

NC Textbook Commission Meeting

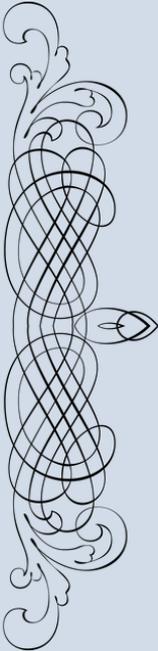
April 23, 2021

Agenda

- **Welcome**
- **Approval of Minutes**
- **Roll Call**
- **Meeting Norms**
- **9-12 Mathematics Overview and Criteria Training**
- CTE Overview and Criteria Training
- Exceptional Children and English Learner Considerations
- Evaluation Platform Demonstration
- Invitation 2021 Update
- Textbook Evaluation Advisor Recruitment/Selection
- Next Steps/Q & A
- Closing

Meeting Norms

- **Be ready**
 - Ensure that your equipment working
 - Join the meeting early to be sure you are connected appropriately
- **Mute yourself if you are not talking**
 - Prevent background noise
- **Be present**
 - Avoid texting and emailing during the meeting
- **Participate**
 - Identify yourself when you speak.
 - Comment and ask questions



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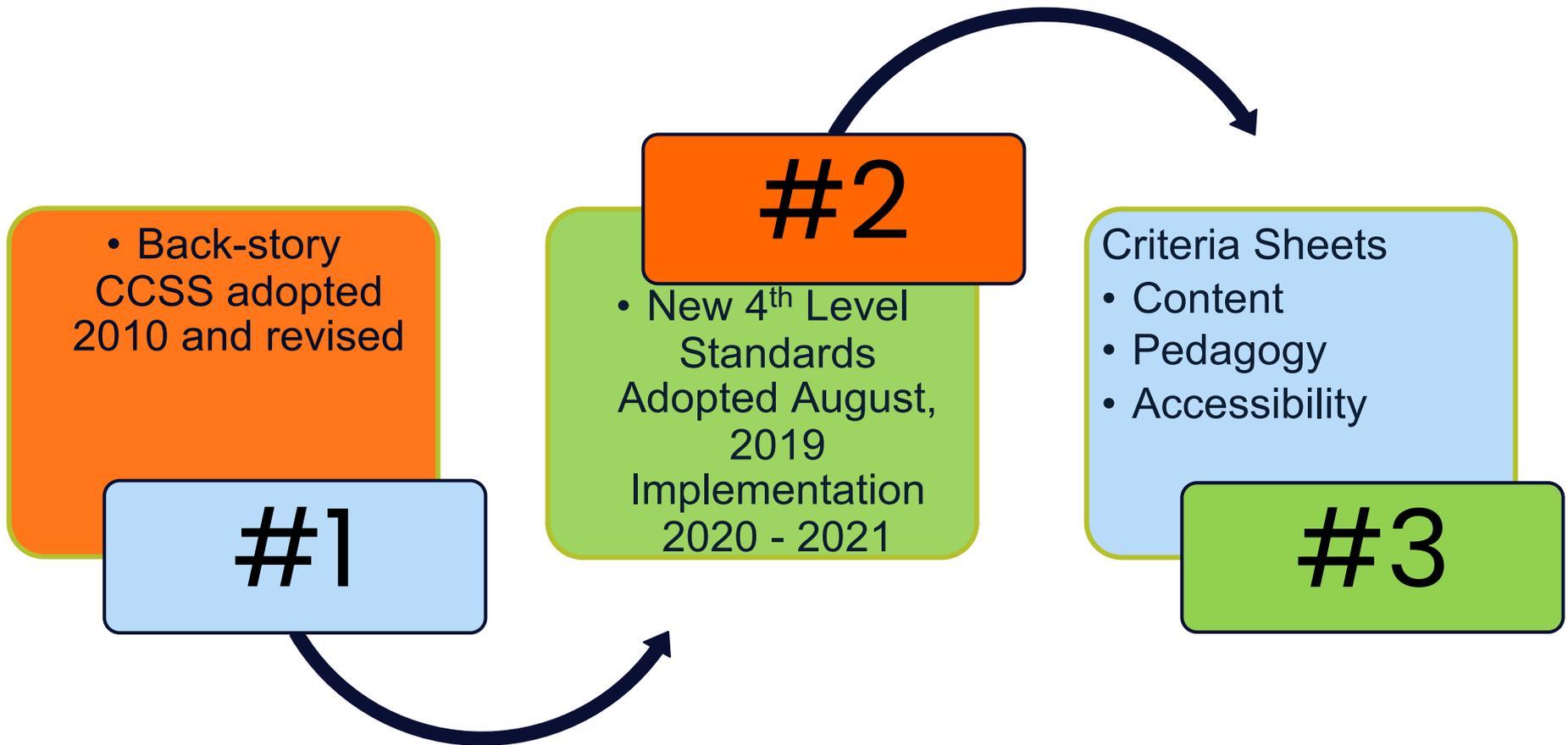
9-12 Mathematics Overview and Criteria



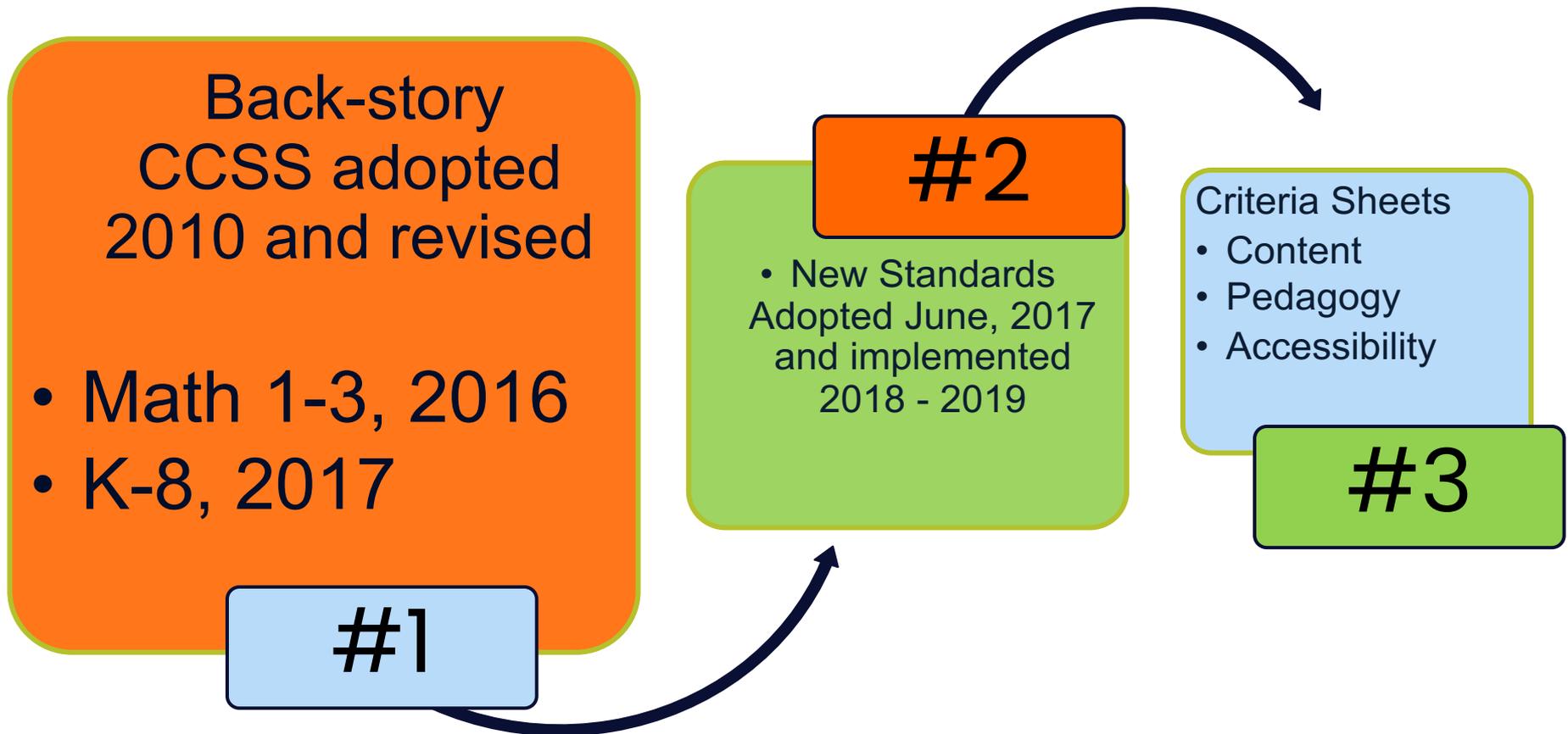
March 19, 2021
NCDPI Mathematics Team



Ms. Beverly G. Vance, Section Chief
K-12 Mathematics/Science/STEM
Standards, Curriculum & Instruction Division



