

OAK PARK and RIVER FOREST HIGH SCHOOL
201 N. Scoville Ave., Oak Park, Illinois 60302

BOARD OF EDUCATION
INSTRUCTION COMMITTEE OF THE WHOLE MEETING
Thursday, April 22, 2010
7:30 AM
Board Room

A G E N D A

- | | | |
|------|---|------------------|
| I. | Call to Order | Dr. Ralph H. Lee |
| II. | Approval of Minutes | Phil Prale |
| III. | Assistive Technology Presentation | Lisa Vincent |
| IV. | Textbook Review and Approval | Amy Hill |
| V. | Additional Instructional Matters for Committee Information/Deliberation | Dr. Ralph H. Lee |

Copies to: Instruction Committee Members, Dr. Ralph H. Lee, Chair
Board Members
Administrators
Director of Community Relations and Communications

Oak Park and River Forest High School
201 N. Scoville
Oak Park, IL 60302
An Instruction Committee of the Whole Board
March 18, 2010

An Instruction Committee meeting was held on Thursday, March 18, 2010, in the Board Room. Dr. Ralph H. Lee opened the meeting at 7:42 a.m. Committee members present were John C. Allen (attended telephonically and departed at 8:44 a.m.); Terry Finnegan, Dr. Ralph H. Lee, Amy McCormack (arrived at 8:30 a.m.), Dr. Dietra D. Millard, and Sharon Patchak Layman. Also present were Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Michael Carioscio, Chief Information Officer; Amy Hill, Director of Assessment and Research; Nathaniel L. Rouse, Principal; Cheryl L. Witham, Chief Financial Officer; and Gail Kalmerton, Executive Assistant/Clerk of the Board.

Visitors included Kay Foran, Community Relations and Communications Coordinator; James Paul Hunter, FSEC Chair.

Approval of February 18, 2010 Instruction Committee Minutes

It was the consensus of the Instruction Committee members to accept the February 18, 2010 minutes of that meeting, as presented.

PSAE Plans

Ms. Hill presented a summary of the testing arrangements for the April testing dates in the Committee's packet as an informational item.

Discussion ensued about freshmen taking a home grown survey on school climate. If patterns could be correlated to specific student demographics, it would be worth exploring using focus groups. Because none of the administrators have had the training to run focus groups, Ms. Hill's idea was to hire outside personnel to run those groups, if that were the direction in which the school went.

A folder on the shared drive will be populated with annual reports that are made to the Board of Education or committee as a resource. In addition, Dr. Lee asked for a checklist of the components of each standardized test to be sent to Ms. Kalmerton for distribution.

MSAN Update Mini Conference – Mentoring

Mr. Rouse, Ms. Hill, Mr. Prale, and five other staff members (Dana Limberg, Devon Alexander, Jessica Stovall, Nimmi Weisman, and Ignacio Ponce) attended a MSAN-sponsored two-day mini conference which focused on building effective teacher mentoring and induction programs and building cultural proficiency among new teachers. Approximately seventy (70) people attended.

The event was organized and co-hosted by staff from Evanston Township High School, Madison Metropolitan School District and Columbia Public Schools of Columbia Missouri. The participants reflected on their own mentoring programs and considered how to improve. Dr. Kikanza Nuri Robins spoke on the topic of building culturally proficient induction programs in

school and district organizations, and then stayed to participate in workshop presentations and district planning portions of the agenda. A panel of teachers reflected on their experiences with induction and cultural proficiency; Ms. Limberg was OPRFHS' representative on that panel.

The OPRFHS faculty that participated in this conference and others were to meet to review the current OPRFHS mentor and induction program and will offer revisions to the existing program. Discussion is occurring about the development of either a two-year or a four-year mentoring program and will include discussion on the role of mentors, how they are selected, and their training. Mr. Prale stated that every teacher receives a teacher certificate, from initial to standard, which is the result of completing a specific State of Illinois process; OPRFHS should help them achieve this status. When asked how the high school could meld this conversation with recruitment and retention of employees, Mr. Rouse stated that the high school should do more to celebrate teachers reaching tenure. Ms. Patchak-Layman asked what part of mentoring would be accomplished through the professional development program. Mr. Prale responded that the mentoring experience could be an overlap of the teacher collaboration teams. However, mentoring has to have its own standards. Mr. Prale continued that articulation between Human Resources and the mentors is important and almost every candidate for employment at the high school has asked about mentoring program. The program should explicitly state what it wants to address. Ms. Patchak-Layman added that the costs for mentoring, including release time, should be a part of the Human Resources Department under recruitment and training. The more money spent on mentoring the less money will be spent on recruiting.

Sectioning Guiding Principles

The Assistant Superintendent for Curriculum and Instruction, Chief Information Officer, Principal, and Director of Data Services created a process titled Sectioning Guiding Principles to be used throughout the building to reach the overall goal of maintaining the appropriate class size and maintain fidelity to the long range plan relative to FTE expenditures. Division heads were given the initial course request numbers of Friday, March 5 and the scheduling committee will meet with them to close on sectioning during the week of March 15.

Division Heads were asked for their input on class size balancing the views including the need to be fiscally responsible and the desire to be consistent class sizes across all divisions.

The Guiding Principles were as follows:

1. Division Heads will be given a starting point FTE number for their division. This number will be the same number of FTEs as last year. *This is a starting point only.* The course requests will ultimately drive the number of FTEs (up or down).
2. *Courses with enrollments of fewer than 18 will not run unless (presently there are 60 or 70 classes that have fewer than 18 students).
 - a. They are capstone courses (to be defined by Division Heads and discussed with sectioning team such as Tabula and Newscene).
 - b. New courses needing support
 - c. Other – need discussion with sectioning teamPrevious history of class enrollment will be taken into consideration in determining which classes will or won't run (In the future, we may want to consider having a limit

to the number of years a course which continues not to run due to low enrollment is allowed to remain on our books as an active course).

3. Use 18, 24, and 26 as target class sizes for transition, college prep, and honors classes respectively.
4. Distinguish between core academic courses and academic elective courses. Core academic courses are in English, history, science, world languages, and mathematics divisions and are related to the core graduation requirements. Core academic courses use the guidelines noted in #3 above.
5. Academic elective courses in all division are sectioned as close to 25 as possible but may be sectioned slightly higher. This does not include PE/DE classes.
6. The sectioning team will create a list of courses that will not be offered due to low enrollment by division by March 23 and will provide this list to division heads and counselors prior to finalizing sectioning in order to allow counselors an opportunity to bring students in and advise them based upon the courses that will be offered that have space.
7. Counselors will meet with students who have selected these courses by March 26 and have them select other courses prior to finalizing sectioning.
8. After sectioning, we will report all classes with enrollments of less than 18 by division.
9. Division Heads should submit ALL master scheduling requests (i.e. CTM teachers/students, Common Planning requests, REI classes, team taught classes, etc.) by April 9 to ensure that the master scheduler has ample time to accommodate the request. Requests made after this deadline may not be feasible, due to potential conflicts.

