP14 Python Programming I
<input type="checkbox"/> BP16 Python Programming II |
|---|--|

*These courses have been deleted from the list and from consideration for adoption in 2021.

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

PART I: CONTENT

Compatibility with the North Carolina Career and Technical Education Essential Standards

In accordance to State Board Policy TEXT-001, all items in Part I must be marked “yes” in order for the submission to be recommended. If all criteria for Part I are not marked “yes” do not complete Parts II, III, and IV.

	Yes	No
A. Materials present the main concepts that support a minimum of 50% of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
Documentation for PART I CONTENT		

PART II: PEDAGOGY

Program Area or Career Pathway(s)	Yes	No
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 st century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
G. Content reflects current and projected technologies in the Computer Science and IT related industries (including but not limited to, computer hardware, software, programming languages, networks, network security, video production, and office productivity.		

Documentation for PART II PEDAGOGY

PART III ACCESSIBILITY

A. Accuracy	<i>Yes</i>	<i>No</i>
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		

B. Appropriateness		
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		

C. Scope		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		

D. Teacher Resources		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		

Documentation for PART III ACCESSIBILITY

PART IV: TECHNOLOGY *(If applicable.)*

Technology-based materials (requiring the use of electronic materials)	<i>Yes</i>	<i>No</i>
A. Accuracy		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
B. Appropriateness		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
C. Scope		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
Technical Aspects		
A. Navigation		
3. Information retrieval is easy and rapid.		
4. Intuitive icons, menus, and directional symbols that foster independent use are provided.		

B. Presentation		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
C. Save/Record-Keeping Features		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
Documentation		
A. Technical Information		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
B. Teacher Materials		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
Documentation for PART IV TECHNOLOGY		

PART V: Overall Analysis: *(For Textbook Commission Use Only)*

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

Documentation for PART V: *Comments that further describe standards for Yes or No in Parts I, II, III, or IV.*

Instructional Materials Review Criteria Sheet – Career and Technical Education Program Area: Family and Consumer Sciences Education

INSTRUCTIONAL MATERIALS TITLE _____ BID NO. _____

PUBLISHER _____ COPYRIGHT DATE _____

AUTHOR(S) _____ ISBN _____

ADVISOR _____ TEXTBOOK COMMISSION MEMBER _____ MEMBER'S SBE DISTRICT _____

Indicate Appropriate Course:

- | | |
|---|--|
| <input type="checkbox"/> FH10 Culinary Arts and Hospitality I* | <input type="checkbox"/> FN42 Food and Nutrition II |
| <input type="checkbox"/> FH13 Culinary Arts and Hospitality III* | <input type="checkbox"/> FN43 Food and Science Technology |
| <input type="checkbox"/> FC11 Principles of Family and Human Services | <input type="checkbox"/> F151 Interior Design I* |
| <input type="checkbox"/> FA31 Apparel and Textile Production I | <input type="checkbox"/> F152 Interior Design II* |
| <input type="checkbox"/> FN41 Food and Nutrition I | |

*These courses have been deleted from the list and from consideration for adoption in 2021.

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

PART I CONTENT

Compatibility with the North Carolina Career and Technical Education Essential Standards

In accordance to State Board Policy TEXT-001, all items in Part I must be marked “yes” in order for the submission to be recommended. If all criteria for Part I are not marked “yes” do not complete Parts II, III, and IV.

	Yes	No
A. Materials present the main concepts that support a minimum of 50% of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
Documentation for PART I CONTENT		

PART II: PEDAGOGY

Program Area or Career Pathway(s)	Yes	No
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 st century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
Documentation for PART II PEDAGOGY		

PART III: ACCESSIBILITY

A. Accuracy	<i>Yes</i>	<i>No</i>
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		

B. Appropriateness		
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		

C. Scope		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		

D. Teacher Resources		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		

Documentation for PART III ACCESSIBILITY

PART IV TECHNOLOGY *(If applicable.)*

Technology-based materials (requiring the use of electronic materials)	<i>Yes</i>	<i>No</i>
A. Accuracy		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
B. Appropriateness		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
C. Scope		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
Technical Aspects		
A. Navigation		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		

B. Presentation		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
C. Save/Record-Keeping Features		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
Documentation		
A. Technical Information		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
B. Teacher Materials		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
Documentation for PART IV TECHNOLOGY		

PART V: Overall Analysis: *(For Textbook Commission Use Only)*

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

Documentation for PART V: *Comments that further describe standards for yes or no in Parts I, II, III, or IV.*

Instructional Materials Review Criteria Sheet – Career and Technical Education

Program Area: Health Science Education

INSTRUCTIONAL MATERIALS TITLE _____ BID NO. _____

PUBLISHER _____ COPYRIGHT DATE _____

AUTHOR(S) _____ ISBN _____

ADVISOR _____ TEXTBOOK COMMISSION MEMBER _____ MEMBER’S SBE DISTRICT _____

Indicate Appropriate Course:

- ~~HU05 Exploring Healthcare*~~
- HU40 Health Science I
- HB11 Biomedical Technology

*These courses have been deleted from the list and from consideration for adoption in 2021.

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

PART I: CONTENT

Compatibility with the North Carolina Career and Technical Education Essential Standards

In accordance to State Board Policy TEXT-001, all items in Part I must be marked “yes” in order for the submission to be recommended. If all criteria for Part I are not marked “yes” do not complete Parts II, III, and IV.

	<i>Yes</i>	<i>No</i>
A. Materials present the main concepts that support a minimum of 50% of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
Documentation for PART I CONTENT		

PART II PEDAGOGY

Program Area or Career Pathway(s)	<i>Yes</i>	<i>No</i>
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 st century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
G. Content reflects interrelationship between Greek & Latin prefixes, roots, and suffixes to Advance CTE Health Science career specialties for Therapeutic Services, Diagnostic Services, and Biotechnology pathways.		
H. Content engages students in their exploration and understanding of HSE careers in Diagnostic Services, Therapeutic Services, and Biomedical Technology.		
I. Content engages students in their exploration and understanding of HSE careers in Diagnostic Services, Therapeutic Services, and Biomedical Technology.		

J. Content reflects most recent industry standards for Healthcare professionals.		
Documentation for PART II PEDAGOGY		

PART III ACCESSIBILITY

A. Accuracy	<i>Yes</i>	<i>No</i>
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		

B. Appropriateness		
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		

C. Scope		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		

D. Teacher Resources		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		

Documentation for PART III ACCESSIBILITY		
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PART IV TECHNOLOGY (If applicable.)

Technology-based materials (requiring the use of electronic materials)	Yes	No
A. Accuracy		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
B. Appropriateness		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
C. Scope		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
Technical Aspects		
A. Navigation		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
B. Presentation		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
C. Save/Record-Keeping Features		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
Documentation		
A. Technical Information		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
B. Teacher Materials		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
Documentation for PART IV TECHNOLOGY		

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

This textbook/program is **acceptable** _____.

This textbook/program is **not acceptable** _____.

Documentation for PART V: *Comments that further describe standards for yes or no in Parts I, II, III, or IV.*

**Instructional Materials Review Criteria Sheet – Career and Technical Education
 Program Area: Technology, Trade, Engineering, and Industrial Education
 Career Pathway(s): Collision Repair Career Pathway (COLL)**

INSTRUCTIONAL MATERIALS TITLE _____ BID NO. _____

PUBLISHER _____ COPYRIGHT DATE _____

AUTHOR(S) _____ ISBN _____

ADVISOR _____ TEXTBOOK COMMISSION MEMBER _____ MEMBER’S SBE DISTRICT _____

Indicate Appropriate Course:

- IT30 Collision Repair Fundamentals** **IT32 Collision Repair II Non-Structural**
 IT31 Collision Repair I **IT33 Collision Repair II Refinishing**

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

PART I: CONTENT

Compatibility with the North Carolina Career and Technical Education Essential Standards

In accordance to State Board Policy TEXT-001, all items in Part I must be marked “yes” in order for the submission to be recommended. If all criteria for Part I are not marked “yes” do not complete Parts II, III, and IV.