Textbook Commission Meeting: 9-12 Mathematics Criteria Training



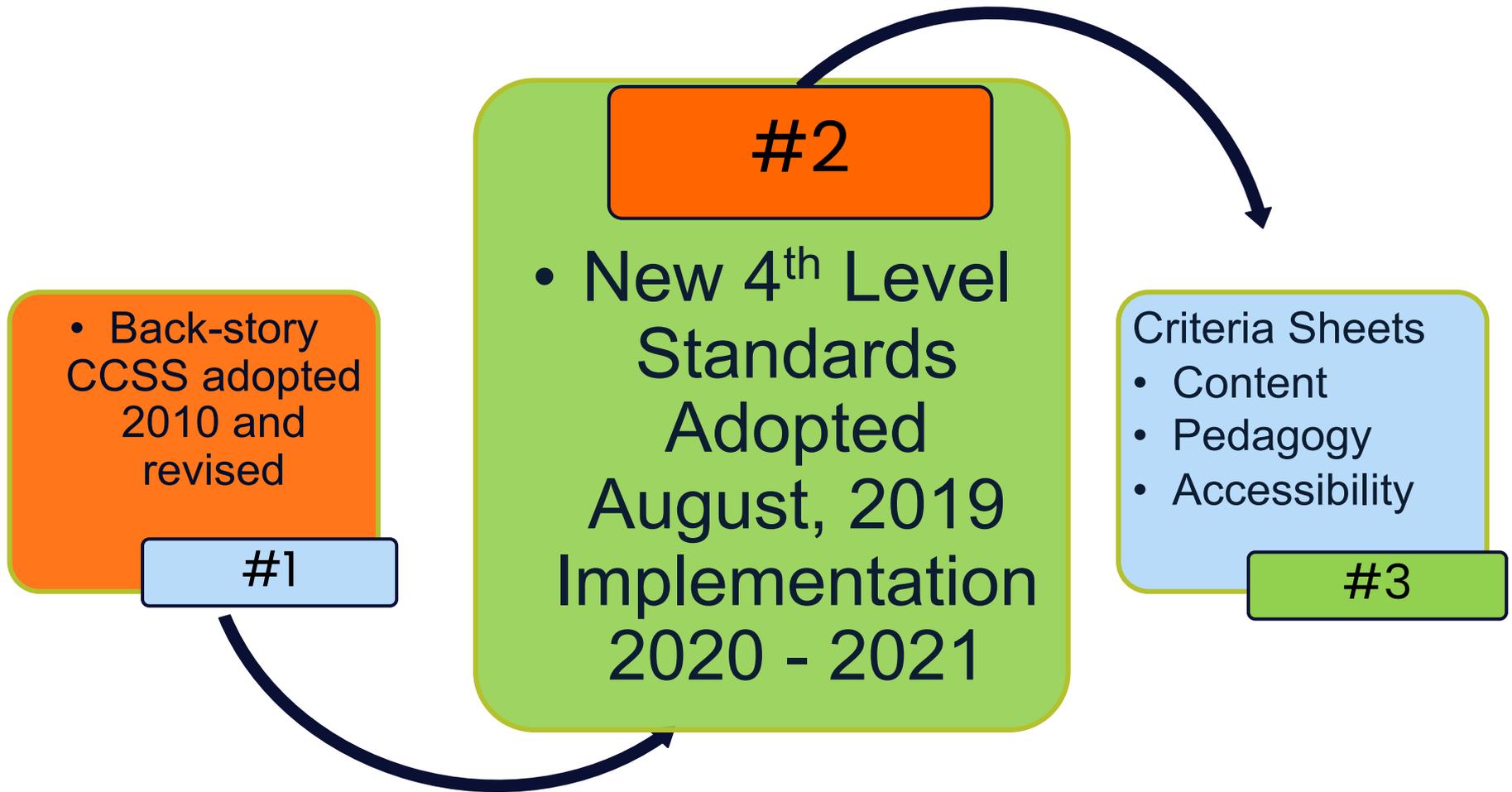
1. Back-story

NC Mathematics Writing Team



Instructional Coaches	Curriculum Directors	Administrators
Teachers	Higher Ed	Accountability Staff
EC & EL Curriculum Staff	School Readiness Staff	External Business Stakeholders

Textbook Commission Meeting: 9-12 Mathematics Criteria Training

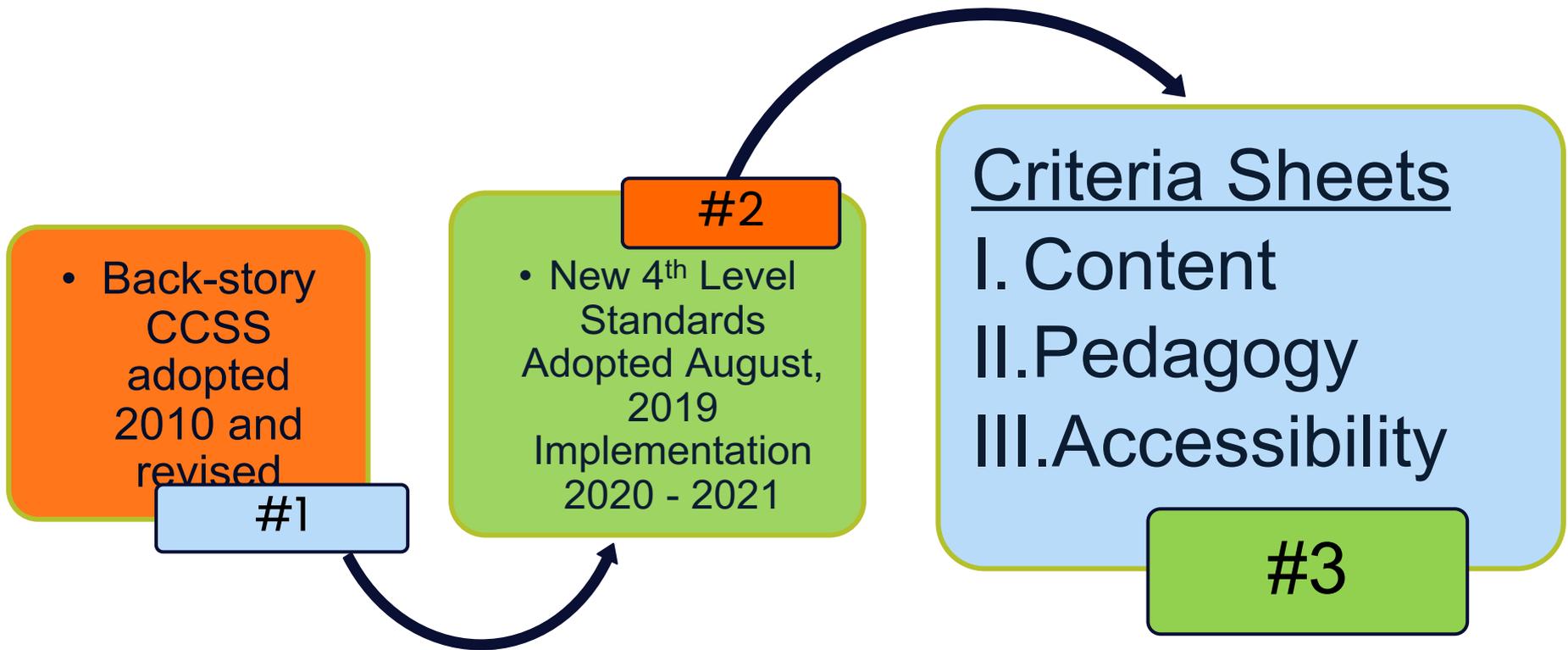


2. New Standards: 4th Level Mathematics

- Recommendations Approved by the SBE 2019
 - Revised Precalculus Standards
 - Revised Discrete Mathematics Standards that connect more closely to computer programming/coding; New standards – Discrete Mathematics for Computer Science
 - Created NC Math 4 Standards that build on NC Math 3
- Revised Bloom's Taxonomy used to develop 4th Level Math Standards
- New Standards documents include course description to assist with aligning the fourth course with the student's post high school plans.
- Major Changes to Math 1, 2 & 3 Standards



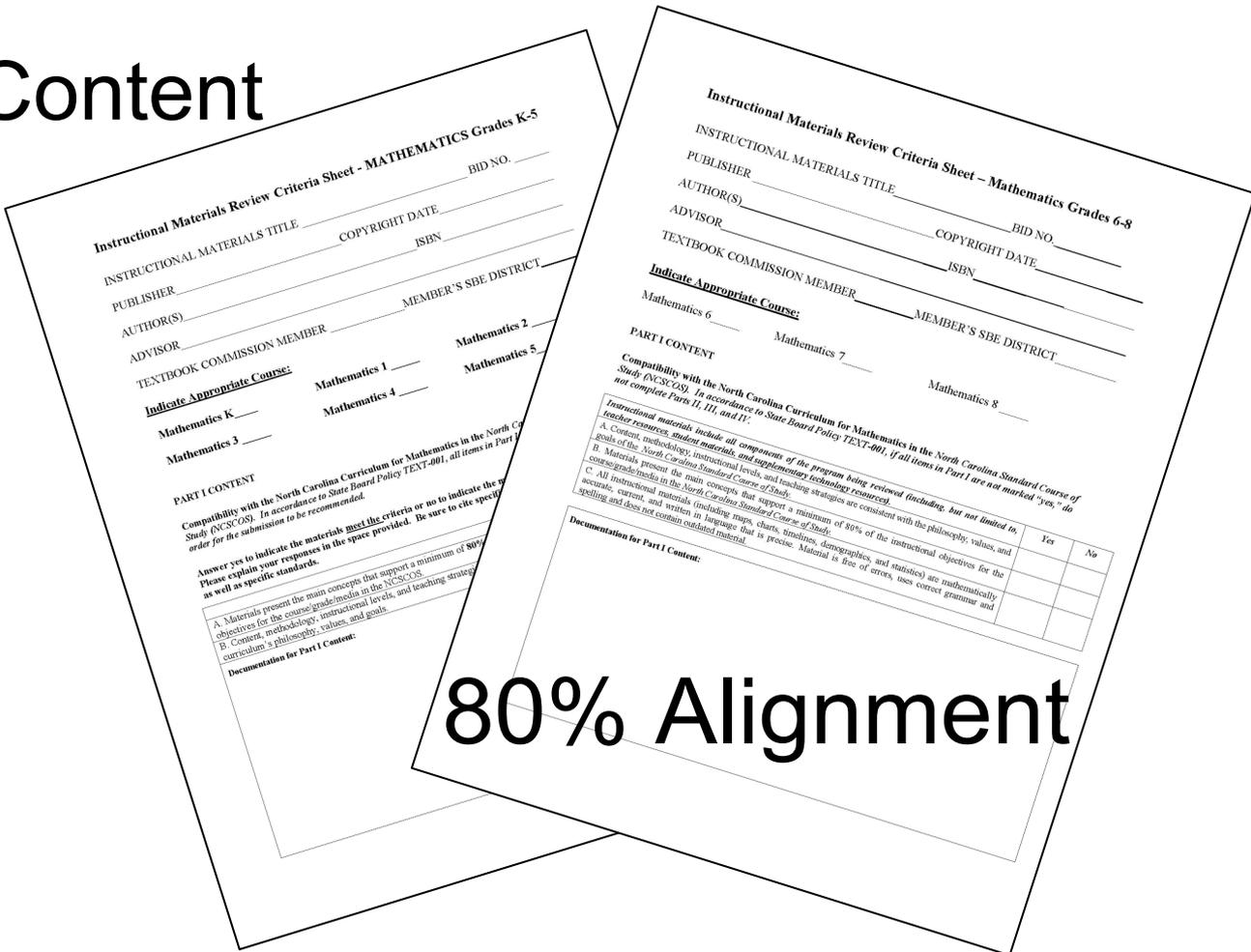
Textbook Commission Meeting: 9-12 Mathematics Criteria Training



