



## SUMMARY OF TEXTBOOK RECOMMENDATIONS

During the months of January and February, textbook selection committees were initiated to choose new textbooks to support new curricula for the upcoming school year. The following recommendations came from the four committees:

### I. UNITED STATES HISTORY

#### 1. List of Committee Members:

Teachers: Joelle Armenti, Jane Dirks, Frances Jetcyk, Kurt Mericli, Paul Schaltenbrand, Kenneth Smith, Saul Straussman

Parents: Rozalia Jordan, Gene Tibbs, Tiffany Howard

Other Staff: Paul Cindric-Curriculum Supervisor, Gary Pinizotto-Technology

#### 2. Textbook Chosen: American Anthem: Modern American History

Ayers, de la Teja, Schulzinger, & White

Holt, Rinehart and Winston, 2007

#### 3. Reasons for Recommendations:

- Presents content in a manner that is rigorous and accurate in the topics of the history of the United States;
- Covers all PA standards for United States History;
- Is visually attractive and utilizes writing and photographs that are engaging to students;
- Includes contributions of women, African Americans and other minority groups in order to show their importance related to the growth of our country;
- Contains photographs and illustrations that are inclusive of individuals of all ethnic and racial groups, as well as individuals with disabilities;
- Utilizes document-based questions, as well as the integration of maps, visuals, and graphs;
- Provides ample material for students reading below grade level, including modified chapter summaries;
- Provides ancillary materials that include primary document analysis and other high level analytical for students reading above grade level;
- Contains photographs and illustrations that include individuals of all ethnic and racial groups, as well as individuals with disabilities;
- Makes appropriate use of technology: student edition CD-ROM, One-Stop Planner CD-ROM with Test Generator, PowerPoint Presentations with video CD, etc.;
- Provides professional development to teachers at no cost to the district;

## II. EIGHTH GRADE SCIENCE

### 1. List of Committee Members:

Michael Andreychak, Aros Bartello, Tripta Goyal, Willie James, Ronald Karas, Theresa Knaebel, Stephen Weiss

Parents: Judy Beck, Roxanne Fulton, Sandra Nelson

Other Staff: Debra Cox-principal, Joseph Foriska-principal, Scott Grosh-principal, Jennifer Clark-Technology

2. **Textbook Chosen:** Foundations of Physical Science, Second Edition  
Dr. Tom Hsu  
CPO Science, 2005

### 3. Reasons for Recommendations

- Comprehensively covers all topics of physical science that are required by the PA academic standards;
- Includes all the best practices in teaching science (active learning based on inquiry, laboratory experiences in which students perform investigations prior to reading about it in the text, etc.)
- Provides assistance to students in the form of a text that is formatted in a simple, clutter-free manner and includes clear illustrations, highlighted vocabulary, and page arrangement that allows students to easily find and outline important information;
- Includes specially designed lab equipment to correspond for all units of the text. This lab equipment is sturdily built and used technology to allow for simple, detailed and accurate data collection;
- Includes a Teacher Tool Kit that provides adequate support for both experienced teachers, as well as those who are new to physical science;
- Provides for appropriate use of technology through the inclusion of an electronic CD-ROM of the text for all students, a test bank for teachers that allows customization and a variety of formats for tests;
- Provides unique support for teachers in the form of a DVD Teacher Support in which all laboratory investigations are modeled and explained to teachers;
- Provides professional development to teachers at no cost to the district;

### **III. CHEMISTRY**

#### **1. List of Committee Members:**

Teachers: William Hileman, Sally Martin, Dale Moss, Maria Orton  
Parents: Maxine Waters, Sandy Moore

#### **2. Textbook Chosen:** Prentice Hall Chemistry Wilbraham, Staley, Matta, Waterman Prentice Hall 2008

#### **3. Reasons for Recommendation**

- Is clearly written and provides straightforward explanations;
- Comprehensively covers all topics of chemistry that are required by the PA academic standards;
- Outlines key concepts and vocabulary terms for students at the beginning of each section, allowing students to better understand the material to be learned;
- Utilizes various types of graphic organizers;
- Incorporates chemistry into everyday life and introduces careers that use chemistry on a regular basis;
- Utilizes problem solving skills as a means to learning chemistry, providing clear strategies and explanations to assist students;
- Provides problems at a wide range of difficulty that will challenge students of all ability levels;
- Provides access to technology in the form of a textbook available either on CD-ROM or online, with online help and explanations available to students when they are absent;
- Contains photographs and illustrations that are inclusive of individuals of all ethnic and racial groups, as well as individuals with disabilities;
- Provides professional development to teachers at no cost to the district;