	<i>Yes</i>	<i>No</i>
A. Materials present the main concepts that support a minimum of 50% of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
C. Content, activities and materials align and support course credential(s). IT32: I-CAR Platinum Non-Structural Technician IT33: I-CAR Platinum Refinish Technician		
D. Content, activities and materials prepares students for industry recognized credentials.		
E. Content, activities, and materials support and meet the programs accreditation requirements.		
Documentation for PART I CONTENT		

PART II PEDAGOGY

Program Area or Career Pathway(s)	<i>Yes</i>	<i>No</i>
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 st century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
Documentation for PART II PEDAGOGY		

PART III ACCESSIBILITY

A. Accuracy	<i>Yes</i>	<i>No</i>
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		
B. Appropriateness		
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
C. Scope		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		
D. Teacher Resources		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		
Documentation for PART III ACCESSIBILITY		

PART IV TECHNOLOGY (If applicable.)

Technology-based materials (requiring the use of electronic materials)	Yes	No
A. Accuracy		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
B. Appropriateness		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
C. Scope		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
Technical Aspects		
A. Navigation		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		

B. Presentation		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
C. Save/Record-Keeping Features		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
Documentation		
A. Technical Information		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
B. Teacher Materials		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
Documentation for PART IV TECHNOLOGY		

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

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

Documentation for PART V: Comments that further describe standards for yes or no in Parts I, II, III, or IV.

Instructional Materials Review Criteria Sheet – Career and Technical Education
Program Area: Technology, Trade, Engineering, and Industrial Education
Career Pathway(s): Carpentry Career Pathway, Drafting Architectural Career Pathway, Electrical Trades Career Pathway, HVAC/R Career Pathway, Masonry Career Pathway, and Plumbing

INSTRUCTIONAL MATERIALS TITLE _____ BID NO. _____

PUBLISHER _____ COPYRIGHT DATE _____

AUTHOR(S) _____ ISBN _____

ADVISOR _____ TEXTBOOK COMMISSION MEMBER _____ MEMBER'S SBE DISTRICT _____

Indicate Appropriate Course:

- | | | |
|--|---|---|
| <input type="checkbox"/> IC00 Construction Core | <input type="checkbox"/> IL55 HVAC/R I | <input type="checkbox"/> IC23 Carpentry III |
| <input type="checkbox"/> IC11 Masonry I | <input type="checkbox"/> IL56 HVAC/R II | <input type="checkbox"/> IC12 Masonry II |
| <input type="checkbox"/> IC41 Electrical Trades I | <input type="checkbox"/> IL57 HVAC/R III | <input type="checkbox"/> IC13 Masonry III |
| <input type="checkbox"/> IC42 Electrical Trades II | <input type="checkbox"/> IL58 Plumbing I | |
| <input type="checkbox"/> IC43 Electrical Trades III | <input type="checkbox"/> IL59 Plumbing II | |
| <input type="checkbox"/> IC61 Drafting I | <input type="checkbox"/> IL60 Plumbing III | |
| <input type="checkbox"/> IC62 Drafting II – Architectural | <input type="checkbox"/> IC21 Carpentry I | |
| <input type="checkbox"/> IC63 Drafting III - Architectural | <input type="checkbox"/> IC22 Carpentry II | |

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

PART I: CONTENT

Compatibility with the North Carolina Career and Technical Education Essential Standards

In accordance to State Board Policy TEXT-001, all items in Part I must be marked “yes” in order for the submission to be recommended. If all criteria for Part I are not marked “yes” do not complete Parts II, III, and IV.

	<i>Yes</i>	<i>No</i>
A. Materials present the main concepts that support a minimum of 50% of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
Documentation for PART I CONTENT		

PART II PEDAGOGY

Program Area or Career Pathway(s)	<i>Yes</i>	<i>No</i>
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 st century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
G. Content reflects current and projected trends in the Construction-related Industries.		

H. Content reflects current and projected occupations related to the Construction Industry.		
I. Content includes the current and projected technologies used in Construction-related Fields.		
Documentation for PART II PEDAGOGY		

PART III ACCESSIBILITY

A. Accuracy	<i>Yes</i>	<i>No</i>
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		

B. Appropriateness		
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		

C. Scope		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		

D. Teacher Resources		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		

Documentation for PART III ACCESSIBILITY

PART IV TECHNOLOGY *(If applicable.)*

Technology-based materials (requiring the use of electronic materials)	<i>Yes</i>	<i>No</i>
A. Accuracy		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
B. Appropriateness		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
C. Scope		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
Technical Aspects		
A. Navigation		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		

B. Presentation		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
C. Save/Record-Keeping Features		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
Documentation		
A. Technical Information		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
B. Teacher Materials		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
Documentation for PART IV TECHNOLOGY		

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

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

Documentation for PART V: Comments that further describe standards for yes or no in Parts I, II, III, or IV.

Instructional Materials Review Criteria Sheet – Career and Technical Education
Program Area: Technology, Trade, Engineering, and Industrial Education
Career Pathway(s): Drafting Engineering Career Pathway

INSTRUCTIONAL MATERIALS TITLE _____ BID NO. ____

PUBLISHER _____ COPYRIGHT DATE _____

AUTHOR(S) _____ ISBN _____

ADVISOR _____ TEXTBOOK COMMISSION MEMBER _____ MEMBER’S SBE DISTRICT ____

Indicate Appropriate Course:

- IC61 Drafting I**
 IV22 Drafting II - Engineering
 IV23 Drafting III - Engineering

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

PART I: CONTENT

Compatibility with the North Carolina Career and Technical Education Essential Standards

In accordance to State Board Policy TEXT-001, all items in Part I must be marked “yes” in order for the submission to be recommended. If all criteria for Part I are not marked “yes” do not complete Parts II, III, and IV.

	<i>Yes</i>	<i>No</i>
A. Materials present the main concepts that support a minimum of 50% of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
Documentation for PART I CONTENT		

PART II PEDAGOGY

Program Area or Career Pathway(s)	<i>Yes</i>	<i>No</i>
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 st century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
G. Content reflects current and projected trends in the Engineering Drafting-related Industries.		
H. Content reflects current and projected occupations related to the Engineering Drafting Field.		
I. Content includes the current and projected technologies used in Engineering Drafting-related Fields.		
Documentation for PART II PEDAGOGY		

PART III ACCESSIBILITY

A. Accuracy	<i>Yes</i>	<i>No</i>
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		

B. Appropriateness		
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		

C. Scope		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		

D. Teacher Resources		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		

Documentation for PART III ACCESSIBILITY

PART IV TECHNOLOGY (If applicable.)

Technology-based materials (requiring the use of electronic materials)	Yes	No
A. Accuracy		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
B. Appropriateness		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
C. Scope		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
Technical Aspects		
A. Navigation		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		

B. Presentation		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
C. Save/Record-Keeping Features		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
Documentation		
A. Technical Information		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
B. Teacher Materials		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
Documentation for PART IV TECHNOLOGY		

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

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

Documentation for PART V: Comments that further describe standards for yes or no in Parts I, II, III, or IV.

**Instructional Materials Review Criteria Sheet – Career and Technical Education
 Program Area: Trade, Technology, Engineering, and Industrial Education
 Career Pathway(s): Drone Technology**

INSTRUCTIONAL MATERIALS TITLE _____ BID NO. _____

PUBLISHER _____ COPYRIGHT DATE _____

AUTHOR(S) _____ ISBN _____

ADVISOR _____ TEXTBOOK COMMISSION MEMBER _____ MEMBER’S SBE DISTRICT _____

Indicate Appropriate Course:

___ ~~ID11 Drone Technology I*~~ ___

___ ~~ID12 Drone Technology II*~~ ___

*These courses have been deleted from the list and from consideration for adoption in 2021.

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

PART I: CONTENT

Compatibility with the North Carolina Career and Technical Education Essential Standards

In accordance to State Board Policy TEXT-001, all items in Part I must be marked “yes” in order for the submission to be recommended. If all criteria for Part I are not marked “yes” do not complete Parts II, III, and IV.