Ms. Patchak-Layman asked for a list of those classes with enrollments of fewer than eighteen and will not run.

The Administration asked that the Board of Education support this process, as its way to model the balance between fiscal responsibility and to provide an appropriate comprehensive education.

The Administration will consider scheduling some classes with lower enrollments on an every-other-year basis. With advanced knowledge, students can then develop their four-year academic plan to those courses.

Discussion ensued about how to get more students into AP classes as that had been a desire of the Board of Education. Ms. Patchak-Layman suggested giving those students needing more support for an AP class a higher numerical weight when calculating class size. The Administration cautioned that this type of structure would mean increasing FTEs. Mr. Prale added that the Wisconsin Center for Educational Research (WCER)'s recently published a short article suggesting that it is not only the number of students in a class but the kind of instruction being given that most affects student outcomes. Ms. Patchak-Layman felt the school structured and slotted students, meaning that staff could be asked if there were an interest in having a cohort of students with other teachers as is the case with Project Scholar and the transition programs. Because it is better for all students to be at a high level, Ms. Patchak-Layman suggested having smaller AP classes in the freshman and sophomore years and then AP larger classes in the junior and senior years.

Additional Items

Dr. Weninger had shared feeder school student data with the associate school superintendents, i.e., discipline, GPA, test scores, etc. Ms. Hill, Mr. Carioscio, and Ms. O'Shea provided him with this information. Ms. Patchak-Layman felt this should be part of the articulation piece and would be important to know for setting goals, etc., both at the high school and the feeder school levels. Mr. Prale enumerated the data that is shared with the feeder schools as follows:

- 1) The high school receives the ISAT scores of seventh graders;
- 2) More thorough information is received on the students who are registered for the ninth grade program;
- 3) The feeder schools share the characteristics of the individual students coming to the high school through division specific, content area specific dialogue;
- 4) The Assistant Principal for Student Health and Safety has conversations with the feeder schools as well.

Adjournment

The Instruction Committee meeting adjourned at 8:50 a.m. on Thursday, March 18, 2010.

Oak Park and River Forest High School

District 200

201 North Scoville Avenue • Oak Park, IL 60302-2296

TO: Instruction Committee Members
FROM: Director of Assessment and Research
DATE: April 22, 2010
RE: Textbook Recommendations

BACKGROUND

New texts proposed for the 2010-2011 school year are presented here for consideration for approval by the Board of Education.

- The World Languages Division recommends the use of the following textbooks:
 - Revista by Jose A. Blanco for the course 485: Spanish 7-8A
 - Vergil: A Legamus (Transitional Reader) by Sienkewicz and Osburn for the course 407: Latin Poetry 5-6A/7-8A
- The Music Department of the Fine and Applied Arts Division recommends the use of
 - Modern Guitar Method Grade 2 by Mel Bay for the course 811: Intermediate/Advanced Guitar
- The English Division recommends the use of the following textbooks:
 - Women Write, edited by Susan Cahill, PhD, for the course 179: Women's Voices, Women's Vision.
 - The Watchmen by Alan Moore for the course 133: American Literature 1-2
 - Balzac and the Little Chinese Seamstress by Dai Sijie for the course 125A: World Studies 1-2
 - A Long Way Gone: Memories of a Boy Soldier by Ishmael Beah for the course 125A: World Studies 1-2
 - The Dew Breaker by Edwidge Danticat for the course 125A: World Studies 1-2
 - I Am The Messenger by Markus Zusak (Summer Read - Sophomore class [2013])
 - The Tempest Tales by Walter Mosley (Summer Read – Senior class [2011])
- The Special Education Department recommends the use of Into The Wild by Jon Krakauer for the course 1467: Contemporary Literature 1-2B
- The Driver Education Department recommends the use of Drive Right, Eleventh Edition by Crabb, Mottola, Thiel and Weaver for the course 920: Driver Education
- The Science Division recommends the use of the following textbooks:
 - Physical, Earth and Space Science by Thomas C. Hsu, PhD for the course 505: Physical Science 1-2
 - Conceptual Integrated Science by Hewitt, Lyons, Suchocki and Yeh for the courses 521, 523, and 525: Integrated Lab Science 1-2, 3-4, and 5-6
 - Astronomy: A Self-Teaching Guide by Dinah L. Moche for the course 552: Astronomy
 - Snorkeling Guide to Marine Life by Humann and DeLoach for the course S527: Field Marine Biology 1 (Summer Course)

- Physics: Principles and Problems by Zitzewitz, Elliott, Haase, Harper, Herzog, Nelson, Nelson, Schuler, and Zom for the course 535: Physics 1-2

SUMMARY OF FINDINGS

The Director of Assessment and Research has reviewed each textbook and recommends their adoption by the Board of Education.

World Languages Courses.

485: Spanish 7-8A. Revista focuses on making an easier and more stimulating way for students to participate in lively conversations in Spanish class as they explore a broad range of topics corresponding to each lesson's engaging theme. It offers abundant opportunities for students to engage in conversations on a number of captivating topics of an interdisciplinary nature. The themes, readings, films and exercises of Revista, along with its unique magazine-like presentation, were specifically chosen to capture the student's interest and imagination.

407: Latin Poetry 5-6A/7-8A. The Legamus Transitional Reader is an innovative text that forms a bridge between the initial study of Latin via basal textbooks and the reading of authentic author texts. The series of texts is being developed by a special committee of high school and college teachers to facilitate this challenging transition. This text will allow students a smooth entry into reading, understanding, and appreciating the major aspects of the *Aeneid*.

Fine and Performing Arts (Music Department).

811: Intermediate/Advanced Guitar: Mel Bay's Modern Guitar Method is the premier guitar course of instruction. Grade 2 contains a wealth of studies designed to enhance the learning of all concepts taught. The text includes instruction in alternate picking, triplets, thirds, second position, and chord/scale studies in the keys of F, D minor, D major and B minor. This literature includes music from many different cultures over many centuries.