## IV. PHYSICS

### 1. List of Committee Members

Teachers: Eric Laurenson, Edward Henke, Phyllis Roberts, William Thomas, Mario Iasello

Parents: Dr. Ron Miller, Dan Sweeney, Doreen Karas, Carla Brown

Other Staff: Linda Baehr-principal, Robert Wesolowski-Distance Learning, Gary Pinnizoto-Technology

2. **Textbook Chosen:** Holt Physics  
Serway, Faughn  
Holt, Rinehart and Winston, 2006

### 3. Reasons for Recommendations:

- Covers the key concepts required in a physics course (mechanics, electricity and magnetism, wave theory, light and sound, heat, atomic and nuclear energy);
- Provides exceptional support material, i.e. lab materials, problem solving resources, current applications, etc.;
- Provides for differentiated instruction at both honors and mainstream levels;
- Satisfies the PA standards for high school physics;
- Offers professional development opportunities presented by Holt to best support and prepare teachers for the implementation of the course;
- Provides a well-balanced recognition of African Americans and other minority groups through its narratives, illustrations, and photographs;
- Offers opportunities for technology applications; i.e. an online student edition, student textbook on CD-ROM, interactive tutor CD-ROM, one-stop planner CD-ROM, Exam-View test generator, etc.
- Provides professional development to teachers at no cost to the district;

# Pittsburgh Public Schools Criteria for Evaluating

## United States History

**Directions:** The total possible score for a book is 100. Rate each book on the qualities listed below. The maximum number of points for each criterion is shown.

A policy of the Board of Education states that any text recommended for adoption must reflect in its illustrations, where appropriate, a multicultural society and women participating in a variety of societal roles (see attached multicultural and disability criteria for specifics).

Qualities	I.	II.	III.	IV.
<p><b>I. Content (50 points)</b></p> <p>A. Does the content of the text reflect the basic established timeframe and standards of this course?</p> <p style="padding-left: 40px;">Is the content up to date and accurate?</p> <p style="padding-left: 40px;">Is the history of the United States development in a chronological order, including all major issues and events? (20 points)</p>				
<p>B. Is the geography of the United States adequately treated and are the five themes of geography included? (10 points)</p>				
<p>C. Are the contributions of women and a variety of ethnic and cultural groups presented in an accurate and equitable manner that reflects current District policy? (10 points)</p>				
<p>D. Does the text cover the standards for U.S. History as articulated by the PDE citizenship standards? (10 points)</p>				
Subtotals				

Qualities	I.	II.	III.	IV.
Subtotals brought forward				
<p><b>II. Organization of Content (50 points)</b></p> <p>A. Is the text written at the appropriate reading level?</p> <p>Is the text well organized for this grade level and are the illustrations clear, attractive, varied and useful?</p> <p>Is the narrative interesting and challenging?</p> <p>(20 points)</p>				
<p>B. Are the tools for developing social science skills (maps, graphs, charts, primary sources, etc.) clearly and adequately developed for this grade level?</p> <p>(10 points)</p>				
<p>C. Are exercises and activities dealing with higher level thinking skills, inclusionary practices, reinforcement and extension activities, the use of technology and other best practices included?</p> <p>(20 points)</p>				
Total Scores				

Date \_\_\_\_\_

Signature \_\_\_\_\_

# EVALUATION SCIENCE INSTRUCTIONAL MATERIALS

## MIDDLE SCIENCE COMMITTEE

### I. Quality of the Science

		I.	II.	III.	IV.	V.
a	Aligns well with content recommendations in NSES					
b	Scientifically accurate and correct					
c	Major concepts and processes addressed well					
d	Reflects current disciplinary knowledge					
e	Rich and accurate examples of inquiry					
f	Rich and accurate portrayal of history of science					
g	Infusion of technology (computer sim, CBLs, MBLs)					
h	Well designed emphasis on personal dimensions of science					
i	Emphasizes life science					
j	Emphasizes earth science					
k	Emphasizes physical science					
l	Activities provide rich opportunities to learn key concepts					
m	Rich in application activities					
n	Image of science is current and accurate					
o	Good balance of breadth and depth					
p	Overall quality high					
	<b>TOTAL</b>					