	<i>Yes</i>	<i>No</i>
A. Materials present the main concepts that support a minimum of 50% of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
C. Content reflects the drone industry requirements needed to meet Federal, state, and local requirements. ID11: FAA 14 CFR Part 107		
D. Content provides professional skills needed in the specific drone industry criteria.		

Documentation for PART I CONTENT

PART II PEDAGOGY

Program Area or Career Pathway(s)	<i>Yes</i>	<i>No</i>
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 st century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		

Documentation for PART II PEDAGOGY

PART III ACCESSIBILITY

A. Accuracy	Yes	No
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		

PART III ACCESSIBILITY

B. Appropriateness	Yes	No
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
C. Scope		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		
D. Teacher Resources		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		

Documentation for PART III ACCESSIBILITY (Use extra sheets, if necessary.)

PART IV TECHNOLOGY (If applicable.)

Technology-based materials (requiring the use of electronic materials)	<i>Yes</i>	<i>No</i>
A. Accuracy		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
B. Appropriateness		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
C. Scope		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
Technical Aspects		
A. Navigation		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		

B. Presentation		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
C. Save/Record-Keeping Features		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
Documentation		
A. Technical Information		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
B. Teacher Materials		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
Documentation for PART IV TECHNOLOGY		

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

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

Documentation for PART V: Comments that further describe standards for yes or no in Parts I, II, III, or IV.

Instructional Materials Review Criteria Sheet – Career and Technical Education
Program Area: Trade, Technology, Engineering, and Industrial Education
Career Pathway(s): Public Safety

INSTRUCTIONAL MATERIALS TITLE _____ BID NO. _____

PUBLISHER _____ COPYRIGHT DATE _____

AUTHOR(S) _____ ISBN _____

ADVISOR _____ TEXTBOOK COMMISSION MEMBER _____ MEMBER’S SBE DISTRICT _____

Indicate Appropriate Course:

- | | |
|--|---|
| <input type="checkbox"/> IP21 Emergency Medical Technology I* | <input type="checkbox"/> IP11 Public Safety I* |
| <input type="checkbox"/> IP22 Emergency Medical Technology II* | <input type="checkbox"/> IP12 Public Safety II* |
| <input type="checkbox"/> IP51 Emergency Management I* | <input type="checkbox"/> IP41 Law & Justice I* |
| <input type="checkbox"/> IP52 Emergency Management II* | <input type="checkbox"/> IP42 Law & Justice II* |
| <input type="checkbox"/> IP31 Fire Fighter Technology I* | |
| <input type="checkbox"/> IP32 Fire Fighter Technology II* | |
| <input type="checkbox"/> IP33 Fire Fighter Technology III* | |

*These courses have been deleted from the list and from consideration for adoption in 2021.

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

PART I: CONTENT

Compatibility with the North Carolina Career and Technical Education Essential Standards

In accordance to State Board Policy TEXT-001, all items in Part I must be marked “yes” in order for the submission to be recommended. If all criteria for Part I are not marked “yes” do not complete Parts II, III, and IV.

	<i>Yes</i>	<i>No</i>
A. Materials present the main concepts that support a minimum of 50% of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
C. Content must be aligned to federal, state, and/or local requirements needed to obtain industry certifications in the designated public safety sector. IP12: Community Emergency Response Team (CERT) IP22: EMT Basic IP51: NC Emergency Management I IP52: NC Emergency Management II IP31: NCOSFM Credential - Firefighter Technology I IP32: NCOSFM Credential - Firefighter Technology II IP33: NCOSFM Credential - Firefighter Technology III IP42: Certified Protection Officer (CPO)		
Documentation for PART I CONTENT		

PART II PEDAGOGY

Program Area or Career Pathway(s)	<i>Yes</i>	<i>No</i>
A. Materials include a variety of activities for multiple teaching and learning styles.		

B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 st century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
Documentation for PART II PEDAGOGY		

PART III ACCESSIBILITY

A. Accuracy	Yes	No
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		
B. Appropriateness		
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
C. Scope		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		
D. Teacher Resources		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		

Documentation for PART III ACCESSIBILITY

PART IV TECHNOLOGY (If applicable.)

Technology-based materials (requiring the use of electronic materials)	<i>Yes</i>	<i>No</i>
A. Accuracy		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
B. Appropriateness		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
C. Scope		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
Technical Aspects		
A. Navigation		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
B. Presentation		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
C. Save/Record-Keeping Features		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
Documentation		
A. Technical Information		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
B. Teacher Materials		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
Documentation for PART IV TECHNOLOGY		

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

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

Documentation for PART V: Comments that further describe standards for yes or no in Parts I, II, III, or IV.

PART III ACCESSIBILITY

A. Accuracy		
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		
B. Appropriateness		
	<i>Yes</i>	<i>No</i>
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
C. Scope		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		
D. Teacher Resources		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		
Documentation for PART III ACCESSIBILITY		

PART IV TECHNOLOGY *(If applicable.)*

Technology-based materials (requiring the use of electronic materials)	<i>Yes</i>	<i>No</i>
A. Accuracy		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
B. Appropriateness		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
C. Scope		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
Technical Aspects		
A. Navigation		
3. Information retrieval is easy and rapid.		
4. Intuitive icons, menus, and directional symbols that foster independent use are provided.		

B. Presentation		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
C. Save/Record-Keeping Features		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
Documentation		
A. Technical Information		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
B. Teacher Materials		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
Documentation for PART IV TECHNOLOGY		

PART V: Overall Analysis: *(For Textbook Commission Use Only)*

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

Documentation for PART V: *Comments that further describe standards for yes or no in Parts I, II, III, or IV.*

Instructional Materials Review Criteria Sheet – Career and Technical Education
Program Area: Technology, Trade, Engineering, and Industrial Education:
Career Pathway(s): Woodworking Career Pathway

INSTRUCTIONAL MATERIALS TITLE _____ BID NO. ____

PUBLISHER _____ COPYRIGHT DATE _____

AUTHOR(S) _____ ISBN _____

ADVISOR _____ TEXTBOOK COMMISSION MEMBER _____ MEMBER’S SBE DISTRICT ____

Indicate Appropriate Course:

- ___ **IM21 Woodworking I**
 ___ **IM22 Woodworking II**

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

PART I: CONTENT

Compatibility with the North Carolina Career and Technical Education Essential Standards

In accordance to State Board Policy TEXT-001, all items in Part I must be marked “yes” in order for the submission to be recommended. If all criteria for Part I are not marked “yes” do not complete Parts II, III, and IV.

	<i>Yes</i>	<i>No</i>
A. Materials present the main concepts that support a minimum of 50% of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
Documentation for PART I CONTENT		

PART II PEDAGOGY

Program Area or Career Pathway(s)	<i>Yes</i>	<i>No</i>
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 st century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
G. Content reflects current and projected trends in the Woodworking-related Industries.		
H. Content reflects current and projected occupations related to the Woodworking Industry.		
I. Content includes the current and projected technologies used in Woodworking-related Fields.		
Documentation for PART II PEDAGOGY		

PART III ACCESSIBILITY

A. Accuracy	<i>Yes</i>	<i>No</i>
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		

B. Appropriateness		
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		

C. Scope		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		

D. Teacher Resources		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		

Documentation for PART III ACCESSIBILITY

PART IV TECHNOLOGY *(If applicable.)*

Technology-based materials (requiring the use of electronic materials)	<i>Yes</i>	<i>No</i>
A. Accuracy		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
B. Appropriateness		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
C. Scope		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
Technical Aspects		
A. Navigation		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		

B. Presentation		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
C. Save/Record-Keeping Features		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
Documentation		
A. Technical Information		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
B. Teacher Materials		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
Documentation for PART IV TECHNOLOGY		

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

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

Documentation for PART V: Comments that further describe standards for yes or no in Parts I, II, III, or IV.