3. Criteria Sheets

9-12 Mathematics Instructional Materials Review

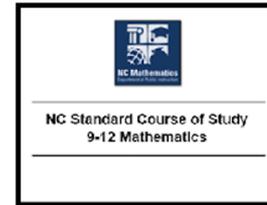
Part I: Content



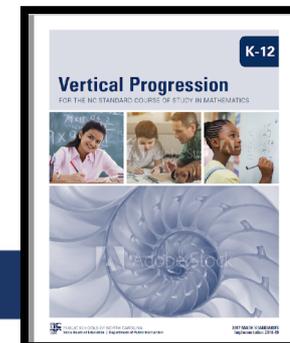
80% Alignment

Standards Documents

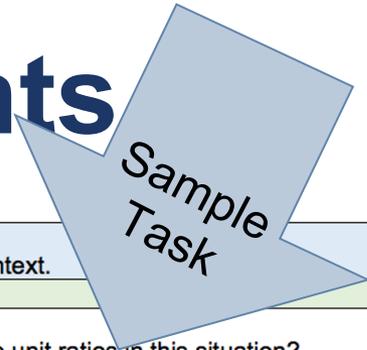
- 9-12 Standards Documents
- Standards Comparisons
- Major Revisions
- Unpacking Documents
- Vertical Progression Document

This is a table of contents for the '2017-18 Mathematics Standards' document. It is organized by grade level, starting with 'Kindergarten' and continuing through 'Grade 8'. Each grade level has a corresponding page number listed in the right-hand column.This table provides a summary of the 2017-18 Mathematics Standards. It is divided into three columns: 'K-2 Grade', '3-5 Grade', and '6-8 Grade'. Each column lists the specific standards for that grade band, such as 'NC.2.1.1' for Kindergarten or 'NC.8.1.1' for Grade 8. The table also includes a 'Major Revisions' section on the left side.

This is an 'unpacking' document for the standard NC.8.1.1. It includes a 'Standard' section with the text: 'Understand ratio concepts and use ratio reasoning to solve problems. NC.8.1.1 Understand that ratios can be expressed as equivalent unit rates by finding and interpreting both unit rates in context.' Below this, there are several 'Examples' and 'Tasks' that illustrate how to apply this standard. For instance, one example asks: 'Example: On a bicycle Jack can travel 20 miles in 4 hours. What are the unit rates in this situation?' and another task asks: 'Example: Find the unit ratios for a candy bar for 3 boxes.' The document also includes a 'Check for Understanding' section with a table of questions and answers.



The Unpacking Documents



Understand ratio concepts and use ratio reasoning to solve problems.

NC.6.RP.2 Understand that ratios can be expressed as equivalent unit ratios by finding and interpreting both unit ratios in context.

Clarification

This standard asks for students to understand that unit ratios are any ratio in which one of the quantities being compared in the ratio has the value of 1. For ratios that compare two quantities, two unit ratios are possible to find, unless the ratio is 1:1.

For example: In the ratio of 50 dollar for 10 hours of work, the unit ratios are 1 dollar for 1/5 hour of work and 5 dollars for 1 hour of work.

It is important for students to understand that:

- Unit ratios are equivalent to the original ratio.
- Finding the unit ratios reveals the two rates.

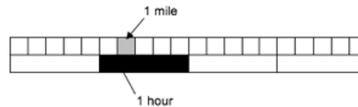
These understandings allow students to interpret the unit ratio in context.

Unpacking & Clarification

Checking for Understanding

Students should be able to find and interpret unit ratios in context.

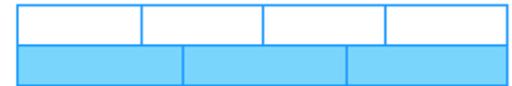
Example: On a bicycle Jack can travel 20 miles in 4 hours. What are the unit ratios in this situation?



Solution: In this drawing, we can see the two unit ratios, 5 miles in 1 hour and 1 mile in 1/5 hour. This could also be shown as a double number line.

Example: Find the unit ratios for 4 candy bars for 3 dollars.

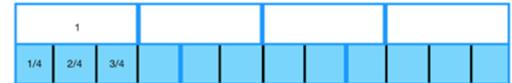
Solution: This student first created a visual representation based on a double number line.



For the first unit ratio, find how many candy bars for 1 dollar. This means we only need 1/3 of the 3 dollars. In order to keep equivalent ratios, break the candy bars into thirds. From this, 4/3 of a candy bar relates to 1 dollar.



For the second unit ratio, find how much 1 candy bar cost. This means that we only need 1/4 of the 4 candy bars. In order to keep equivalency, break the dollars into fourths (quarters). From this 1 candy bar cost 1/4 of a dollar.



Example: There are 240 students in the 6th grade with 12 teachers.

- What are the unit ratios?
- Explain the meaning of each unit ratio.

Solution: As the numbers become too big for models, students can use the concepts from the models and apply to a ratio table.

Students	?	240
Teachers	1	12

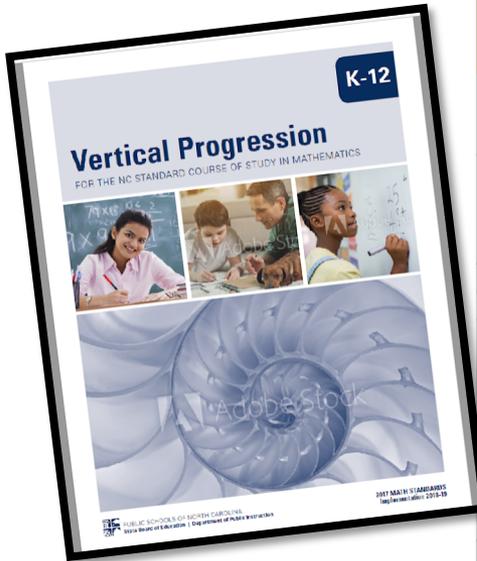
When working with ratios, the focus is on multiplication. What is 12 multiplied by to get 1. This gives a scale factor that can be used on the other quantity, students. $12 \cdot \frac{1}{12} = 1$ and $240 \cdot \frac{1}{12} = 20$ which produces the unit ratio of 20 students to 1 teacher.

The same process can be used for the other unit ratio. $240 \cdot \frac{1}{240} = 1$ and $12 \cdot \frac{1}{240} = \frac{1}{20}$ which produces a unit ratio of 1 student to 1/20 of a teacher.