### II. Pedagogical Design

		I.	II.	III.	IV.	V.
a	Logical expression of ideas, builds conceptual understanding					
a1	Provide examples with step by step solutions					
a2	Provides selected answers to practice problems					
b	Opportunity to make conjectures, gather evidence, etc.					
c	Rich opportunities for students to do inquiry					
d	Opportunities for technology problem solving					
e	Opportunities to make connection to everyday life					
f	Developmentally appropriate					
g	Reflects effective teaching practices(active learning, inquiry)					
h	Opportunity to clarify, refine, and consolidate ideas					
i	Opportunity to think and communicate scientifically					
j	Connects science with other subject areas					

k	Materials are interesting, engaging, and effective for students					
l	Interesting, engaging, and effective for girls					
m	Interesting, effective, and engaging for underserved students					
n	Assessments are clear in their purpose					
o	Assessments focus on curriculum's important content & skills					
p	Include multiple assessments (e.g.; performance, paper/pencil)					
q	Assessments are fair to all students					
r	Useful application of educational technology included					
s	Overall quality of pedagogical design is high					
	<b>TOTAL</b>					

### III. Implementation and support system

		I.	II.	III.	IV.	V.
a	Teachers will find materials interesting and engaging					
b	Materials include information and guidance for teacher					
c	Provides information about resources and support					
d	Provides information about a safe learning environment					
e	Provides useful information regarding professional devel					
f	Provides guidance how to link with state frameworks					
g	Provides guidance to involve administrators, parents, etc.					
h	Are the materials teacher friendly					
	<b>TOTAL</b>					

<b>TOTAL POINTS</b>					
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Signature of Evaluator \_\_\_\_\_ Date \_\_\_\_\_



### Multicultural and Disability Criteria for the Selection of Instructional Materials

Do these materials:	I.	II.	III.	IV.
◆ Include historically accurate, culturally specific, socially responsible, open-ended, and intellectually stimulating content that speaks to the multiplicity of experiences.				
◆ Avoid stereotypical characterizations.				
◆ Avoid images of prejudice and stereotypes in narrative and illustrative forms.				
◆ Avoid any suggestion that some segment of our population is less worthy.				
◆ Provide a well-balanced presentation of African Americans and other groups.				
◆ Use wherever possible appropriate photographs instead of artist's renditions.				
◆ Convey in all illustrations the reality that members of ethnic groups look different from one another, i.e., not simply adding color to Caucasian features.				
◆ Facilitate awareness the concepts of "white," "European" and "American" are also diverse representations of ethnicity equal to others.				
◆ Eliminate the assumptions that "white," "European" and "American" are also diverse representations of ethnicity equal to others.				
◆ Use maps that indicate proportional landmass and explain natural and political geography such as "Peter's Projection".				
◆ Delineate life in both urban and suburban environments.				
◆ Portray all groups, racial, religious, and ethnic, etc., in a way that builds a positive image of the pluralistic nature of our society.				
◆ Help students to recognize that a variety of individuals and human groups have contributed to our civilization.				
◆ Seek to motivate students to examine their attitudes and comprehend their own duties and responsibilities as citizens in our pluralistic society.				
◆ Reflect the image of women participating in leadership roles in all aspects of society.				

<b>Do these materials:</b>	<b>I.</b>	<b>II.</b>	<b>III.</b>	<b>IV.</b>
◆ Avoid portrayals of excessive violence.				
◆ Portray the various elements of the American society and culture in a way that contributes to mutual understanding and acceptance.				
◆ Ensure that words, names, and views used should be the same as those used by the subject group, i.e., identify people as they identify themselves.				
◆ Include materials from the perspective of the group being studied.				
◆ Reflect diverse instructional strategies that have been identified as “best practices”.				
◆ Provide recognition of persons with varying degrees of differing abilities? (Physical, sensory, cognitive, communicative, and/or behavioral)				
◆ Meet the needs of students with varying exceptionalities by being available in a variety of media formats, so that they can be accessed with independence? (These alternative formats may include, but are not limited to, digital (CD/DVD), audio, large print and Braille)				
◆ Provide the capability of being accessed by alternative input devices as needed by the user? (These may include, but are not limited to, keyboards, joysticks, alternative mice, trackballs, touch screens, augmentative communication devices, infrared beaming and/or switches)				
◆ Ensure that information is readily available within the curriculum that allows material to be adapted to meet the needs of all children, including those for whom there is a disparity between chronological age and academic achievement levels? (i.e., age-appropriate materials)				
<b>TOTAL SCORES</b>				

Signature \_\_\_\_\_ Date \_\_\_\_\_