English Courses

125A: World Studies 1-2. Balzac and the Little Chinese Seamstress is an enchanting tale about the magic of reading and the wonder of romantic awakening. The story is based on two hapless city boys from China who are exiled to a remote mountain village for re-education during China's infamous Cultural Revolution. A Long Way Gone: Memoirs of a Boy Soldier is based on the author's story of fleeing attacking rebels in Sierra Leone and being drafted into the government army at age 13 before being saved by UNICEF. The author describes how he learned to forgive himself, to regain his humanity and finally, to heal. The Dew Breaker explores themes of redemption among refugees from Haiti's Baby Doc Duvalier dictatorship, the immigrant experience in New York City, and gender issues in the US and Haiti.

133: American Literature 1-2. The Watchmen is set in an alternate 1985 America in which costumed superheroes and the "Doomsday Clock" – which charts the USA's tension with the Soviet Union--are part of the fabric of everyday society,.

179: Women's Voices, Women's Visions. A wide-ranging collection of extraordinary works of the most brilliant fiction, poetry, memoirs, letters and essays by women, Women Write includes writings of established authors such as Mary Shelley, Sylvia Plath, Alice Munro and Maya Angelou along with lesser known authors as Mary Lavin and Eudora Welty.

English Summer Reading

Sophomore class (2013). I Am The Messenger is an award winning novel chosen for its high interest, readability, and the innate goodness of the protagonist. As the unlikely hero attempts to complete challenges given him by an unknown all-knowing mysterious figure, he also copes with typical young adult dilemmas. The first-person narrative voice is genuine and his decision-making is age appropriate.

Senior class (2011). The Tempest Tales is an allegory about an unlikely hero who questions God's decision to send him to Hell after he's died. The hero, a Black man who has lived in the "hood" his whole life, has survived by his wits. This protagonist attempts to explain his way out of his post-life sentence and God gives him the chance. This book will be an easy, fast read for all our seniors but there are numerous elements which will lead to lively discussions in all levels of Senior English courses.

Physical Education

920: Driver Education course. Drive Right, Eleventh Edition is an updated edition to reflect the changes to new traffic laws and teaching practices. The pictures, charts and graphs have been updated as well. The new teacher's companion contains a digital interactive PowerPoint section and updated instructional material.

Special Education

1467: Contemporary Literature 1-2B. Into the Wild is an engaging, character-driven true story about a recent college graduate discovering himself and the world, only to have the most tragic ending in the Alaskan wilderness. The theme of the story is acceptance and embracing others.

Science Department

505: Physical Science 1-2. Physical, Earth and Space Science was selected in a collaborative effort between the Science Division and a Reading specialist. The text is particularly beneficial in its organization. It is laid out in a two column format. A bold word or phrase is set to the left of each paragraph of text. The word or phrase summarizes the main idea of the paragraph and each page is designed to cover one main idea. Practice problems follow each section.

521, 523, 525: Integrated Lab Science 1-2, 3-4, 5-6. Conceptual Integrated Science will be used for all three years of the Integrated Lab Science curriculum. It has compact text with adequate diagrams, explanation and self-tests perfect to supplement the Integrated Lab Science Course. Highlights are more depth (especially in biology topics), more questions in the book, and longer passages.

552: Astronomy. Astronomy: A Self-Teaching Guide has more compact text with adequate diagrams, explanation and self-tests perfect to supplement the technology of the Astronomy course. This text is written at a high school level and covers all topics effectively.

S524: Field Marine Biology 1 (Summer Course). Snorkeling Guide to Marine Life is the first comprehensive, photographic identification reference designed specifically for the snorkeling naturalist. The 260 displayed species all inhabit waters from 15-foot depths to shore. This feature, combined with the book's user-friendly format, makes the quick, accurate identification of shallow-water species possible for the first-time snorkeler as well as veterans of many underwater outings.

565: Physics 1-2. Physics: Principles and Problems has a large variety of easy, medium and hard questions/problems. Among our reviewers, the text scored a 4 (on a scale from 1 to 5) for having a variety of tutorial support links and a quality of "to try" style questions for students. The text layout is smooth and easy to follow.

RECOMMENDATIONS

It is recommended that the Instruction Committee recommend that the Board of Education approve the adoption of the above-named textbooks for the above-named courses at its regular Board of Education meeting on April 29, 2010.

**OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM**

Division: World Languages Course Name(s): Spanish 7/8A
Course Code(s): 485
Grade Level of Course: _____

CHECK APPROPRIATE BOX ☐ Core Text ☒ Supplementary Text

(A copy of the proposed text must accompany this form.)

Title: Revista

Author(s): José A. Blanco

Publisher: Vista Higher Learning

Copyright Year: 2010 Edition: 3rd

ISBN #: 998-1-60007-8569

Type of Cover: Soft OPRFHS Bookstore Cost to Student: \$ 94.50

Please complete the appropriate portion below. **If text replaces a book, please provide a copy of the current text.**

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title:	Title:	Title:
Publisher:	Publisher:	Publisher:
Year of Adoption:	Year of Adoption:	Year of Adoption:
OPRFHS Bookstore Cost: \$	OPRFHS Bookstore Cost: \$	OPRFHS Bookstore Cost: \$

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Readability Score: _____ (See reverse for instructions.)

Please Attach Reading Level Documentation.

Positive Qualities of the Proposed Text: Currently, we do not have a textbook for this course. We would like to use this book as a supplement to what we are currently doing. In addition, this book is geared towards conversation, which is our main goal for the students.

Evidence of Title IX and Cultural Pluralism: _____

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Instruction.)

Division Curriculum/Textbook Selection Committee: Stephanie Oliver
Juan P. Ruiz Dana Tolomeo

Division Head: C. Sals Date: 3/12/10

Director of Assessment & Research: Angela Dief Date: 3/29/10

Date of Approval by Board of Education: _____

**OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM**

Division: World Languages Course Name(s): Latin Poetry 5-6 A/7-8A
 Course Code(s): 407
 Grade Level of Course: 11/12

CHECK APPROPRIATE BOX ☒ Core Text ☐ Supplementary Text

(A copy of the proposed text must accompany this form.)

Title: Vergil A Legamus Transitional Reader
 Author(s): Thomas J. Sienkewicz & LeaAnn Osburn
 Publisher: Bolchazy - Carducci Publishers, Inc.

Copyright Year: 2008 Edition: 1 ISBN #: 978-0-86516-578-6
 Type of Cover: paper OPRFHS Bookstore Cost to Student: \$ 36

Please complete the appropriate portion below. **If text replaces a book, please provide a copy of the current text.**

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title: <u>A Song of War</u>	Title:	Title:
Publisher: <u>Prentice Hall</u>	Publisher:	Publisher:
Year of Adoption: <u>—</u>	Year of Adoption:	Year of Adoption:
OPRFHS Bookstore Cost: \$ <u>39.97</u>	OPRFHS Bookstore Cost: \$	OPRFHS Bookstore Cost: \$

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Readability Score: 10.2 (See reverse for instructions.)
 Please Attach Reading Level Documentation.