Instructional Materials Review Criteria Sheet – Career and Technical Education
Program Area: Technology, Trade, Engineering, and Industrial Education
Career Pathway(s): Science, Technology, Engineering, and Math (STEM)

INSTRUCTIONAL MATERIALS TITLE _____ BID NO. _____

PUBLISHER _____ COPYRIGHT DATE _____

AUTHOR(S) _____ ISBN _____

ADVISOR _____ TEXTBOOK COMMISSION MEMBER _____ MEMBER’S SBE DISTRICT _____

Indicate Appropriate Course:

____ ~~TE01 Technology Design and Innovation*~~

____ ~~TE11 Technology Engineering and Design*3~~

____ ~~TE02 Technological Systems*~~

____ ~~TE12 Technological Design*~~

____ ~~TE13 Engineering Design*~~

*These courses have been deleted from the list and from consideration for adoption in 2021.

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

PART I: CONTENT

Compatibility with the North Carolina Career and Technical Education Essential Standards

In accordance to State Board Policy TEXT-001, all items in Part I must be marked “yes” in order for the submission to be recommended. If all criteria for Part I are not marked “yes” do not complete Parts II, III, and IVProgram.

	YES	NO
A. Materials present the main concepts that support a minimum of 50% of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
Documentation for PART I CONTENT		

PART II PEDAGOGY

Program Area or Career Pathway(s)	YES	NO
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 st century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
G. Content reflects the integration of Science, Technology, Engineering, and Mathematics		
H. Content reflects current and future trends in Science, Technology, and Engineering		
I. Content reflects interdisciplinary content and activities.		
Documentation for PART II PEDAGOGY		

PART III ACCESSIBILITY

A. Accuracy	YES	NO
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		

B. Appropriateness	YES	NO
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		

C. Scope		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		

D. Teacher Resources		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		

Documentation for PART III ACCESSIBILITY

PART IV TECHNOLOGY (If applicable.)

Technology-based materials (requiring the use of electronic materials)	YES	NO
A. Accuracy		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
B. Appropriateness		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
C. Scope		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
Technical Aspects		
A. Navigation		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		

B. Presentation		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		

C. Save/Record-Keeping Features		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		

Documentation		
A. Technical Information		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
B. Teacher Materials		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		

Documentation for PART IV TECHNOLOGY

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

This textbook/program is **acceptable** _____.

This textbook/program is **not acceptable** _____.

Documentation for PART V: Comments that further describe standards for acceptable or not acceptable in Parts I, II, III, or IV.
(Use extra sheets if necessary.)

Instructional Materials Review Criteria Sheet - Career and Technical Education
Program Area: Technology, Trade, Engineering, and Industrial Education
Career Pathway(s): Advanced Manufacturing

INSTRUCTIONAL MATERIALS TITLE _____ BID NO. ____

PUBLISHER _____ COPYRIGHT DATE _____

AUTHOR(S) _____ ISBN _____

ADVISOR _____ TEXTBOOK COMMISSION MEMBER _____ MEMBER'S SBE DISTRICT ____

Indicate Appropriate Course:

___ IM11 Advanced Manufacturing I

___ IM12 Advanced Manufacturing II

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

PART I: CONTENT

Compatibility with the North Carolina Career and Technical Education Essential Standards

In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and IV Program.

	YES	NO
A. Materials present the main concepts that support a minimum of 50% of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
C. Content must be aligned to specific areas in manufacturing as designated by the certification that supports a specific industry being taught. IM11: Certified Production Technician-Quality and Certified Production Technician-Safety IM12: Certified Production Technician-Process and Certified Production Technician-Maintenance		
Documentation for PART I CONTENT		

PART II PEDAGOGY

Program Area or Career Pathway(s)	YES	NO
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 st century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		

G. Content reflects the integration of Science, Technology, Engineering, and Mathematics		
H. Content reflects current and future trends in Science, Technology, and Engineering		
I. Content reflects interdisciplinary content and activities.		
Documentation for PART II PEDAGOGY		

PART III ACCESSIBILITY

A. Accuracy	YES	NO
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		

B. Appropriateness	YES	NO
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		

C. Scope		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
a. Materials are organized appropriately for content.		
2. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
3. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
4. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
a. A resource list provides websites, literature links, and support agencies.		
5. An index provides detailed and accurate headings, subheadings, and see or see also references.		
D. Teacher Resources		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		

Documentation for PART III ACCESSIBILITY

PART IV TECHNOLOGY *(If applicable.)*

Technology-based materials (requiring the use of electronic materials)	YES	NO
A. Accuracy		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
B. Appropriateness		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
C. Scope		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
Technical Aspects		
A. Navigation		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
B. Presentation		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
C. Save/Record-Keeping Features		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
Documentation		
A. Technical Information		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
B. Teacher Materials		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
Documentation for PART IV TECHNOLOGY		

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

This textbook/program is **acceptable** _____.

This textbook/program is **not acceptable** _____.

Documentation for PART V: Comments that further describe standards for acceptable or not acceptable in Parts I, II, III, or IV.
(Use extra sheets if necessary.)

CAREER AND TECHNICAL EDUCATION: EC EVALUATION

SUBJECT _____ GRADE _____

INSTRUCTIONAL MATERIALS TITLE _____ BID NO. _____

PUBLISHER _____ COPYRIGHT DATE _____

AUTHOR(S) _____ ISBN _____

ADVISOR _____

TEXTBOOK COMMISSION MEMBER _____ MEMBER'S SBE DISTRICT _____

Answer yes to indicate the textbook materials meet the criteria or no to indicate the textbook materials do not meet the criteria.

Appropriateness, Scope, and Resources	<i>Yes</i>	<i>No</i>
1. Content provides for grade appropriate, yet varied cognitive levels, abilities, and learning styles.		
2. Content is relevant, links to prior knowledge, builds background knowledge, and promotes active student engagement.		
3. Materials provide for a variety of exercises, reviews, assessments, and performance tasks, which provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats.		
4. Text and layout are level appropriate, including font, color, spacing legibility, photos, graphics, and captioning.		
5. Supplemental resources include necessary guides such as table of contents, glossary (English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see</i> and <i>see also</i> references, web sites, literature links, and support agencies etc.		
6. Key concepts, skills, vocabulary are identified, developed, reviewed, and reinforced.		
7. Materials provide adequate teacher resources, which include suggestions for remediation, acceleration, extension of learning, integration, feedback, and review.		
8. Materials include a summary of contents, instruction and/or behavioral objectives, supplemental or background information, and answer keys/rubrics.		
9. Materials are well organized, easy to use, comprehensive, durable and reasonably sized, with sufficient material for student use.		
10. Resources accommodate the needs of beginning through veteran teachers.		
11. Technology meets criteria for accuracy, appropriateness, and scope. It is easy to navigate, visually appealing, and includes a Save/Record feature; if applicable.		

Keeping in mind the needs of EC students and their teachers, please give specifics to support both the yes and no responses.

Documentation for yes and no responses

CAREER AND TECHNICAL EDUCATION: EL EVALUATION

SUBJECT _____ GRADE _____

INSTRUCTIONAL MATERIALS TITLE _____ BID NO. _____

PUBLISHER _____ COPYRIGHT DATE _____

AUTHOR(S) _____ ISBN _____

ADVISOR _____

TEXTBOOK COMMISSION MEMBER _____ MEMBER'S SBE DISTRICT _____

*Answer **yes** to indicate the textbook materials **meet the criteria** or **no** to indicate the textbook materials **do not meet the criteria**.*

Appropriateness, Scope, and Resources	Yes	No
1. Content provides grade-appropriate, yet varied linguistic levels, abilities, and learning styles.		
2. Content is relevant, addresses a variety of cultural aspects, links to prior knowledge, builds background knowledge, and promotes active student engagement.		
3. Materials provide opportunities for scaffolding interaction, such as, a variety of exercises, reviews, assessments, and performance tasks (e.g., including sentence frames, word banks, etc.).		
4. Materials provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats (e.g., including the use of the student's first language).		
5. Text and layout are age/proficiency/grade-level appropriate, including font, color, spacing legibility, photos, graphics, and captioning.		
6. Material includes necessary guides such as a table of contents, glossary (e.g., English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see</i> and <i>see also</i> references, websites, literature links, and support agencies, etc.		
7. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced.		
8. Materials provide adequate teacher resources, which include suggestions for acceleration, extension of learning, integration, feedback, and/or review specific to English Learners.		
9. Materials include a summary of contents, instruction and/or behavioral objectives, supplemental or linguistically and culturally relevant background information, and answer keys/rubrics.		
10. Materials are well organized, easy to use, comprehensive, durable and reasonably sized.		
11. Resources accommodate the EL Support needs of beginning through veteran teachers.		
12. Technology is easy to navigate, visually appealing, and ideally includes a screen reader, dictionary, and a Save/Record feature, if applicable.		