Students	1	240
Teachers	?	12

K-12 Standards Vertical Progression

Major Strands of NC SCOS for K-12 Mathematics



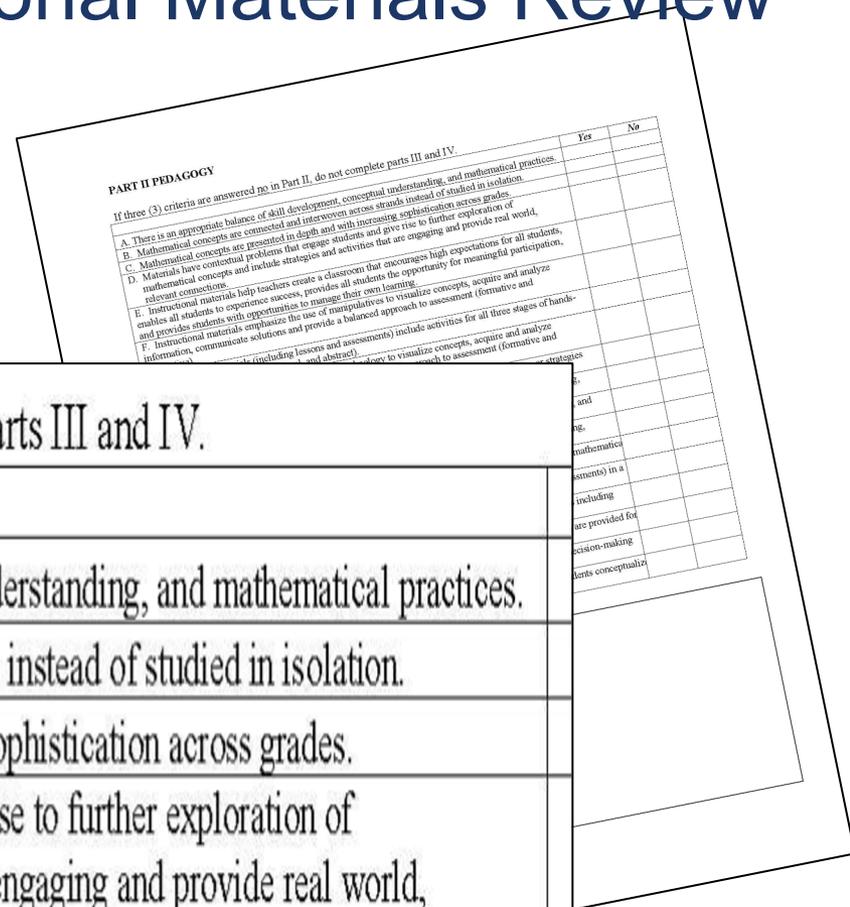
STRAND	GRADES/COURSE																Strand Abbreviations
	K	1	2	3	4	5	6	7	8	M1	M2	M3	M4	DCS	PC		
Counting and Cardinality	✓																CC
Operations and Algebraic Thinking	✓	✓	✓	✓	✓	✓											OA
Number and Operations in Base Ten	✓	✓	✓	✓	✓	✓											NBT
Number and Operations-Fractions				✓	✓	✓											NF
Measurement and Data	✓	✓	✓	✓	✓	✓											MD
Geometry	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					G
Ratio and Proportional Relationships							✓	✓									RP
The Number System							✓	✓	✓								NS
Expressions and Equations							✓	✓	✓								EE
Statistics and Probability							✓	✓	✓	✓	✓	✓	✓	✓	✓		SP
Functions									✓	✓	✓	✓	✓	✓	✓	✓	F
Number and Quantity										✓	✓	✓	✓	✓	✓	✓	N
Algebra										✓	✓	✓	✓	✓	✓	✓	A
Number and Quantity													✓				N
Algebra and Functions													✓				AF
Statistics and Probability													✓				SP
Number and Quantity														✓			N
Functions														✓			F
Statistics & Probability														✓			SP
Graph Theory														✓			GT
Logic														✓			L
Number and Quantity															✓		N
Algebra															✓		A
Functions															✓		F

*New Strand

3. Criteria Sheets

9-12 Mathematics Instructional Materials Review

Part II: Pedagogy



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

- 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

Instructional Materials Review Criteria Sheet: Mathematics 9-12

[K-12 Mathematics Google Site](#)

This hub houses the repositories, communications, and recommended resources related to the implementation of the North Carolina Mathematics Standard Course of Study (NCSCOS). NCDPI provides training for LEA teams on the appropriate use of the Tools & Resources.

NCDPI K-12 Mathematics Home Standards Resources PD & Webinars Legislation/Policy About Us

K-12 Mathematics

K-12 STANDARDS, CURRICULUM & INSTRUCTION

K-12 MATHEMATICS

Welcome!

This website serves as a central hub for mathematics educators, administrators, institutions of higher education, and other interested parties. This hub houses the repositories, communications, and recommended resources related to the implementation of the North Carolina Mathematics Standard Course of Study (NCSCOS). Mathematics educators are encouraged to browse, reference, download, share, discuss, and adapt resources. Additionally, use the navigation bar above to access information and resources related to the NCSCOS.

Standards

Tools & Resources

Professional Development

Policy Updates

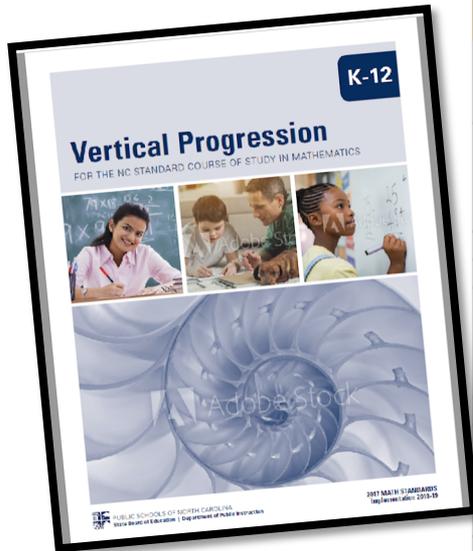
About Us

For Parents

K-12 Standards, Curriculum, & Instruction Home

K-12 Standards Vertical Progression

Major Strands of NC Standard Course of Study for K-12 Mathematics



guides the progression of rigor while reviewing resources

STRAND	GRADES/COURSE															Strand Abbreviations	
	K	1	2	3	4	5	6	7	8	M1	M2	M3	M4	DCS	PC		
Counting and Cardinality	✓																CC
Operations and Algebraic Thinking	✓	✓	✓	✓	✓	✓											OA
Number and Operations in Base Ten	✓	✓	✓	✓	✓	✓											NBT
Number and Operations-Fractions				✓	✓	✓											NF
Measurement and Data	✓	✓	✓	✓	✓	✓											MD
Geometry	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					G
Ratio and Proportional Relationships							✓	✓									RP
The Number System							✓	✓	✓								NS
Expressions and Equations							✓	✓	✓								EE
Statistics and Probability							✓	✓	✓	✓	✓	✓	✓	✓	✓		SP
Functions									✓	✓	✓	✓	✓	✓	✓	✓	F
Number and Quantity									✓	✓	✓	✓	✓	✓	✓	✓	N
Algebra									✓	✓	✓	✓	✓	✓	✓	✓	A
Number and Quantity													✓				N
Algebra and Functions													✓				AF
Statistics and Probability													✓				SP
Number and Quantity														✓			N
Functions														✓			F
Statistics & Probability														✓			SP
Graph Theory														✓			GT
Logic														✓			L
Number and Quantity															✓		N
Algebra															✓		A
Functions															✓		F

*New Strand

3.Criteria Sheets

9-12 Mathematics Instructional Materials Review

Part III: Accessibility

Part III ACCESSIBILITY *Please provide evidence of the following:*

	Yes	No
A. Accuracy		
1. Material is error-free, current, uses correct grammar, spelling, and sentence structure. (This includes text, maps, charts, timelines, demographics, statistics, photos, etc....); Does not contain outdated material.		
2. Material is presented factually and objectively, representing a balance of cultural, ethnic, racial, and handicapped groups. (This includes text, photos, graphics, etc.)		
B. Appropriateness		
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		
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, see and see also references, web sites, literature links, support agencies etc.		
3. Key concepts, skills, vocabulary are identified, developed, reviewed, and reinforced.		
D. Teacher Resources		
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 objectives, supplemental or background information and answer key/subtests. Resources are easy to learn. Content structure is logical, well organized, reasonably sized, with sufficient material for student use by both a first-year teacher and the veteran.		

A. Accuracy

1. Material is error-free, current, uses correct grammar, spelling, and sentence structure. (This includes text, maps, charts, timelines, demographics, statistics, photos, etc....); Does not contain outdated material.

2. Material is presented factually and objectively, representing a balance of cultural, ethnic, racial, and handicapped groups. (This includes text, photos, graphics, etc.)

What do we look for as Elements of Effective Mathematics Instruction?

- Accurate and error free
- Motivation
- Eliciting students' prior knowledge
- Intellectual engagement
- Early use of Modeling and moves to Algorithms
- Reasoning and Sense-making via the Standards for Mathematical Practices



Mathematics Education: EC Evaluation

Appropriateness, Scope, and Resources

MATHEMATICS 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	Yes	No
1. Content provides for grade appropriate, yet varied cognitive levels, abilities, and learning styles.		
2. Content provides for relevancy, linking prior knowledge, and 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 is level appropriate, including font, color, spacing legibility, photos, graphics, and captioning.		
5. Material includes necessary guides such as table of contents, glossary (English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see and see also</i> references, web sites, literature links, and support agencies etc.		
6. Key concepts, skills, vocabulary are identified, developed, reviewed, and reinforced.		
7. Adequate teacher resources, which include suggestions for remediation, acceleration, extension of learning, integration, feedback, and review.		
8. Materials should include summary of material contents, provide instruction and/or behavioral objectives, supplemental or background information and answer keys/rubrics.		
9. Materials should also be well organized, easy to use, comprehensive, durable and reasonably sized, with sufficient material for student use.		
10. Resources should accommodate the needs of both a first year teacher and the veteran teacher.		
11. Technology should meet all criteria for accuracy, appropriateness, and scope. It should be easy to navigate and visually appealing. Teacher materials should also meet the criteria of the teacher resources. If student access is allowed, a Save/Record feature should be included.		

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

Documentation for yes and no responses above:

Mathematics Education: EL Evaluation

Appropriateness, Scope, and Resources

MATHEMATICS 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, links to prior knowledge, builds background knowledge, and promotes active student engagement.		
3. Materials provide opportunities for interaction, such as, a variety of exercises, reviews, assessments, and performance tasks.		
4. Materials provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats.		
5. Text and layout is age/proficiency grade-level appropriate, including font, color, spacing legibility, photos, graphics, and captioning.		
6. Material includes necessary guides such as table of contents, glossary (e.g., English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, see and see also references, web sites, 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 remediation, acceleration, extension of learning, integration, feedback, and review.		
9. Materials include a summary of contents, instruction and/or behavioral objectives, supplemental or background information, and answer keys/rubrics.		
10. Materials are well organized, easy to use, comprehensive, durable and reasonably sized.		
11. Resources accommodate the needs of beginning through veteran teachers.		
12. Technology is easy to navigate, visually appealing, and includes 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 to the above.