Positive Qualities of the Proposed Text: The text contains passages from Books I, II and IV of Vergil's Aeneid. Each passage is accompanied by pre-reading materials, explanations of syntactical and grammatical usages, complete vocabularies and literary notes. Post-reading materials are also provided to further support the student's Evidence of Title IX and Cultural Pluralism: understanding of Vergil's style of writing.

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Instruction.)

Division Curriculum/Textbook Selection Committee: Beyn Mazuch
Mary Vyle Ben ST

Division Head: C. Saff Date: 4/7/10

Director of Assessment & Research: Angie Sleep Date: 4/9/10

Date of Approval by Board of Education: _____

Before You Read What Vergil Wrote:

Introduction: The opening lines of Vergil's poem introduce the hero and provide a short plot summary of the entire epic. The story is about a hero of wars and wanderings. From the beginning the poet introduces the role of the gods, and especially the goddess Juno, whose hatred for Aeneas lasts through almost the entire *Aeneid*. Vergil explains how Aeneas' sufferings will lead to the founding of Rome and then prays to the Muse, the goddess of inspiration, to help him tell his tale. This prayer by an epic poet for divine guidance is called an invocation. Notice how the Muse inspires Vergil and how Juno affects Aeneas' life. The ancient Romans believed that destiny and the will of the gods significantly affected human events. Thus, Aeneas is driven by fate and by the anger of Juno towards his destiny in Italy. As you read the *Aeneid*, think about the factors which influence Aeneas' actions and compare them to those which are thought to influence a person's decisions today, including family obligations, peer pressure, and political allegiance, as well as divine will and religious beliefs.

Summary: Vergil tells of a war and a hero who was fated to escape from Troy and go to Italy. This man endured many hardships during his journey to find a new home for his people and their gods. From these followers and these gods the Roman people will be descended. Before beginning the details of the story, Vergil asks the Muse to tell him why Juno is so angry with the Trojans.

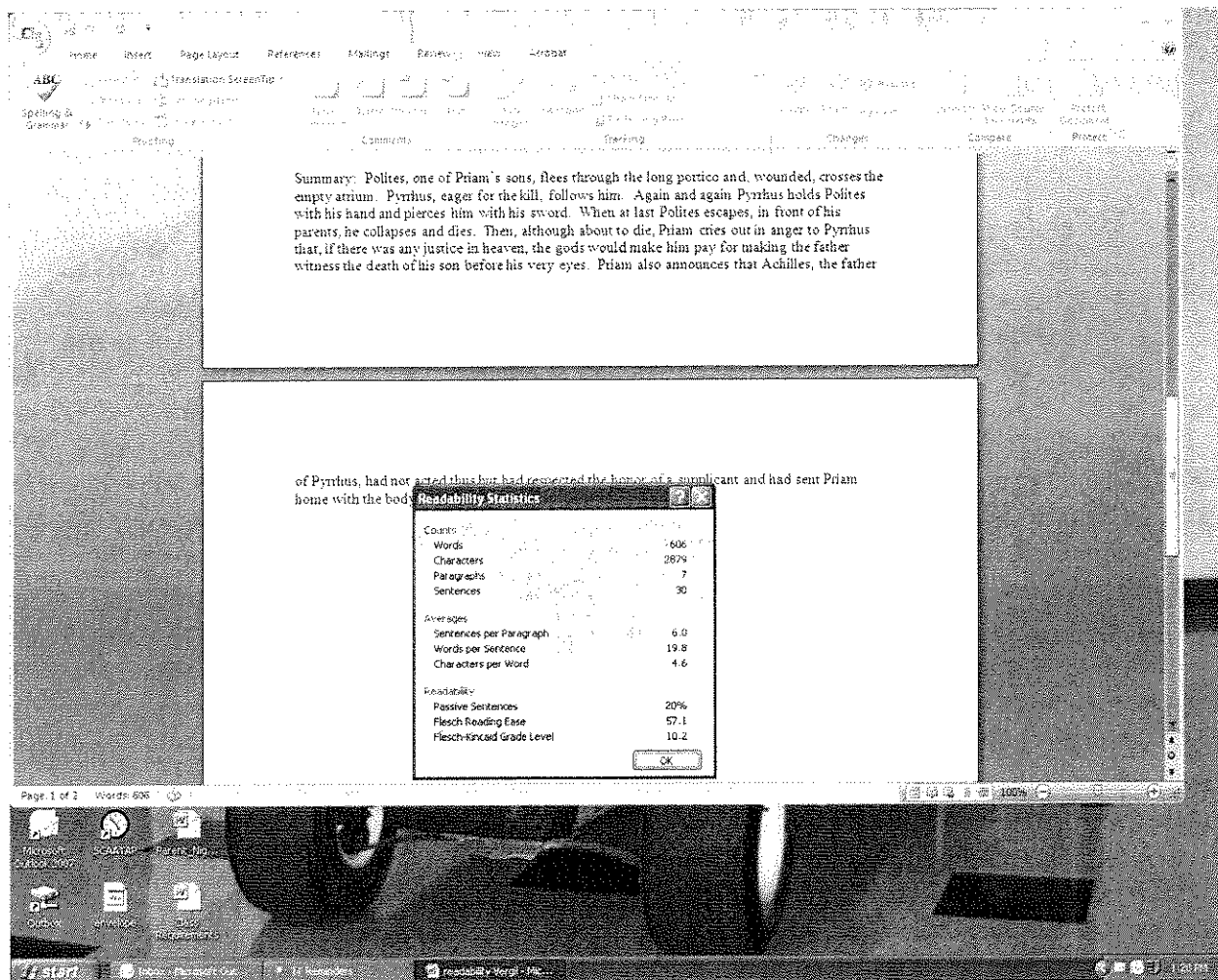
Making Sense of It: In this adaptation from the *Aeneid* the words in parentheses have been added to assist in translation and do not appear in the original. Different fonts are used to link words that agree grammatically or refer to one another, but only when the relationship between these words is not self-evident by position or word ending. You will find the meanings of the words you do not know either in the vocabulary pull-out at the back of the book or in the vocabulary list at the left. Keep these directions in mind since they will not be repeated in future chapters.

After Reading What Vergil Wrote:

Thinking about How the Author Writes: This is a particularly good passage in which to appreciate the importance of the sound of words in Vergil's poetry, which was meant to be heard rather than read silently. Vergil himself recited portions of the *Aeneid* publicly. Members of his audience included the emperor Augustus and his family. Wicar's painting on the cover of this reader depicts just such a recitation. Note how one member of the emperor's family has fainted as a result of Vergil's dramatic reading. Notice how Vergil uses sound to enhance his description of the snakes' approach. He does this especially with **alliteration** and **onomatopoeia**.