Keeping in mind the linguistic needs of EL students and their teachers, please give specifics to support both yes and no responses

<p>Documentation for yes and no responses</p>
--

**NORTH CAROLINA STATE BOARD OF EDUCATION
STANDARD TEXTBOOK CONTRACT**

THIS CONTRACT, by and between the NORTH CAROLINA STATE BOARD OF EDUCATION, hereinafter referred to as the STATE BOARD, and _____ corporation having its principal place of business in _____, hereinafter referred to as SELLER.

WITNESSETH

WHEREAS, the STATE BOARD has authority to enter into this contract under Article 8, Part 3 of Chapter 115 of the General Statutes of North Carolina; and WHEREAS, the STATE BOARD has adopted certain textbooks, identified below, for use in the public schools of North Carolina; and WHEREAS, the SELLER has agreed to sell and the STATE BOARD has agreed to buy as many of said adopted textbooks as may be required by the STATE BOARD during the term of this contract and any extension, subject always to the terms and conditions of this contract.

NOW, THEREFORE, the STATE BOARD and SELLER agree, for themselves, their successors and assigns, as follows:

PART I

(1) Effective Date and Term. This agreement shall become effective on **April 4, 2022** and shall continue in effect through June 30, 2027.

(2) Renewal. The STATE BOARD, solely at its option, may renew this contract on the terms and conditions set forth herein for an additional term of up to two years by providing the SELLER with written notice of its decision to exercise its right to renew no later than March 1 of the fifth year of this contract.

PART II

(3) Prices and Copies Required. During this contract the SELLER will sell and furnish to the STATE BOARD for use in North Carolina public schools, and public and private institutions of higher education in North Carolina that have approved teacher education programs, as many copies of the following textbooks (attached list of adopted titles), at the prices indicated in the vendor's cost proposal spreadsheet, as shall be required to satisfy the demand therefore. SELLER will provide, at no cost, teacher editions for each adopted textbook in the amount of one (1) teacher edition for each teacher using their textbooks in the classroom for the term of the contract. SELLER will also provide, at no cost, one teacher edition or one pupil edition, if teacher edition is not available, for each college with a teacher education department approved by the North Carolina Department of Public Instruction. (Attached list of adopted titles)

(4) Title to Textbooks. Title to textbooks ordered by the STATE BOARD, and risk of loss of said textbooks, shall pass to the STATE BOARD upon actual receipt of said textbooks from SELLER'S carrier and acceptance of said textbooks by the manager of the STATE BOARD'S textbook warehouse. Title to unused textbooks returned to SELLER by the STATE BOARD, and risk of loss of said textbooks, shall pass to SELLER upon actual receipt of said textbooks by SELLER from the STATE BOARD'S carrier.

(5) Time of Payment. Payment for textbooks purchased shall be made within one hundred twenty (120) days of passing of title for said textbooks to the STATE BOARD. At its option, however, the STATE BOARD during the second and subsequent years of this contract may order textbooks and may return any unused textbooks ordered by December 1 of that year, to the SELLER with freight costs paid by the STATE BOARD.

(6) Refund for Unused Books. Unused textbooks which remain in the STATE BOARD'S warehouse upon termination of this contract may be returned to the SELLER for full credit. Payment to the STATE BOARD for unused textbooks shall be made within sixty (60) days of the passing of title back to the SELLER.

(7) Bond. The SELLER has executed and delivered to the STATE BOARD a bond in the sum of \$00.00, payable to the State of North Carolina conditioned upon the faithful and complete performance of this contract and further conditioned with sureties as appear there from. Should the STATE BOARD at any time during the continuance of this contract require additional security or additional bond for the faithful performance of this contract, the SELLER, after thirty days' notice, shall provide additional security or execute and deliver an additional bond as required by the STATE BOARD.

(8) State Appropriations. It is understood that this contract is made subject to State funds being appropriated by the General Assembly for this program.

PART III

(9) Incorporation of Statutes. This contract is executed in accordance with the provision of Article 8, Part 3 of Chapter 115C of the General Statutes of North Carolina. Said statutes are hereby incorporated by reference and made a part of this contract as if fully set forth herein. Specific reference is made to G.S. 115C-95 which provides as follows:

"Every contract made by the Board with the publisher of any school textbook on the State-adopted list shall be deemed to have written Therein a condition providing that if that publisher, during the life of his contract with this State, contracts with any other governmental unit or places that textbook on sale anywhere in the United States for a price less than stipulated in his contract with the State of North Carolina, the publisher shall immediately furnish that textbook to this State at a price not greater than that for which the textbook is furnished, sold or placed on sale anywhere else in the nation."

(10) Incorporation of Other Documents. The STATE BOARD'S Invitation to Submit Textbooks for Evaluation and Adoption, previously provided to the SELLER, and the Cost Proposal Form submitted by the SELLER in response to this Invitation are hereby incorporated by reference and made a part of this contract as if fully set forth herein. In the event of any conflict between any of these documents and this contract, the terms of this contract shall control.

(11) Applicable Law. This contract shall be governed by and construed in accordance with the laws of the State of North Carolina.

PART IV

(12) Revised or Later Copyrighted Editions: The Seller shall furnish to the State Superintendent of Public Instruction the new edition for both the pupil edition and the teacher edition of the new or revised edition with Form B submitted with the new or revised edition. A list of changes must accompany the new or revised edition. All changes will be reviewed to determine as to whether the new edition is substantially similar in all respects so as not to result in inconvenience or confusion to

the teacher or the student. Upon written approval of the substitution by the State Superintendent of Public Instruction, the Seller shall furnish for the remainder of the contract period, and any extension thereof, such revised or later copyrighted edition of the textbook, subject to all the terms of this contract, including price.

(a) Modification. (Digital Text Only) Typographical or editorial changes. Any typographical or editorial change that is made to a digital text must be sent to the State Superintendent of Public Instruction prior to the Seller making any changes electronically in the digital text. The State Superintendent of Public Instruction must have a minimum of 10 business days' notification of typographical or editorial changes that are the result of significant errors in the adopted text. A "significant error" is a factual typographical error that the State Board of Education, Department of Public Instruction or the Seller determines within the context of the intended use of the textbook will substantially interfere with student learning. A change in knowledge that occurs subsequent to publication shall not constitute a significant error.

(b) Revised or Later Edition (Substitutions for Digital Text Only) The Seller may submit for substitution a new edition for the older edition. The Seller shall submit to the State Superintendent of Public Instruction a digital format of the new edition for both the pupil edition and the teacher edition of the new or revised edition with Form M submitted with the new or revised edition. A list of changes must accompany the new or revised edition. All changes will be reviewed to determine as to whether the new edition is substantially similar in all respects so as not to result in inconvenience or confusion to the teacher or the student. Upon written approval of the substitution by the State Superintendent of Public Instruction, the Seller shall furnish for the remainder of the contract period, and any extension thereof, such revised or later copyrighted edition of the textbook, subject to all the terms of this contract, including price.