Documentation for yes and no responses above:

Questions or Comments



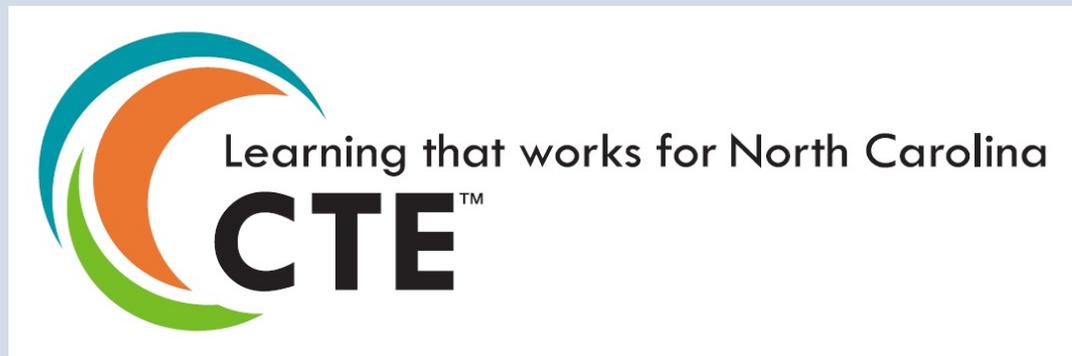
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NC Textbook Commission Meeting

Career and Technical Education



April 23, 2021



Overview of Standards and Criteria

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



Agricultural Education Pathways

- Animal Science
- Equine Science
- Natural Resources
- Plant Systems
- Power, Structural & Technical Systems
- Sustainable Agriculture Production



Business, Finance, and Marketing Education

- Accounting
- Entrepreneurship
- Financial Planning
- General Management
- Marketing Management
- NAF Academy of Finance
- Project Management
- Sales
- Sports & Entertainment Marketing
- SREB AC Career Pathway - Informatics
- Travel & Tourism



Computer Science and Information Technology Education

- Adobe Academy
- AP Computer Science
- Cisco Network Engineering
- Computer Engineering
- Computer Science Principles
- Digital Design and Animation
- Game Art Design
- NAF Academy of Information Technology
- Network Administration
- Network Security
- Python Programming
- SAS Programming



Family and Consumer Sciences Education

- Apparel and Textile Production
- Counseling and Mental Health
- Culinary Arts Applications
- Culinary Arts Internship
- Early Childhood Development & Services
- Food & Nutrition
- Food Products & Processing Systems
- Interior Design
- NAF Academy of Hospitality and Tourism
- Teaching/Training



Health Science Education

- Biomedical Technology
- Healthcare Professional
- PLTW Biotechnology Research & Development
- SREB AC Career Pathway - Health Informatics



Trade, Technology, Engineering, and Industrial Education

- Advanced Manufacturing
- Automotive Services
- Carpentry
- Collision Repair
- Drafting Architectural
- Drafting Engineering
- Drone Technology
- Electrical Trades
- Emergency Management
- Emergency Medical Technology
- Firefighter Technology
- HVAC/R



Trade, Technology, Engineering, and Industrial Education continued

- Law and Justice
 - Masonry
 - Metals
 - Manufacturing
 - PLTW Engineering
 - Plumbing
 - Public Safety
- SREB AC Career Pathway - Automated Materials Joining
 - SREB AC Career Pathway - Aerospace Engineering
 - SREB AC Career Pathway - Clean Energy Technology
 - SREB AC Career Pathway - Energy and Power
 - SREB AC Career Pathway - Global Logistics & Supply Chain Management
 - SREB AC Career Pathway - Innovations in Science and Technology



Trade, Technology, Engineering, and Industrial Education continued

- SREB AC Career Pathway - Integrated Production Technologies
- Technology Engineering and Design
- Welding
- Woodworking



New Course Management System (CMS) - Main page

Essential Standards and Course Inventory

[NC Clusters/Career Pathways \(CP\) Guide \(2020-21\)](#)



[2020-21 Essential Standards and Course Inventory \(current academic year\)](#)

[2021-22 Essential Standards and Course Inventory \(next academic year\)](#)

[NC Careers](#)

Select a course by: Course Credential Pathway Career

Start typing a course name or code into the box below. Select the desired course when it appears in the list

Select a Course:

NC Career Pathways

CTE NC Career and Technical Education Course Management System

NC Career Pathways

[Return to Main Page](#)

[Agriculture, Food, & Natural Resources \(AGNR\)](#)

[Animal Science \(ANSC\)](#)

[Equine Science \(EQSC\)](#)

[Food Products and Processing Systems \(FPPR\)](#)

[Natural Resources \(NARE\)](#)

[Plant Systems \(PLSV\)](#)

[Power, Structural, and Technical Systems \(PSTE\)](#)

[Sustainable Agriculture \(SUAG\)](#)

[Architecture & Construction \(ARCH\)](#)

[Carpentry \(CARP\)](#)

[Drafting Architectural \(DRFA\)](#)

[Electrical Trades \(ELTR\)](#)

[HVAC/R \(HVAC\)](#)

[Interior Design \(INDE\)](#)

[Masonry \(MASO\)](#)

[Plumbing \(PLUM\)](#)

Pathway Example

Python Programming Career Pathway (PYPR)				
Middle Grades Exploration	Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
BU012YA Computer Science Discoveries I BU012YB Computer Science Discoveries II BU012YC Computer Science Discoveries III BU022YA Minecraft Coding - Introductory BU022YB Minecraft Coding - Intermediate BU022YC Minecraft Coding - Advanced BU102YA Keyboarding and Basic Word Processing		BP14 Python Programming I	BP16 Python Programming II	2A02 AP Computer Science OR WB41 CTE Advanced Studies INFO OR WB42 CTE Apprenticeship INFO OR WB43 CTE Internship INFO
BU102YB Introduction to Office Productivity BU102YC Office Productivity Applications BU102YD Digital Literacy CC582YA Exploring Personal Characteristics and Careers CC582YB Exploring Careers and Employment	Supplemental Employability Skills Courses		BM10 Microsoft Word and PowerPoint CC45 Career Management OI00 IB Personal and Professional Skills	
	Supplemental Technical Courses		BI12 CompTIA IT Fundamentals BI10 Foundations of Information Technology BI05 IB Information Technology in a Global Society BP01 Introduction to Computer Science BM20 Microsoft Excel BM40 Microsoft Access BL53 App Development with Swift	
	Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: Future Business Leaders of America (FBLA)				

Essential
Standards

Proof of
Learning

Criteria
Sheets



Essential
Standards

Proof of
Learning

Criteria
Sheets



New Course Management System (CMS) - Main page

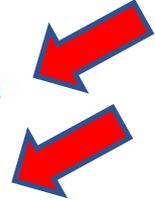


Essential Standards and Course Inventory

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[2020-21 Essential Standards and Course Inventory \(current academic year\)](#)

[2021-22 Essential Standards and Course Inventory \(next academic year\)](#)



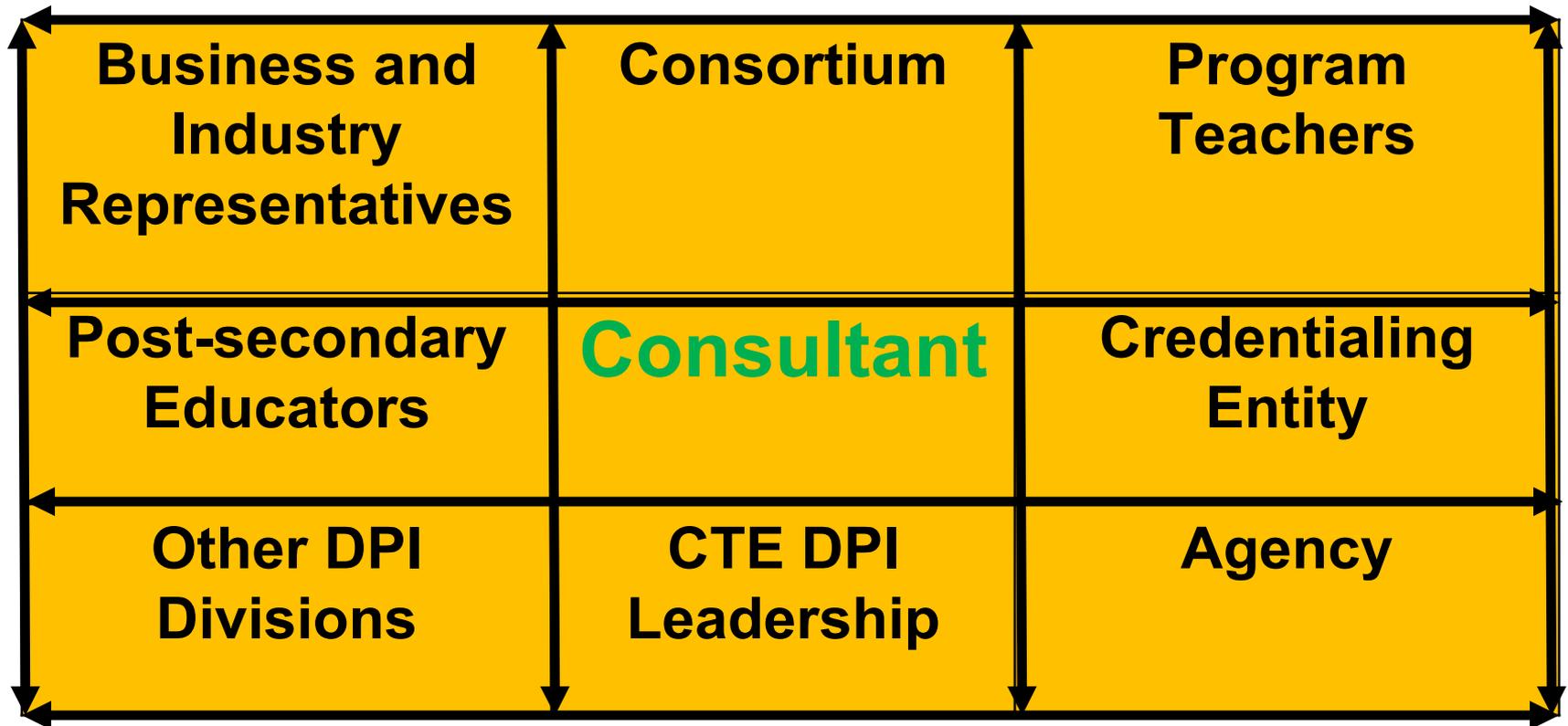
[NC Careers](#)