Summary: Polites, one of Priam's sons, flees through the long portico and, wounded, crosses the empty atrium. Pyrrhus, eager for the kill, follows him. Again and again Pyrrhus holds Polites with his hand and pierces him with his sword. When at last Polites escapes, in front of his parents, he collapses and dies. Then, although about to die, Priam cries out in anger to Pyrrhus that, if there was any justice in heaven, the gods would make him pay for making the father witness the death of his son before his very eyes. Priam also announces that Achilles, the father

of Pyrrhus, had not acted thus but had respected the honor of a suppliant and had sent Priam home with the body of his dead son Hector.



**OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM**

Division: FINE ARTS / MUSIC Course Name(s): INTERMEDIATE GUITAR
Course Code(s): _____
Grade Level of Course: 9-12

CHECK APPROPRIATE BOX ☒ Core Text ☐ Supplementary Text

(A copy of the proposed text must accompany this form.)

Title: Mel Bay's Modern Guitar Method Grade 2

Author(s): Mel Bay

Publisher: Mel Bay Publications, Inc.

Copyright Year: 1990/?2006? Edition: _____ ISBN #: 0-87166-357-0

Electronic Format Available? ☒ No ☐ Yes; describe: _____

Type of Cover: Soft OPRFHS Bookstore Cost to Student: \$ ~ 7.95

Please complete the appropriate portion below. This is a new course.

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title:	Title:	Title:
Publisher:	Publisher:	Publisher:
Year of Adoption:	Year of Adoption:	Year of Adoption:
OPRFHS Bookstore Cost: \$	OPRFHS Bookstore Cost: \$	OPRFHS Bookstore Cost: \$

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Readability Score: _____ (See reverse for instructions.)

Please Attach Reading Level Documentation.

Positive Qualities of the Proposed Text:

Mel Bay's Method Books have been standards in guitar teaching for decades. OPRF uses Book 1 for Beginning Guitar.

Evidence of Title IX and Cultural Pluralism:

The literature includes music from many different cultures over many centuries.

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Assessment & Research.)

Division Curriculum/Textbook Selection Committee:

Elyse Hlavach
Christine J. [Signature]

Arthur J. [Signature]

Division Head: [Signature]

Date: 4/8/10

Director of Assessment & Research: [Signature]

Date: 4/8/10

Date of Approval by Board of Education: _____

OAK PARK AND RIVER FOREST HIGH SCHOOL

TEXTBOOK ADOPTION FORMDivision: EnglishCourse Name(s): Women's Voices; Women's VisionsCourse Code(s): 179Grade Level of Course: 12**CHECK APPROPRIATE BOX**

Core Text



Supplementary Text

(A copy of the proposed text must accompany this form.)

Title: Women WriteAuthor(s): ed. Susan CahillPublisher: New American LibraryCopyright Year: 2004Edition: 1ISBN #: 0-451-21121-9Type of Cover: p.b.OPRFHS Bookstore Cost to Student: \$ 12.60Please complete the appropriate portion below. **If text replaces a book, please provide a copy of the current text.**

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title:	Title: <u>Top Girls</u>	Title: <u>Mrs. Dalloway</u>
Publisher:	Publisher: <u>Methuen Drama</u>	Publisher: <u>Harvest Books</u>
Year of Adoption:	Year of Adoption: <u>2009</u>	Year of Adoption: <u>2009</u>
OPRFHS Bookstore Cost: \$	OPRFHS Bookstore Cost: \$ <u>13.31</u>	OPRFHS Bookstore Cost: \$ <u>13.37</u>

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Readability Score: 8.2

(See reverse for instructions.)

Please Attach Reading Level Documentation.

Positive Qualities of the Proposed Text:

Huge range of authors (racially, economically, geographically diverse) displayed in many forms of writing (poetry, memoir and essay)

Evidence of Title IX and Cultural Pluralism:

Shows the plurality of the feminine experience and diversity of the feminine voice.

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Instruction.)

Division Curriculum/Textbook Selection Committee: Kim StullDivision Head: S. KernDate: 3/24/10Director of Assessment & Research: Angela SeifDate: 4/6/10

Date of Approval by Board of Education: _____

Women Write

Excerpted from Sarah Orne Jewett's "Martha's Lady"

Miss Harriet Pyne was often congratulated upon the good fortune of having such a helper and friend as Martha. As time went on this tall, gaunt woman, always thin, always slow, gained a dignity of behavior and simple affectionateness of look which suited the charm and dignity of the ancient house. She was unconsciously beautiful like a saint, like the picturesqueness of a lonely tree which lives to shelter unnumbered lives and to stand quietly in its place. There was such rustic homeliness and constancy belonging to her, such beautiful powers of apprehension, such reticence, such gentleness for those who were troubled or sick; all these gifts and graces Martha hid in her heart. She never joined the church because she thought she was not good enough, but life was such a passion and happiness of service that it was impossible not to be devout, and she was always in her humble place on Sundays, in the back pew next to the door. She had been educated by a remembrance; Helena's young eyes forever looked at her reassuringly from a gay girlish face. Helena's sweet patience in teaching her own awkwardness could never be forgotten.

Excerpted from Muriel Spark's "The First Year of My Life"

I was born on the first day of the second month of the last year of the First World War, a Friday. Testimony abounds that during the first year of my life I never smiled. I was known as the baby whom nothing and no one could make smile. Everyone who knew me then has told me so. They tried very hard, singing and bouncing me up and down, jumping around, pulling faces. Many times I was told this later by my family and their friends; but, anyway, I knew it at the time.

You will shortly be hearing of that new school of psychology, or maybe you have heard of it already, which, after long and far-adventuring research and experiment, has established that all of the young of the human species are born omniscient. Babies, in their waking hours, know everything that is going on everywhere in the world; they can tune in to any conversation they choose, switch on to any scene. We have all experienced this power. It is only after the first year that it was brainwashed out of us; for it is demanded of us by our immediate environment that we grow to be of use to it in a practical way. Gradually, our know-all brain cells are blacked out, although traces remain in some individuals in the form of E.S.P., and in the adults of some primitive tribes.

Excerpted from Alice Walker's "The Civil Rights Movement: What Good Was It?"

Part of what existence means to me is knowing the difference between what I am now and what I was then. It is being capable of looking after myself intellectually as well as financially. It is being able to tell when I am being wronged and by whom. It means being awake to protect myself and the ones I love. It means being a part of the world community, and being alert to which part it is that I have joined, and knowing how to change to another part if that part does not suit me. To know is to exist: to exist is to be involved, to move about, to see the world with my own eyes. This, at least, the Movement has given me.