(13) Manufacturer's Standards. All textbooks provided hereunder shall be manufactured in accordance with the OFFICIAL MINIMUM MANUFACTURING STANDARDS AND SPECIFICATIONS FOR TEXTBOOKS established by the Advisory Commission on Textbook Specifications, or shall exceed such standards. Compliance with such standards does not relieve SELLER of obligations arising out of any other warranties applicable to the textbooks sold hereunder, whether such warranties are expressed or implied.

(14) License. The SELLER grants to the STATE BOARD the license to produce, or to cause to be produced, Braille, large print and audio cassette tape versions of the textbooks included in this contract, to be used solely in the North Carolina public schools for the benefit of handicapped students.

PART V

(15) Time of Delivery. Time of delivery is critical to the STATE BOARD. If SELLER fails to deliver textbooks within forty-five (45) calendar days of the date an order is placed by the STATE BOARD, it is agreed that the STATE BOARD may, in a suit instituted for that purpose, against the SELLER and against the sureties on the bond, recover the sum of one hundred dollars (\$100.00) for each day's delay in receipt of the textbooks. An order is placed when SELLER receives the STATE BOARD'S purchase order and delivery is made on the day the last textbook on said order is received and accepted at the State Textbook Warehouse. Should the SELLER determine that he will be unable to make timely delivery, he may request an extension of time for delivery. This request may be granted at the discretion of the State Superintendent, but may not be unreasonably withheld. If written approval for extension is granted, liquidated damages will not be assessed, unless the textbooks are not delivered within the period of the extension.

(16) Access to Instructional Material. (Digital Text Only) It is of critical importance to the State Board of Education that students have access to digitized instructional material at school and at home. If the Seller fails to provide access to digitized instructional material for more than 3 hours between the hours of 8:00 A.M. and 10:00 P.M. Sunday through Friday for more than a 10-day period within the school year, it is agreed that the State Board may institute legal action, against the Seller and against the sureties of the bond to recover the sum of one hundred (\$100.00) for each day without access to the digitalized instructional material, plus any other damages or fees to which the State Board is legally entitled.

(17) Priority Delivery. The SELLER will make no delivery of any textbook included in this contract to any local school authority, public or private institution of higher education, or other educational agency in this State while any pending order of the STATE BOARD is unfilled, except upon approval by the State Superintendent.

PART VI

(18) Errors in textbooks

(a) Express Warranty

The SELLER will make commercially reasonable efforts to correct all factual and typographical errors found in the adopted textbooks before textbooks are shipped to North Carolina and shall expressly warrant that those errors are corrected prior to shipment.

(b) Affidavit

Each SELLER shall file an affidavit signed by an authorized official of the company certifying that all of its textbooks to be shipped to North Carolina have been thoroughly examined for factual and typographical errors and to the best of his/her knowledge the textbooks are free from such errors. Such affidavit must be filed with DPI Procurement Office, prior to the shipment of any text.

(c) Errors Identified by Seller Subsequent to Textbook Shipment

1. The SELLER shall immediately notify DPI of any factual or typographical errors it identifies subsequent to shipment.
2. The SELLER shall correct any factual or typographical errors identified by the SELLER subsequent to shipment no later than June 30 of the initial contract year and annually thereafter by sending errata sheets as prescribed by applicable sections of the current edition of the Chicago Manual of Style.
3. The SELLER shall correct any significant errors identified by the SELLER by sending errata sheets as prescribed by applicable sections of the current edition of the Chicago Manual of Style within 30 calendar days of identification.
4. Whenever the total number of identified significant errors, as defined below, exceeds 1% of the total number of pages in the text; the SELLER will pay to the SBE \$100.00 in liquidated damages for every additional significant error that the SELLER identifies.

(d) Errors identified by the SBE and others subsequent to Textbook Shipment

1. The SELLER shall correct any factual or typographical errors identified by the SBE, DPI, local boards of education or any of their officials, employees or agents by sending errata sheets as prescribed by applicable sections of the current edition of the Chicago Manual of Style no later than the following June 30 of the year.
2. The SELLER shall correct any significant errors identified by the SBE, DPI, local boards of education or any of their officials, employees or agents by sending errata sheets as prescribed by applicable sections of the current edition of the Chicago Manual of Style within 30 calendar days of notification to the SELLER.
3. Whenever the total number of identified significant errors, as defined below, exceeds 1% of the number of pages in the text, the SELLER shall pay to the SBE \$500.00 in liquidated damages for every additional significant error that the SBE, DPI, local boards of education or any of their officials, employees or agents identifies in the text prior to the SELLER's identification of that error and notification of the SBE under paragraph 17(c)(1) of this Part.

(e) Failure to Correct Errors

The SELLER's failure to correct errors, as set forth herein, will be deemed a breach of this contract. The SBE will be entitled to pursue any and all remedies available to it.

(f) Definitions

1. "Textbook" means systematically organized material comprehensive enough to cover the primary objectives outlined in the standard course of study for a grade or course. Formats for textbooks may be print or non-print, including hardbound books, softbound books, activity-oriented programs, classroom kits, and technology-based programs that require the use of electronic equipment in order to be used in the learning process. Textbook also includes any instructional materials intended for use by the teacher.
2. A "significant error" is a factual or typographical error that the SBE or DPI determines within the context of the intended use of the textbook will substantially interfere with student learning. A change in knowledge that occurs subsequent to publication shall not constitute a significant error. A significant error repeated in a single item or contained in both the student and teacher components of instructional material shall be counted once for the purpose of determining liquidated damages.

PART VII

(19) Entire Understanding. This contract represents the entire understanding of the parties and shall not be modified or altered in any way except by written instrument executed by both parties. Assignment of SELLER'S obligations under this contract, in whole or in part, is a modification of this contract and shall not be accomplished without the prior written agreement of the STATE BOARD.

(20) Continuations of Rights under Existing Contracts. This contract is not intended to be a novation of or substitution for any existing contract(s) between the STATE BOARD and the SELLER and shall not alter, amend, diminish, or extinguish the parties' rights or obligations under any existing contract(s).

IN WITNESS WHEREOF, the STATE BOARD has caused this contract to be executed by its Chairman and Secretary and the Seal of the STATE BOARD to be hereto affixed, and the SELLER

has caused the same to be executed by its President, or other duly authorized officer, attested by its Secretary, and its common seal to be hereto affixed, all by an order and resolution of its Board of Directors, duly passed.

THE STATE BOARD OF EDUCATION

SELLER

SECRETARY (STATE BOARD)

PRESIDENT (SELLER)

Approved as to form:

ATTEST

Legal Counsel Date
(BOARD'S SEAL)

SECRETARY(SELLER) Date
(SELLER'S SEAL)

Bond No. _____

State of North Carolina Surety Bond

KNOW ALL MEN BY THESE PRESENTS, That _____,
doing business in the city of _____, in the State of _____,
as principal, and _____

as surety, are held and firmly bound unto the State of North Carolina in the penal sum of
_____ Thousand dollars, to the payment of which sum we bind ourselves,
our heirs, assigns, successors, and representatives.

Given under our hands and seals, this the _____ day of _____ 20 ____.

The condition of this bond is that if the said _____
shall well and truly observe, keep, maintain, and preserve, the terms of the agreement hereto attached,
made with the State Board of Education of the State of North Carolina for the sale, supply, distribution,
and furnishing of textbooks mentioned in the said contract for the public schools in the said State of
North Carolina, and shall faithfully, honestly, and exactly perform their said contract, and shall do the
acts and deeds as by said agreement and the laws of the State are required and enjoined, and will pay all
reasonable attorneys' fees in case of recovery in any suit upon this bond, the same shall be null and void;
otherwise, in full force and effect. And it is further provided, as required by the law of the State of
North Carolina establishing a Textbook Commission, and so understood and agreed by both principal
and sureties hereto, that this bond shall not be exhausted by a single recovery, but may be sued on from
time to time until the full amount thereof shall be recovered.

WITNESS our hands and seals, this the _____ day of _____ 20 ____.