Select a course by: Course Credential Pathway Career

Start typing a course name or code into the box below. Select the desired course when it appears in the list

Select a Course:

Essential Standards: Course Acquisition



Essential Standards Sample

HVAC/R I

Course Number: IL55

Recommended Maximum Enrollment: 20

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: IC00 Construction Core

Aligned Career Technical Student Organization: SkillsUSA

Aligned Industry Credential: NC NCCER HVAC Level I

Description: This course is designed for students to develop basic HVAC terminology and technical aspects of HVAC with emphasis on the development of introductory skills to include Intro to HVAC, Trade Mathematics, Basic Electricity, Intro to Heating, Intro to Cooling, Intro to Air Distribution Systems, Basic Copper and Plastic Piping Practices, Soldering and Brazing, and Basic Carbon Steel Piping Practices. English language arts and mathematics are reinforced. *Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

Work-based Learning Opportunities appropriate for this course include:

Apprenticeship	Yes	Job Shadowing	Yes
Business and Industry Field Trip	Yes	Mentorship	Yes
Cooperative Education	Yes	School Based Enterprise	No
Entrepreneurial Experiences	No	Service Learning	Yes
Internship	Yes	**Work-based Learning descriptions can be found on page 3.	



New Course Management System (CMS) - Main page

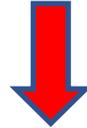
Essential Standards and Course Inventory

[NC Clusters/Career Pathways \(CP\) Guide \(2020-21\)](#)

[2020-21 Essential Standards and Course Inventory \(current academic year\)](#)

[2021-22 Essential Standards and Course Inventory \(next academic year\)](#)

[NC Careers](#)



Select a course by: Course Credential Pathway Career

Start typing a course name or code into the box below. Select the desired course when it appears in the list

Select a Course:

Course Standards

Standard/Obj #	Standard/Objective	Course Weight	RBT Designation
1.00	Understand Python language basics.	42%	B2 Conceptual Knowledge - Understand
1.01	Python and Jupyter Basics	11%	B2 Conceptual Knowledge - Understand
1.02	Functions	11%	B2 Conceptual Knowledge - Understand
1.03	Conditionals	10%	B2 Conceptual Knowledge - Understand
1.04	Nesting and Loops	10%	B2 Conceptual Knowledge - Understand
2.00	Understand Python data structures.	29%	B2 Conceptual Knowledge - Understand
2.01	Sequence Indexes	8%	B2 Conceptual Knowledge - Understand
2.02	Sequence Manipulation	7%	B2 Conceptual Knowledge - Understand
2.03	Sequence Iteration	7%	B2 Conceptual Knowledge - Understand
2.04	Working with Files	7%	B2 Conceptual Knowledge - Understand
3.00	Understand how to use Python to develop sustainable code.	29%	C4 Procedural Knowledge - Analyze
3.01	Python Modules	8%	C4 Procedural Knowledge - Analyze



Essential Standards: Course Acquisition continued

- Course User Guide
 - Blueprint
 - Essential Employability Skills
- Instructional Material
 - Curriculum Guide
 - Online Platform (external)



Essential
Standards

Proof of
Learning

Criteria
Sheets



Proof of Learning

A Proof of Learning is one of the following:

- **Credential** that covers at least 80% of the curriculum
- **CTE State Assessment**
- **Performance-based Measurement**
- **Local**



Proof of Learning

Program Area	Course Code	Course	Status	Proof of Learning
AG	AA41	Veterinary Assisting I	Standard	Credential
BFM	MM51	Marketing	Standard	PBM
CSIT	BN20	Network Administration I	Pilot	Local
FCS	FH13	Culinary Arts and Hospitality III	Standard	Credential
FCS	FE21	Teaching as a Profession I	Pilot	Local
HS	HU42	Health Sciences II	Field Test	CTE State Assessment



Essential
Standards

Proof of
Learning

Criteria
Sheets:
courses or
program



Criteria Sheets-Part I Content

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

- IC00 Construction Core IL55 HVAC/R I
- IC11 Masonry I IL56 HVAC/R II
- IC41 Electrical Trades I IL57 HVAC/R III
- IC42 Electrical Trades II IL58 Plumbing I
- IC43 Electrical Trades III IL59 Plumbing II
- IC61 Drafting I IL60 Plumbing III
- IC62 Drafting II - Architectural
- IC63 Drafting III - Architectural

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		

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

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.		
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		

Standards Documents

Course Management System (CMS)

Standard/Obj #	Standard/Objective	Course Weight	RBT Designation
1.00	Medical Terminology in Therapeutic Service Careers	-	A1 Factual Knowledge - Remember
1.01	Remember prefixes related to therapeutic services.	-	-
1.02	Remember roots related to therapeutic services.	-	-
1.03	Remember suffixes related to therapeutic services.	-	-

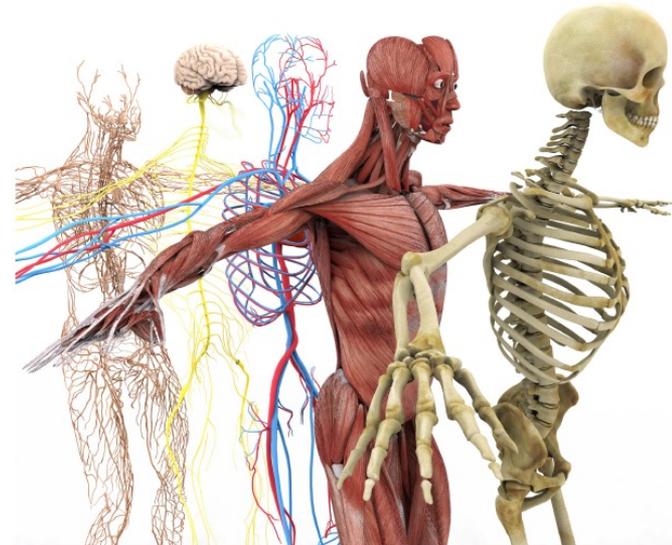
Curriculum Guide

Exploring Healthcare

Medical Terminology in Therapeutic Service Careers

HEALTH SCIENCE EDUCATION | Career and Technical Education

HU052YA



PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction
www.ncpublicschools.org

Standards Documents continued

Moodle PLC

**ME12 Entrepreneurship II Inherently Honors
and Credentials: Concepts of
Entrepreneurship & Management or Venture
Entrepreneurial Expedition or
Entrepreneurship and Small Business (ESB)
Certification Exam**



ME12 Entrepreneurship II general forum



ME12 Entrepreneurship II files shared by teachers



ME12 Entrepreneurship II curriculum materials: blueprint and curriculum guide

Instructional Partner Online Platform

Curriculum / Instruction

Action Briefs (Trends)

Course Guides

Curriculum Builder (online)

LAP Modules

MBA Learning Center (online)

Program-of-Study Kits

Rubrics

Speaker Materials - Conclave



Criteria Sheets-Part II: Pedagogy

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		

Criteria Sheet-

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.		

Criteria Sheet-

Part IV: Technology

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.		

Questions or Comments



Agenda

- Welcome
- Roll Call
- Approval of Minutes
- 9-12 Mathematics Overview and Criteria
- CTE Overview and Criteria
- **Exceptional Children and English Learner Considerations**
- Evaluation Platform Demonstration
- Invitation 2021 Update
- Textbook Evaluation Advisor Recruitment/Selection
- Next Steps/Q & A
- Closing



Exceptional Children (EC) and English as a Second Language (ESL)



Exceptional Children (EC) Considerations

Beverly Colwell
Beverly.Colwell@dpi.nc.gov
Educational Consultant
Exceptional Children Division

EC Areas of Eligibility

- Autism Spectrum Disorder
- Deaf-Blindness
- Deafness
- Developmental Delay
- Emotional Disability
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

EC Federal Requirements

- Federal policy mandates that Students With Disabilities (SWD) receive instruction with their nondisabled peers to the fullest extent possible; 99% of EC students are instructed in and assessed on the same standards as their grade level peers and therefore require access to grade level textbooks.

EC Federal Requirements

- Students with the most significant cognitive disabilities or 1% of the EC student population are instructed in and assessed on modified grade level standards; they also require access to grade level textbooks.

EC Federal Requirements

- Students may require instructional accommodations to fully participate in the general education setting; considerations for accommodations must be based on the individual needs of each student and documented in the student's Individualized Education Program (IEP).

English Learner (EL) Considerations

Marshall Foster

Marshall.Foster@dpinc.gov

Education Consultant

K-12 Standards, Curriculum, and Instruction Division

EL Federal Requirements

Meaningful participation in educational programs and services is guaranteed by law (Office of Civil Rights).

“To help ensure that English learners, including immigrant children and youth, attain English language proficiency and meet the same standards that all children are expected to meet” (Section 3102(1), Title III of the Every Student Succeeds Act (ESSA)).

English Learners in NC

- Top 5 languages: Spanish, Arabic, Chinese, Vietnamese, and Hindi/Urdu
- 2020 EL Headcount: 124,000
- All 115 LEAs, 182 Charter Schools, and 4 Special NC Schools all with at least 1 EL.
- ELs:
 - 70% of ELs are born in the U.S.
 - 30% Immigrants and Recently Arrived

English Language Development (ELD) Standards

Language & Content

- **Language proficiency** involves the **language** associated with the content areas.
- **Content knowledge** reflects the declarative (what) and procedural knowledge (how) associated with the **content**.