The hippies and other nihilists would have me believe that it is all the same whether the people in Mississippi have a movement behind them or not. Once they have their rights, they say, they

will run all over themselves trying to be just like everybody else. They will be well fed, complacent about things of the spirit, emotionless, and without that marvelous humanity and "soul" that the Movement has seen them practice time and time again. "What has the Movement done," they ask, "with the few people it has supposedly helped?" "Got them white-collar jobs, moved them into standardized ranch houses in white neighborhoods, given them nondescript gray flannel suits?" "What are these people now?" they ask. And then they answer themselves, "Nothings!"

The screenshot shows a Microsoft Word window with a document titled "Powers White". The document content includes an excerpt from Sarah Orne Jewett's "Martha's Lady" and another excerpt starting with "I was born on the...". A "Readability Statistics" dialog box is open in the center of the screen, displaying the following data:

Counts	
Words	710
Characters	3258
Paragraphs	9
Sentences	33
Averages	
Sentences per Paragraph	5.5
Words per Sentence	20.9
Characters per Word	4.4
Readability	
Passive Sentences	21%
Flesch Reading Ease	68.2
Flesch-Kincaid Grade Level	6.2

The dialog box has an "OK" button at the bottom right. The background document text is partially obscured by the dialog box. The Word ribbon at the top shows the "Review" tab, and the status bar at the bottom indicates "Page: 1 of 2" and "Words: 2710".

**OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM**

Division: ENGLISH Course Name(s): American Literature
 Course Code(s): 133
 Grade Level of Course: 11

CHECK APPROPRIATE BOX ☐ Core Text ☒ Supplementary Text

(A copy of the proposed text must accompany this form.)

Title: The Watchmen

Author(s): Alan Moore

Publisher: D.C. Comics

Copyright Year: 1986 Edition: _____

ISBN #: 9 780930 289232

Electronic Format Available? ☒ No _____ Yes; describe: _____

Type of Cover: Paper OPRFHS Bookstore Cost to Student: \$16.75 + tax

Please complete the appropriate portion below.

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title: _____	Title: <u>Slaughterhouse Five</u>	Title: <u>The Crucible</u>
Publisher: _____	Publisher: _____	Publisher: _____
Year of Adoption: _____	Year of Adoption: _____	Year of Adoption: _____
OPRFHS Bookstore Cost: \$ _____	OPRFHS Bookstore Cost: \$ _____	OPRFHS Bookstore Cost: \$ _____

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Readability Score: 16.0 (See reverse for instructions.)

Please Attach Reading Level Documentation.

Positive Qualities of the Proposed Text:

The most successful books I have ever taught. The book is extremely complex, and really challenges students' worldviews. Great philosophical discussions - great way to teach them. Symbolism and plot. Mature book that also has high interest with everyone (i.e. style is readable). Only graphic novel to make time 100 best novels of all time.

Evidence of Title IX and Cultural Pluralism: *Diverse characters - variety of ethnicities*

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Assessment & Research.)

Division Curriculum/Textbook Selection Committee: William R. Johnson
David R. Johnson

Division Head: S. Kevin Date: 3/26/10

Director of Assessment & Research: Angela Seif Date: 4/5/10

Date of Approval by Board of Education: _____

Readability for *Watchmen*

I first became Nite Owl during the early months of 1939, and although my first few exploits were largely unspectacular, they aroused a lot of media interest simply because by 1939, dressing up in costume and protecting your neighborhood had become something of a fad, with the whole of America at least briefly interested in its development. A month after I made my debut, a young woman who called herself The Silhouette broke into the headlines by exposing the activities of a crooked publisher trafficking in child pornography, delivering a punitive beating to the entrepreneur and his two chief cameramen in the process. A little after that, the first reports of a man dressed like a moth who could glide through the air started to come in from Connecticut, and a particularly vicious and brutal young man in a gaudy yellow boiler suit started cleaning up the city's waterfronts under the name of The Comedian. Within twelve months of Hooded Justice's dramatic entrance into the public consciousness, there were at least seven other costumed vigilantes operating on or around America's West Coast.

Added to this, we must consider those prominent people in other fields, who, although less prominent and thus less easy to gauge numerically, have also apparently melted into thin air during this period. I have on record an unusually high number of disappearances from amongst the scientific community, which, although consisting largely of semi-skilled menial workers, does include such notable names as that of Dr. Whittaker Furnesse, the brilliant eugenics specialist who according to his wife left the family home one evening to walk the family dog and quite simply never returned. Odder still, and quite probably entirely unconnected, there is the disappearance of part of a person after his death, recorded on the same week Shea's vanishing act reached the public awareness. Parents and relatives of so-called psychic and clairvoyant Robert Deschaines, attending his funeral following the young medium's fatal stroke, were horrified to learn that ghoulish vandals or practical jokers had stolen the corpse's head from its body while it lay unattended upon a mortuary slab. Police voiced a few tenuous opinions concerning possible involvement by black magic cultists, but since then no further evidence has come to light.

For those of us who delight in such things, the twentieth century has, in its unfolding, presented mankind with an array of behavioral paradoxes and moral conundrums hitherto unimagined and perhaps unimaginable. Science, traditional enemy of mysticism and religion, has taken on a growing understanding that the model of the universe suggested by quantum physics differs very little from the universe that Taoists and other mystics have existed in for centuries. Large numbers of young people, raised in rigidly structured and industrially oriented cultures, violently reject industrialism and seek instead some modified version of the agricultural lifestyle that their forebears (debatably) enjoyed, including extended communal families and in some instances a barter economy in miniature. Children starve while boots costing many thousands of dollars leave their mark upon the surface of the moon. We have labored long to build a heaven, only to find it populated with horrors.

Moe Vernon was a man around fifty-five or so, and he had one of those old New York faces that you don't see anymore. It's funny, but certain faces seem to go in and out of style. You look at old photographs and everybody has a certain look to them, almost as if they're related. Look at pictures from ten years later and you can see that there's a new kind of face starting to predominate, and that the old faces are fading away and vanishing, never to be seen again. Moe

Vernon's face was like that: three chins, wiseacre cynical curl to his lower lip, a certain hollowness around the eyes, hair retreating back across his head, attempting a rendezvous with the label on his shirt collar. I'd go into the shop with my dad and Moe would be sitting there in his office, which had glass sides so he could watch the men working. Sometimes, if my father wanted to check something out with Moe before going ahead with his work, he'd send me over to the office to do it for him, which meant that I got to see the insides of Moe's inner sanctum. Or rather, I got to hear them. You see, Moe was an opera buff. He had one of the new gramophones over in the corner of his office and all day he used to play scratchy old seventy-eight recordings of his favorites just as loud as he could manage. By today's standard, "as loud as he could manage" didn't amount to a whole lot of noise, but it sounded pretty cacophonous back in 1930, when things were generally quieter.

**OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM**

Division: History/English Course Name(s): World Studies
Course Code(s): 125A
Grade Level of Course: 9

CHECK APPROPRIATE BOX ☒ Core Text ☐ Supplementary Text

(A copy of the proposed text must accompany this form.)

Title: Balzac and the Little Chinese Seamstress

Author(s): Dai Sijie

Publisher: Anchor Books: A division of Random House

Copyright Year: 2002 Edition: 1st ISBN #: 0-385-72220-6

Electronic Format Available? ☒ No ☐ Yes; describe: _____

Type of Cover: paperback OPRFHS Bookstore Cost to Student: \$ 10.55

Please complete the appropriate portion below.

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title:	Title: <u>The Odyssey</u>	Title: <u>Romeo and Juliet</u>
Publisher:	Publisher:	Publisher:
Year of Adoption:	Year of Adoption: <u>blanket</u>	Year of Adoption: <u>1970</u>
OPRFHS Bookstore Cost: \$	OPRFHS Bookstore Cost: \$	OPRFHS Bookstore Cost: \$

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Readability Score: 9.3 (See reverse for instructions.)

Please Attach Reading Level Documentation.

Positive Qualities of the Proposed Text:

tells a story of boys around their age; applauds the importance of education & literacy (a self-developed love of these) to transcend harsh realities of political oppression!

Evidence of Title IX and Cultural Pluralism:

Written by Chinese author about the rural countryside during the cultural Revolution

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Assessment & Research.)

Division Curriculum/Textbook Selection Committee: [Signature]
[Signature]

Division Head: [Signature] Date: 11/30/09

Director of Assessment & Research: [Signature] Date: 4/6/10

Date of Approval by Board of Education: _____

The village headman, a man of about fifty, sat cross-legged in the centre of the room, close to the coals burning in a hearth that was hollowed out of the floor; he was inspecting my violin. Among the possessions brought to this mountain village by the two "city youths"—which was how they saw Luo and me—it was the sole item that exuded an air of foreignness, of civilization, and therefore around suspicion. One of the peasants came forward with an oil lamp to facilitate identification of the strange object. The headman held the violin upright and peered into the black interior of the body, like an officious customs officer searching for drugs. I noticed three blood spots in his left eye, one large and two small, all the same shade of bright red. Raising the violin to eye level, he shook it, as though convinced something would drop out of the sound holes. His investigation was so enthusiastic I was afraid the strings would break.

Luo started reading the book the very same night that Four-Eyes lent it to us, and reached the end at dawn, when he put out the oil lamp and passed the book to me. I stayed in bed until nightfall, without food, completely wrapped up in the French story of love and miracles. Picture, if you will, a boy of nineteen, still slumbering in the limbo of adolescence, having heard nothing by revolutionary blather about patriotism, Communism, ideology and propaganda all his life, falling headlong into a story of awakening desire, passion, impulsive action, love, of all the subjects that had, until then, been hidden from me. In spite of my complete ignorance of that distant land called France (I had heard Napoleon mentioned by my father a few times, that was all), Ursule's story rang as true as if it had been about my neighbours. The messy affair over inheritance and money that befell her made the story all the more convincing, thereby enhancing the power of the words. By the end of the day I was feeling quite at home in Nemours, imagining myself posted by the smoking hearth of her parlour in the company of doctors and curates... Even the part about magnetism and somnambulism struck me as credible and riveting.

We crept up to the suitcase. It was tied with a thick rope of plaited straw, knotted, crosswise. We removed the rope and raised the lid in silence. Inside, piles of books shone in the light of our torch: a company of great Western writers welcomed us with open arms. On top was our old friend Balzac, with five or six novels, then came Victor Hugo, Stendhal, Dumas, Flaubert, Baudelaire, Romain Rolland, Rousseau, Tolstoy, Gogol, Dostoyevsky, and some English writers, too: Dickens, Kipling, Emily Bronte... We were beside ourselves. My head reeled, as if I'd had too much to drink. I took the novels out of the suitcase one by one, opened them, studied the portraits of the authors, and passed them on to Luo. Brushing them with the tips of my fingers made me feel as if my pale hands were in touch with human lives. "It reminds me of a scene in a film," said Luo. "You know, when a stolen suitcase turns out to be stuffed with money..." "So, are you weeping tears of joy?" I said. "No. All I feel is loathing." "Me too. Loathing for everyone who kept these books from us." Hearing myself utter this last sentence frightened me, as if there might be an eavesdropper hidden somewhere in the room. Such a remark, casually dropped, could cost several years in prison.

Once inside the hospital, I was overcome by the confluent smells of disinfectant, overflowing latrines and greasy cooking. The place was like a wartime refugee camp, with the hospital wards doubling as kitchens. There were pans, chopping blocks, kettles, vegetables, eggs, salt cellars, bottles of soy sauce and vinegar scattered everywhere: between the patients' beds and among the basins and the metal stands from which the blood transfusion bottles were suspended. At this midday hour most of the patients seemed either to be hunched over some steaming pan, plunging their chopsticks into the broth and squabbling over the noodles, or busy

making omelettes which hissed and sputtered in frying pans full of boiling fat. The chaos and the noise shocked me. I had no idea that district hospitals were not equipped with proper kitchens and that patients had to see to their own nourishment regardless of how serious their illness was, indeed regardless of whether they were disabled or even amputees. Covered in red, black or green plasters, with their bandages coming undone and fluttering in the steam rising from the cooking pots, the invalid cooks made a clownish impression.

The screenshot shows a Microsoft Word document with a text passage. A 'Readability Statistics' dialog box is open, displaying various counts and averages for the selected text. The text in the background is as follows:

The village headman, a man of about fifty, sat cross-legged in the centre of the room, close to the coals burning in a hearth that was hollowed out of the floor; he was inspecting my violin. Among the possessions brought to this mountain village by the two "city youths" — which was how they saw Luo and me — it was the sole item that exuded an air of foreignness, of civilization, and therefore around suspicion. One of the peasants came forward with an oil lamp to facilitate identification of the strange object. The headman held the violin upright and peered into the black interior of the body, like an officious customs officer searching for drugs. I noticed three blood spots in his left eye, one large and two small, all the same shade of bright red. Raising the violin to eye level, he shook it, as though convinced something would drop out of the sound holes. His investigation was so enthusiastic I was afraid the strings would break.