(Witness)

(Witness)

Print Name of Principal

Signature of Officer of the Principal

Print Name of Attorney-in-Fact

Signature of Attorney-in-Fact

AUTHORITY TO SUBMIT BIDS FOR TEXTBOOKS

Pursuant to issuance of the 2021 *Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina*, the signer agrees that, if this bid is accepted in due course by the offeree, the company will enter into a contract with the North Carolina State Board of Education to provide said Board with its public school requirement for the textbooks listed below at the prices quoted. The Contract to be entered into shall be in accordance with the contract example included in the 2021 *Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina*. Please furnish the following information for completing a textbook contract, if adopted.

COMPANY

Address of Principal Place of Business

City, State, Zip

PRESIDENT or DESIGNEE

Print

PRESIDENT or DESIGNEE

Signature

DATE

Please check one:

Corporation _____

Partnership _____

Sole Proprietorship _____

Other (designate) _____

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

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

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

TITLE	Grade Level or Course Title	ISBN	Publisher	Copyright/ Edition	NIMAS Compliant Files? Yes or No (See attachment 7)	Net Wholesale	NC Warehouse Allowance	Bid Price
Mathematics: 9-12								
Mathematics Course 1 Student Edition	NC Math 1	9781234567891	ABC Publishing	2021	Yes	55.00	4.40	50.60
Mathematics Course 1 Teacher Edition	NC Math 1	9782345678912	ABC Publishing	2021	Yes	70.00	5.60	64.40
Mathematics Course 1 Digital Edition	NC Math 1	9782345678912	ABC Publishing	2021	Yes	70.00	5.60	64.40
Net Wholesale Price (Lowest prices available in U.S.), f.o.b. Publisher NC Warehouse Allowance: Calculated at 8% of the net wholesale price Bid Price: Warehouse allowance deducted from the net wholesale price *See page 10 of this Invitation for more information on cost calculation.								

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

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

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

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

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

TITLE	Grade Level or Course Title	ISBN	Publisher	Copyright/ Edition	NIMAS Compliant Files? Yes or No (See attachment 7)	Net Wholesale	NC Warehouse Allowance	Bid Price
Career and Technical Education (CTE)								
CTE Course 1 Student Edition	6	9781234567891	ABC Publishing	2021	Yes	55.00	4.40	50.60
CTE Course 1 Teacher Edition	6	9782345678912	ABC Publishing	2021	Yes	70.00	5.60	64.40
CTE Course 1 Digital Edition	6	9782345678912	ABC Publishing	2021	Yes	70.00	5.60	64.40
Net Wholesale Price (Lowest prices available in U.S.), f.o.b. Publisher NC Warehouse Allowance: Calculated at 8% of the net wholesale price Bid Price: Warehouse allowance deducted from the net wholesale price *See page 10 of this Invitation for more information on cost calculation.								

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

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

FORM B

STATE OF NORTH CAROLINA

STATEMENT OF PUBLISHER SUBMITTING TEXTBOOKS FOR ADOPTION

One copy of this form signed by an official of the publishing company submitting books for adoption must be attached to the inside front cover of at least one official sample textbook submitted, plus additional copies when requested by the adopting agency.

Name of Publisher _____
 Address _____
 Title offered for adoption _____
 Grade level/course _____
 Copyright and edition _____ ISBN No. _____
 DPI Identification Number _____

CLASS OF TEXTBOOK:

A ___ B ___ C ___ D ___ E ___ F ___ AA ___ BB ___ CC ___ College ___ Meets MSST
 College ___ Meets with approved deviations
 Grades 9 - 12 only, Class I ___ Class II ___ College ___ Does Not Meet MSST

PAPER: Basis weight _____ lbs.

PRINTING: Printing Symbol: _____
 Margins: Back _____ " Head _____ " Front _____ " Foot _____ "

BINDING:

Number of pages (total) _____ Pages per signature _____ Bulk _____ "
 Trim size: Width _____ " Height _____ " Endsheets _____ lbs
 Inserts: Number and kind _____
 Method of attachment _____
 Transparent overlays: Number and kind _____
 Method of attachment _____
 Reinforcements: Visible drill joints _____ Concealed muslin joints _____
 Binding method: Sewed _____ Stitched _____ Adhesive _____
 Wires: Side _____ Saddle _____ Mechanical _____
 Lining up: Supers: Number _____ Headbands _____ Tightback _____

COVERS: Cover boards: Thickness in points _____
 Cover material: Non woven: Type II _____ Type III _____
 Woven fabric group designation _____
 Non-consumable soft-cover texts, Class AA ___ BB ___ CC ___
 Other _____

Cover graphics: Lithographed ___ Screened ___ Stamped ___ Other ___

Cover top coating: _____

SPECIAL FEATURES _____

The undersigned publisher submitting the textbook stated herein certifies (on the basis of tests of materials in their original conditions and in respect to the mechanical specifications employed in manufacture) that the filed sample conforms in every respect to the Manufacturing Standards and Specifications for Textbooks in the State of North Carolina with the exception of: (explain deviations fully below or on a separate sheet).

WARRANTY OF PUBLISHER Form B (continued)

And the undersigned Publisher agrees, in the event the contract for supplying the textbook listed herein is awarded to it, that:

Official sample conforms: texts supplied will conform	1. The official sample confirms to or exceeds in every particular the Manufacturing Standards and Specifications for Textbooks including applicable temporary, supplemental adoptions and amendments, and that all copies subsequently furnished under such contract will be identical to or the equivalent of the official sample, and will likewise conform to or exceed these same specifications.
Official sample does not conform; texts supplied will conform	2. Although the official sample deviates in certain particulars delineated herein from the <i>Manufacturing Standards and Specifications for Textbooks</i> including applicable temporary, supplemental adoptions and amendments, all copies subsequently furnished under such contract will conform to or exceed every specification.
Official sample conforms except for stated deviations; texts supplied will conform except for stated deviations	3. The official sample conforms to or exceeds every specification of the <i>Manufacturing Standards and Specifications for Textbooks</i> including applicable temporary, supplemental adoptions and amendments, except for those deviations expressly delineated herein, and all copies subsequently furnished under such contract will be identical to or the equivalent of the official sample, and will conform to or exceed every specification of the Manufacturing Standards and Specifications for Textbooks including applicable temporary, supplemental adoptions and amendments except for those expressly delineated and accepted by the adopting agency.
Official sample does not conform; texts supplied will not conform	4. Neither the official sample, nor copies subsequently furnished under such contract, will conform to any particular specification of the <i>Manufacturing Standards and Specifications for Textbooks</i> including applicable temporary, supplemental adoptions and amendments, although all copies furnished under such contract will be identical to or the equivalent of the original sample.

The undersigned publisher agrees to be bound under Clause One, Two, Three, and Four of this warranty. The Publisher shall furnish to the state for appropriate testing, when requested, samples of materials used in this publication.

Signed _____

Name _____

Title _____

Company _____

Date _____

Revised 12/2019

FORM M

STATE OF NORTH CAROLINA

STATEMENT OF PUBLISHER SUBMITTING ELECTRONIC MEDIA FOR ADOPTION

One copy of this form signed by an official of the publishing company submitting electronic media for adoption must be submitted to the adopting agency.

Name of Publisher _____

Address _____

Title of Textbook (Core Instructional Program) _____

Title of Electronic-based Program (if different from textbook) _____

Copyright/Version _____

ISBN _____

Medium	Industry Standard	Contact
Audio Compact Disc	ANSI Standard (Red Book)	info@ansi.org
CD-ROM	ANSI (Yellow Book)	info@ansi.org
DVD	DVD Forum Standard	http://www.dvdforum.org/forum.shtml
DVD-ROM	DVD Forum Standard	http://www.dvdforum.org/forum.shtml
Online	W3C Recommendations	https://www.w3.org

DEVIATIONS

The publisher submitting the electronic medium stated herein certifies (on the basis of tests of materials in their original conditions and in respect to the mechanical specifications employed in manufacture) that the filed sample conforms in every respect to the industry standard for that medium with the exception of the following: (explain deviations fully below or on a separate sheet.)