English Language Development Standards



Social & Instructional Language



Language of Language Arts



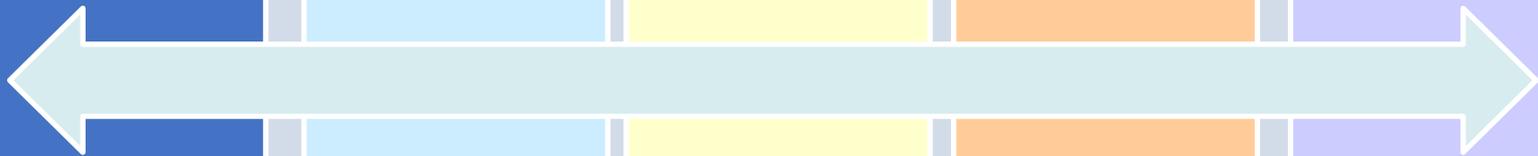
Language of Mathematics



Language of Science



Language of Social Studies



Standards

ELD

- Academic language development
- Language-based
- Reflective of the varying stages of second language acquisition
- Representative of social and academic language contexts

State Content

- Academic achievement
- Content-based
- Reflective of conceptual development
- Representative of the school's academic curriculum

EC and ESL Differences

EC

- Specially Designed Instruction
- Alternate formats to meet needs of student's disability (vision, hearing, intellectual)

ESL

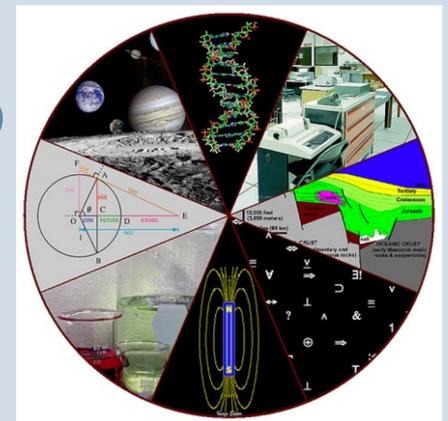
- Native language support

Universal Design for Learning

Questions to Consider for ALL students:

Do the textbooks and materials enable educators to offer flexible learning opportunities through multiple means of engagement, representation, and action & expression?

Are there suggestions for strategies to remediate, enhance, reinforce concepts?



Language Access

Textbooks should support language access by:

- Including a variety of linguistic supports
- Focusing on key vocabulary and language functions
- Providing opportunities for the use of visuals and technology
- Promoting building background knowledge
- Promoting oral language development associated with the content areas
- **EL:** Including native language support (when possible)

Content Access & Accommodations

Textbooks should support the use of accommodations/modifications to enhance content knowledge by using:

- Realia (concrete objects), manipulatives and hands-on materials
- Modeling
- Graphic Organizers/Advance Organizers
- Technology

Content Access & Accommodations

Textbooks should support the use of accommodations/modifications to enhance content knowledge by using:

- Differentiated Instruction
- Authentic Assessment Tools
- **EC:** Specially Designed Instruction
- **EC:** Alternate formats (easily adaptable to meet the needs of a variety of disability areas such as vision, hearing, and cognitive disabilities)

Access and Accessibility Tools

Textbooks should support instructional strategies by promoting:

- Activation of and bridging prior knowledge and/or experience
- Access to authentic texts
- Metacognitive development
- Higher order thinking skills
- Contextualization
- Building schema to enhance understanding
- Linguistic modality integration (listening, speaking, reading, and writing)

Differentiation for all learners

- **Content:**
Knowledge, skills students are learning
- **Product:** Vary complexity of the assignment/product
- **Process:** Vary the learning activities: flexible grouping, graphic organizers, diagrams, charts, maps
- **Environment:** classroom setting, location, space, materials

Cultural Diversity

Textbooks should support cultural diversity in the following areas:

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

EC Evaluation Criteria

- 11 items in a “yes” or “no” format to be considered for EC during the textbook selection process
- Space to document specific support for the “yes” or “no” responses

MATHEMATICS 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	Yes	No
1. Content provides for grade appropriate, yet varied cognitive levels, abilities, and learning styles.		
2. Content provides for relevancy, linking prior knowledge, and 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 is level appropriate, including font, color, spacing legibility, photos, graphics, and captioning.		
5. Material includes necessary guides such as table of contents, glossary (English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, see and see also references, web sites, literature links, and support agencies etc.		
6. Key concepts, skills, vocabulary are identified, developed, reviewed, and reinforced.		
7. Adequate teacher resources, which include suggestions for remediation, acceleration, extension of learning, integration, feedback, and review.		
8. Materials should include summary of material contents, provide instruction and/or behavioral objectives, supplemental or background information and answer keys/rubrics.		
9. Materials should also be well organized, easy to use, comprehensive, durable and reasonably sized, with sufficient material for student use.		
10. Resources should accommodate the needs of both a first year teacher and the veteran teacher.		
11. Technology should meet all criteria for accuracy, appropriateness, and scope. It should be easy to navigate and visually appealing. Teacher materials should also meet the criteria of the teacher resources. If student access is allowed, a Save/Record feature should be included.		

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

Documentation for yes and no responses above:

EC Evaluation Criteria

- **Content:**
 - Grade appropriate, varied cognitive levels, abilities, and learning styles
 - Relevant, linking to prior knowledge, active student engagement
 - Key concepts, skills, vocabulary are identified, developed, reviewed, and reinforced

EC Evaluation Criteria

- **Materials:**
 - Include a variety of exercises, reviews, assessments, performance tasks
 - Provide opportunities for students to collect, organize, interpret and evaluate information
 - Include summary of content, instruction, and objectives, supplemental or background information
 - Include guides, such as contents, glossary, dictionary, bibliography/footnotes, references, websites, literature links, support agencies
 - Include sufficient material, well organized, easy to use, comprehensive, durable and reasonably sized

EC Evaluation Criteria

Materials:

You will note that math particularly requests materials that:

- promote opportunities for two-way and in-depth student discourse about math; not just procedures
- include examples that foster in-depth understanding of math that are clearly evident throughout

EC Evaluation Criteria

- **Resources:**
 - Should accommodate first year and veteran teachers
- **Text:**
 - should contain appropriate font, color, spacing, legibility, photos, graphics, and captioning
- **Technology:**
 - Student text and teacher resources should meet criteria for accuracy, appropriateness, and scope

EC Resources

- [EC Disability Resources](#)
- [Specially Designed Instruction \(SDI\)](#)
- [cast.org](#)
- [Differentiated Instruction Resources](#)
- [Considerations for Accessible Textbooks](#)

EL Evaluation Criteria

12 Items to rate “yes” or “no” for meeting the criteria.

Support for each response considering the linguistic needs of ELs

MATHEMATICS: 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 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/subrics.		
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 to the above.

Documentation for yes and no responses above:

EL Evaluation Criteria

- **Content:**
 - Grade appropriate, varied cognitive levels, abilities, and learning styles
 - Relevant, linking to prior knowledge, active student engagement
 - Key concepts, skills, vocabulary are identified, developed, reviewed, and reinforced

EL Evaluation Criteria

- **Materials:**
 - Include both print and digital resources
 - Consider whole-class study, small-group work, and individual student extensive study
 - Allow students to interact with words, images, and ideas in ways that develop their abilities in multiple literacies.

EL Evaluation Criteria

- **Materials:**
 - Provide support and differentiate instruction according to students' needs.
 - Gradually advance the level of language practice and engage students in complex, cognitively demanding tasks.

EL Resources

- [NCDPI ELD Website](#)
- [WIDA ELD Standards](#)
- [Double the Work](#)
- [EL Tool Kit](#) (Chapters 4-5)
- [Newcomer Toolkit](#) (Chapter 3)
- English Language Development Website
bit.ly/NCELSWebsite

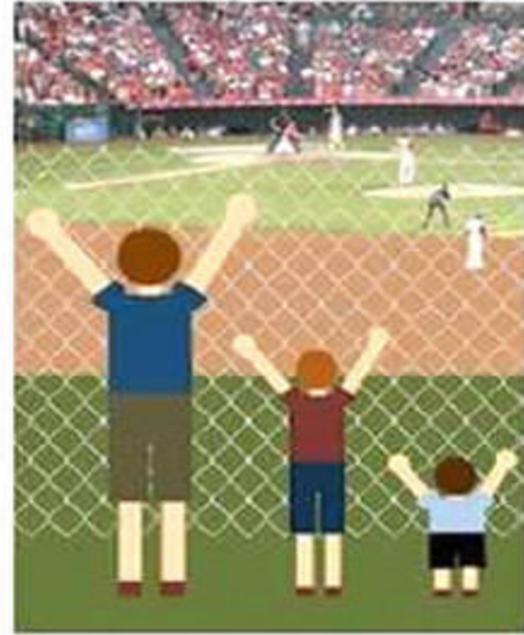
EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Thank You!

Your participation in the textbook adoption process is greatly appreciated.

Are there any questions?

Contact Information

Beverly Colwell - EC

Beverly.Colwell@dpi.nc.gov

Marshall Foster - EL

Marshall.Foster@dpi.nc.gov

Agenda

- Welcome
- Roll Call
- Approval of Minutes
- 9-12 Mathematics Overview and Criteria
- CTE Overview and Criteria
- **Evaluation Platform Demonstration**
- Invitation 2021 Update
- Textbook Evaluation Advisor Recruitment/Selection
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- Closing

Textbook Evaluation Platform



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2021 Invitation

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



Overview of the 2021 Invitation

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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Guidelines and Parameters

Read the entire 2021 Invitation

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

INTRODUCTION AND REQUIREMENTS

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

The North Carolina State Board of Education to adopt textbooks is codified in the North Carolina General Statutes §§115C-85 through §115C-102. Only publishers listed on the North Carolina Textbook Registry are allowed to submit textbooks in response to the requirements. Responses must conform to the specified requirements.

The invitation will include the subject grade levels/courses listed on pages 4 – 8. In the sample sheet (see Attachment 4 for a sample), publishers must identify each subject by title, grade level/course, and ISBN.

A textbook is defined as:
organized material comprehensive enough to cover the primary objectives of a standard course of study for a grade or course. Formats for textbooks may include hardbound books, softbound books, activity-oriented programs, and technology-based programs that require the use of electronic equipment in the learning process."

Materials may include subscription or web-based materials.

Submission Parameters

Materials may be submitted for any grade level/course the publisher deems appropriate. Bid proposal spreadsheets must clearly state each grade level/course the publisher deems appropriate.

Publishers must clearly specify the grade levels/courses for any submitted materials on the bid proposal.

Materials will only be evaluated for the grade levels/courses specified by the publisher.

It is the responsibility of the publisher to ensure that each submission is complete and accurate. Publishers shall provide sample textbook materials according to the format specified by the North Carolina Department of Public Instruction. Sample materials that are print materials, shall be provided in electronic PDF format to the North Carolina Department of Public Instruction. Electronic materials must be complete and have the same format and content as the print materials. Links and/or access information for electronic materials must be provided.

PROPOSAL INFORMATION

Bids shall be submitted electronically through the NC site for publishers and by hard copy in the form of a sealed envelope which hard copies of bids are submitted shall include the publisher's name on the outside, "Textbook Bid." All pages of the cost proposal must be included in the submissions (electronic and hard copies). One copy of each bid is required for electronic and hard copy submissions: one original and one copy of the completed Bid Proposal. The entire *2021 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* solicitation document must be included with your bid proposal, including these completed documents:

- Completed bid proposal
- Completed letter to Submit Bids for Textbooks (Attachment 3)
- Completed cost proposal spreadsheet with the costs.
- Completed cost proposal spreadsheet without the costs.
- Flash drive with the hard copy submission. Files on the flash drive shall be password-protected and shall be capable of being copied to other media including hard and/or Microsoft Excel and must include the following:
 - Completed, original copy of the Bid Proposal
 - Completed cost proposal spreadsheet with the costs included. This file should be an Excel spreadsheet.
 - Completed cost proposal spreadsheet without the costs. This file should be an Excel spreadsheet.
 - Product catalog (and/or electronic access) that includes details about the textbooks submitted for adoption.

Submissions should be sent to:

Submissions should be sent to the US Postal Service does not deliver any mail (US Postal Express, 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.

CONTACT INFORMATION:

For more information, contact the North Carolina Department of Public Instruction at the North Carolina State Fair, Digital Teaching and Learning Center, 1000 North Salisbury Street, Raleigh, NC 27601

Blackout Period

SBE, DPI, Textbook Commission

At no time during the adoption process may the Commission or any of its members meet privately with any publishers' representatives.

- from the time the State Board approves the call Invitation
- until the State Board adopts the list of textbooks

Blackout Period

Sampling promotion

- No sampling or 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
 - until the day after the Textbook Commission's evaluation sessions with the Textbook Advisors.

Blackout Period Sampling promotion

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



TENTATIVE SCHEDULE FOR 2021 ADOPTION

January 19, 2021 Textbook Commission Planning Meeting – The commission members’ roles and training for commissioners

February 16, 2021 Textbook Commission Planning Meeting – The commission members.

March 3, 2021 Presentation to the State Board of Education (SBE) – (DPI) presents a recommendation to resume the textbook adoption process with a draft of the *2021 Invitation and Adoption in North Carolina*. Item is presented as

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 Publishers’ Registry the *2021 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina*. Website: <https://www.dpi.nc.gov/operations/textbook-adoption/information-publishers>

March 12, 2021 Meeting for Publishers– All publishers on the NC Public Schools’ website will attend a virtual meeting for publishers from 1:00 p.m. – 2:30 p.m. (EST).

This meeting is virtual only.
<https://ncgov.webex.com/ncgov/onstage/g.php?MTID=e0900000>

Publishers submitting bids are strongly encouraged to submit their bids by the deadline.

March 19, 2021 Textbook Commission Content Meeting – The commission members on content standards and criteria.

March 22, 2021 Publisher deadline for submitting written questions regarding *Textbooks for Evaluation and Adoption in North Carolina* (EST).

All questions must be written and submitted to Mashonda Southernland at mashonda.southerland@dpi.nc.gov, by 2:00 p.m. (EST).

March 30, 2021 All responses to publisher questions will be answered by the deadline.

March 31, 2021 Each bid proposal submission requires an identification number. **Interested publishers must send an email request to the subject line, “Request for Identification Number(s)”, and their request will receive links to access a bid identification**

April 23, 2021 Textbook Commission Meeting – Commission members will review the *2021 Invitation and Adoption in North Carolina* and discuss the cost proposals. Publishers will submit the electronic bid proposals by the deadline.

April 30, 2021 Electronic bid proposals and in hard copy submitted at the **Carolina Department of Public Instruction** and hard copy included with the bid.

April 30, 2021 Electronic and Hard copies located in the room 504 or 505.

May 17, 2021 Bid Submission – Publishers submit their bid proposals, including correlations and sample copy, labeled with the identification number.

Official sample copy of the *Textbooks for Evaluation and Adoption in North Carolina* on a list with the identification number.

NOTE: DPI will be holding a meeting on May 17th.

Electronic bid proposals and hard copy submitted to the **Textbook Commission Meeting**.

May 18, 2021 Textbook Commission Meeting – Commission members will review the bid proposals and discuss the cost proposals.

June 13, 2021 Publisher Pre-Adoption Information – Publishers will receive information regarding the adoption process.

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 29-30, 2021 Deliberations and Reconsiderations Meeting – Textbook Commission meets to formulate a list of materials to be recommended to the SBE. Location: TBD

August 12, 2021 Recommended List– Publishers will be notified of the recommended list by August 12, 2021.

September 1, 2021 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.

September 2, 2021 Proposed SBE Approval of Recommendations – The SBE reviews the recommendations for the 2021 textbooks and makes decisions regarding adoption.

October 1, 2021 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.)

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

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).

Instructional Materials Review Criteria Sheets

Mathematics, 9-12

CONTENT AREAS FOR TEXTBOOKS

Mathematics

[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

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.

	Yes	No
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.

	Yes	No
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. Mathematics concepts are presented in depth and with increasing sophistication across grades.		
D. Materials have contextual problems that engage students and grow into 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.		

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Career and Technical Education (CTE)

CONTENT AREAS FOR CAREER AND TECHNICAL EDUCATION

Career and Technical Education

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:

<input type="checkbox"/> AS31 Agricultural Mechanics I	<input type="checkbox"/> AL02 Exploring Agriculture Science*
<input type="checkbox"/> AS32 Agricultural Mechanics II	<input type="checkbox"/> AL01 Exploring Biotechnology*
<input type="checkbox"/> AU10 Agriscience Applications	<input type="checkbox"/> AP41 Horticulture I
<input type="checkbox"/> AA21 Animal Science I	<input type="checkbox"/> AP42 Horticulture II
<input type="checkbox"/> AA22 Animal Science II	<input type="checkbox"/> AP44 Horticulture II: Landscaping
<input type="checkbox"/> AG AU10 Agriscience Applications	<input type="checkbox"/> AP43 Horticulture II: Turfgrass Management
<input type="checkbox"/> AG AA21 Animal Science I	<input type="checkbox"/> AN51 Natural Resources I
<input type="checkbox"/> AG AA22 Animal Science II	
<input type="checkbox"/> AG AA23 Animal Science II: Small Animal	
<input type="checkbox"/> AG AA31 Equine Science I	
<input type="checkbox"/> AA32 Equine Science II	<input type="checkbox"/> AN52 Natural Resources II
	<input type="checkbox"/> AL21 Sustainable Agriculture Production-I*
	<input type="checkbox"/> AL22 Sustainable Agriculture Production-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. 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 CISO 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

Business, Finance, and Marketing 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

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2021 Evaluation Week Updates

Publisher presentations

- Publishers may present to textbook commissioners (not required).
 - Publishers will present virtually in Webex
-

- No questions
- No pricing information



2021 Evaluation Week Updates

Evaluation week sessions

- All participants (commissioners and advisors) will work remotely.
- Webex meetings will be used for the evaluation sessions.
- Commissioners and advisors will work in Webex breakout rooms.



2021 Evaluation Week Updates

Sample materials: print

- Sample textbook materials that are print materials, will be provided in electronic PDF format.
 - 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.
- Evaluators will continue to use the evaluation platform provided by the TOPS team at NC State.



2021 Evaluation Week Updates

Sample materials: technology-based or other non-print

For technology-based programs or other non-print materials, publishers will provide:

- Access information (i.e., link, login, password) for the materials will be provided.
- Specific instructions on how to navigate all submitted digital materials through the 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 link for access to a video or screen cast instructions and/or an electronic document with navigation instructions will be provided.



Google Site

Publishers will submit all materials, print, technology-based, and non-print through a online site.

NEW



Agenda

- Welcome
- Roll Call
- Approval of Minutes
- 9-12 Mathematics Overview and Criteria
- CTE Overview and Criteria
- Evaluation Platform Demonstration
- Invitation 2021 Update
- Textbook Evaluation Advisor Recruitment/Selection
- Next Steps/Q & A
- Closing



Thank You!!!