FORM M (Continued)
WARRANTY OF PUBLISHER

And the undersigned publisher agrees, in the event the contract for supplying the textbook listed herein is awarded to it, that:

Official sample confirms: texts supplied will conform	1. The official sample conforms to or exceeds in every particular the industry standard for the medium, and that all copies subsequently furnished under such contract will be identical to or the equivalent of the official sample, and will likewise conform to or exceed these same specifications.
Official sample does not confirm: texts supplied will confirm	2. Although the official sample deviates in certain particulars delineated herein from the industry standard for the medium, all copies subsequently furnished under such contract will conform to or exceed every specification.
Official sample conforms except for stated deviations; texts supplied will conform except for stated deviations	3. The official sample conforms to or exceeds every specification of the industry standard for the medium, except for those deviations expressly delineated herein, and all copies subsequently furnished under such contract will be identical to or the equivalent of the official sample and will conform to or exceed every specification of the Manufacturing Standards and Specifications for Textbooks including applicable temporary, supplemental adoptions and amendments, except for those expressly delineated and accepted by the adopting agency.
Official sample does not conform; text supplied will not conform	4. Neither the official sample, nor copies subsequently furnished under such contract, will conform to any particular specification of the industry standard for the medium, although all copies furnished under such contract will be identical to or the equivalent of the original sample.

The undersigned Publisher agrees to be bound under Clause One, Two, Three, and Four of this warranty. The publisher shall furnish to the state for appropriate testing, when requested, samples of materials used in this publication.

Signed _____

Name _____

Title _____

Company _____

Date _____

ACCESSIBLE ELECTRONIC FILES OF PUBLISHER MATERIALS

Electronic files of print and non-print textbook materials are needed to ensure the timely production of the materials in specialized formats (e.g., Braille). The NC Department of Public Instruction has adopted the National Instructional Materials Accessibility Standard (NIMAS) in accordance with the Individuals with Disabilities Education Improvement Act of 2004 (P.L. 108-446), for the purpose of providing instructional materials to blind students or other students with disabilities. The Department is also coordinating with the National Instructional Materials Access Center (NIMAC), which is serving as a repository for publishers' compliant files.

Additional information about NIMAS: <http://aem.cast.org/>

Additional information about NIMAC: <http://www.nimac.us/>

Publishers will submit NIMAS-compliant files of state adopted textbooks and other core textbook materials by **April 4, 2022**. These files will be submitted to either the Textbook Warehouse (Attention: Judy Blount) or NIMAC using the ISBNs submitted for NC adoptions. Should a publisher opt not to send files for a particular book, it must provide the Textbook Warehouse with the textbook in the specialized requested format at the same time as print materials are delivered.

A separate file listing the structure of the primary files must be provided to the Textbook Warehouse (Attention: Judy Blount at judy.blount@dpi.nc.gov. This file should be labeled DISKLIST.TXT.) In addition, all special instructions (e.g., merging of materials such as marginal notes kept in a separate file) should be noted in this file.

Efforts should be made to update files to duplicate exactly the adopted print or non-print version of the textbook materials including corrections and changes.

When files are accepted by NIMAC, please notify Judy Blount at judy.blount@dpi.nc.gov and provide her with notice that files have been sent to NIMAC.

AFFIDAVIT

STATEMENT OF PUBLISHER SUBMITTING INSTRUCTIONAL MATERIAL FOR ADOPTION TO THE NORTH CAROLINA STATE BOARD OF EDUCATION

One copy of this form signed by an official of the Publishing Company submitting instructional material for adoption must be sent to the Department of Public Instruction with the Contract and Surety Bond.

Name of Publisher: _____

Address: _____

Title(s) Offered for Adoption: **(Please list all titles submitted along with ISBN number. A separate list may be attached.)** _____

The undersigned certifies that he/she is authorized to and does certify that the above named textbook(s) has/have been proofread for factual and typographical errors, and to the best of my knowledge will be free from such errors.

Signed _____

Name _____

Title _____

Company _____

Date _____

Subscribed and sworn to before me this _____ (date).

(Signature and seal of notary public)

Notary Public

My commission expires: _____ (date).

Bid Submission Checklist
(see pages 12 – 14 for complete details)

Bid proposals must be submitted both electronically and as hard copies as described in the bid proposal information section of the Invitation.

	<u>Bid Submission Checklist</u>	<u>Reference(s)</u>
•	Submit written questions regarding the 2021 Invitation	page 9
•	Request bid identification numbers	page 9-10
•	Submit a completed bid proposal which must include: <ul style="list-style-type: none"> <input type="checkbox"/> The entire 2021 Invitation <input type="checkbox"/> A completed transmittal letter <input type="checkbox"/> Authority to Submit Bids for Textbooks completed <input type="checkbox"/> Cost proposal spreadsheet with costs <input type="checkbox"/> Cost proposal spreadsheet without costs 	pages 10, 12 – 14 page 13 Attachment 3 pages 13-14 Attachment 4
•	Submit a USB flash drive (submit with the hard copy only) which must include: <ul style="list-style-type: none"> <input type="checkbox"/> A signed, original copy of the bid proposal <input type="checkbox"/> Cost proposal spreadsheet (Excel spreadsheet) with costs <input type="checkbox"/> Cost proposal spreadsheet (Excel spreadsheet) without costs 	page 12
•	Submit a current catalog which includes the materials submitted for adoption	page 12
•	Submit electronic copies using the NC site for publishers	pages 10, 12
•	Mail hard copies to DPI: <u>2021 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina</u> <u>NC Department of Public Instruction</u> <u>Attn: Dr. Carmella Fair, Digital Teaching and Learning</u> <u>301 N. Wilmington Street</u> <u>Raleigh, NC 27601</u>	pages 12 & 116

Bid Sample Materials Checklist
(see pages 15 – 18 for complete details)

Publishers will submit bid sample materials electronically through the NC site for publishers. NCDPI will provide access to the site to publishers who request bid identification numbers.

	Bid Sample Materials Checklist	Reference(s)
•	Publishers must provide print materials in electronic PDF format.	pages 1, 15, 19
•	Publishers must provide access information (url, login information, etc) for technology-based programs or other non-print materials in the NC site for publishers.	pages 15, 19
•	<p>Publishers submitting technology-based programs or other non-print materials must provide specific instructions on how to navigate all submitted digital materials through their online platform.</p> <p>Navigation instructions may be provided by video or screen cast no longer than 10 minutes in length and/or in an electronic document.</p>	pages 2, 15, 16, 19-20
•	<p>Correlations to the North Carolina Standard Course of Study for Mathematics are required for each submission and must be provided through the NC site for publishers.</p> <p>Correlations to the North Carolina Standard Course of Study for Career and Technical Education are required for each submission and must be provided through the NC site for publishers.</p>	page 20
•	DPI official bid samples must include all bid items listed on the cost proposal spreadsheet (print, technology-based and nonprint). DPI Official Samples must be mailed to the Textbook Warehouse.	pages 16 – 17
•	DPI official bid samples must include Form B and Form M as described in the Invitation.	Page 17

REQUIREMENTS

Textbook materials not submitted in accordance with the requirements set forth within this Invitation will not be considered or adopted. **Nothing will be accepted after any of the deadlines listed in the 2021 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina.**

ALL bid submissions must be delivered to the following:

2021 Invitation to Submit Textbook for Evaluation and Adoption in North Carolina
NC Department of Public Instruction
Attn: Dr. Carmella Fair, Digital Teaching and Learning
301 N. Wilmington Street
Raleigh, NC 27601

ALL inquiries regarding identification number assignment must be in writing and emailed to:

Dr. Carmella Fair
Instructional Resource Consultant
Digital Teaching and Learning Division
Textbook Adoption Services
North Carolina Department of Public Instruction
Email: nctextbooks@dpi.nc.gov

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

Dr. Carmella Fair
Instructional Resource Consultant
Digital Teaching and Learning Division
Textbook Adoption Services
North Carolina Department of Public Instruction
Telephone: (919) 807-3214
Email: nctextbooks@dpi.nc.gov

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