Luo started reading the book the very same night that Four-Eyes lent it to us, and reached the end at dawn, when he put out the oil lamp and passed the book to me. I stayed in bed until nightfall, without falling asleep. If you will, a boy of my age, by revolutionary belief, was falling headlong into subjects that had, up to that distant land called Italy, Ursule's story, inheritance and now the power of the word, imagining myself participating in the curates... Even the...

We crept up crosswise. We remained in the light of our torch as our old friend Balzac, Flaubert, Baudelaire,...

The 'Readability Statistics' dialog box shows the following data:

Counts	
Words	799
Characters	3805
Paragraphs	4
Sentences	39
Averages	
Sentences per Paragraph	9.7
Words per Sentence	20.4
Characters per Word	4.5
Readability	
Passive Sentences	10%
Flesch Reading Ease	63.8
Flesch-Kincaid Grade Level	9.3

The status bar at the bottom indicates 'Page: 1 of 2' and 'Words: 799'. The taskbar shows several open applications, including 'Reflection Journal March 2010', 'PEI Classes Placement scores...', 'Lecture', 'Rhetoric and Oratory', and 'Microsoft Office Word...'. The system clock shows '3/30/2010 2:38 PM'.

OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM

Division: History/English Course Name(s): World Studies
Course Code(s): 125A
Grade Level of Course: 9

CHECK APPROPRIATE BOX ☒ Core Text ☐ Supplementary Text

(A copy of the proposed text must accompany this form.)

Title: A Long Way Gone : Memoirs of a Boy Soldier

Author(s): Ishmael Beah

Publisher: Sarah Crichton Books - Farrar, Straus, & Giroux

Copyright Year: 2007 Edition: 1st ISBN #: 978-0-374-10523-5

Electronic Format Available? ☒ No ☐ Yes; describe: _____

Type of Cover: paperback OPRFHS Bookstore Cost to Student: \$ 9.70

Please complete the appropriate portion below.

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title:	Title: <u>The Odyssey</u>	Title: <u>Romeo and Juliet</u>
Publisher:	Publisher: <u>Faber</u>	Publisher: <u>Folger</u>
Year of Adoption:	Year of Adoption:	Year of Adoption: <u>1970</u>
OPRFHS Bookstore Cost: \$	OPRFHS Bookstore Cost: \$ <u>14.25</u>	OPRFHS Bookstore Cost: \$ <u>5.34</u>

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Readability Score: 6.9 (See reverse for instructions.)
Please Attach Reading Level Documentation.

Positive Qualities of the Proposed Text:

Central character relatable (young boy); autobiography; written in easily accessible language; riveting

Evidence of Title IX and Cultural Pluralism:

Written by a recent college graduate (his own story) who escaped from life as a child soldier in Sierra Leone.

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Assessment & Research.)

Division Curriculum/Textbook Selection Committee: William R. Gorton
Jamie C. Holladay

Division Head: S. Gervin Date: 11/30/09

Director of Assessment & Research: Jeff Deip Date: 4/6/10

Date of Approval by Board of Education: _____

"You were negative nineteen years old." That's what my father used to say when I would ask about what life was like in Sierra Leone following independence in 1961. It had been a British colony since 1808. Sir Milton Margai became the first prime minister and ruled the country under the Sierra Leone Peoples Party (SLPP) political banner until his death in 1964. His half brother Sir Albert Margai succeeded him until 1967, when Siaka Stevens, the All People's Congress (APC) Party leader, won the election, which was followed by a military coup. Siaka Stevens returned to power in 1968, and several years later declared the country a one-party state, the APC being the sole legal party. It was the beginning of "rotten politics," as my father would put it. I wondered what he would say about the war that I was now running from. I had heard from adults that this was a revolutionary war, a liberation of the people from corrupt government. But what kind of liberation movement shoots innocent civilians, children, that little girl? There wasn't anyone to answer these questions, and my head felt heavy with the images that it contained. As we walked, I became afraid of the road, the mountains in the distance, and the bushes on either side.

One of the unsettling things about my journey, mentally, physically, and emotionally, was that I wasn't sure when or where it was going to end. I didn't know what I was going to do with my life. I felt that I was starting over and over again. I was always on the move, always going somewhere. While we walked, I sometimes lagged behind, thinking about these things. To survive each passing day was my goal in life. At villages where we managed to find some happiness by being treated to food or fresh water, I knew that it was temporary and that we were only passing through. So I couldn't bring myself to be completely happy. It was much easier to be sad than to go back and forth between emotions, and this gave me the determination I needed to keep moving. I was never disappointed, since I always expected the worst to happen. There were nights when I couldn't sleep but stared into the darkest night until my eyes could see clearly through it. I thought about where my family was and whether they were alive.

What was happening? Our faces followed the lieutenant as he walked to his house. Why had the lieutenant decided to give us up to these civilians? We thought that we were part of the war until the end. The squad had been our family. Now we were being taken away, just like that, without any explanation. A few soldiers gathered our weapons and others guarded us, to make sure that we didn't try to run for our guns. As we were ushered to the truck, I stared back at the verandah where the lieutenant now stood, looking in the other direction, toward the forest, his hands crossed behind his back. I still didn't know what was going on, but I was beginning to get angry, anxious. I hadn't parted with my gun since the day I became a soldier. In the truck were three MPs—city soldiers. I could tell by how clean their uniforms and guns were. Their pants were tucked inside their boots and their shirts were tucked into their pants. Their faces weren't hardened, and their guns were so clean I assumed they hadn't fired a shot. The weapons were on safety. The MPs jumped off the truck and motioned for us to climb in. We divided ourselves onto two long benches in the truck that faced each other, and two of the men, the one

with the marks on his cheeks and the Lebanese-looking foreigner, climbed in back with us. Then the three MPs swung up on the back door panel, one foot inside the truck, the other hanging out.

When we entered the city, it seemed as if someone had lit the many tall buildings that shot into the sky. From afar, some of the buildings looked as if they were made of colorful lights. The city glittered, and I was so completely overwhelmed that I couldn't decide where to look. I thought I had seen tall buildings in Freetown, but these were beyond tall, it seemed they were poking the sky. There were so many cars on the street, and they impatiently honked, even when the light was red. And then I saw people walking on the sidewalks. I rubbed my eyes to make sure that I was really seeing people on the streets of New York City. It wasn't as dangerous as I had heard it was. Not so far. The lights were brighter than the ones back home, and I kept looking for the utility poles that the electric wires hung on, but I couldn't see any. We arrived at the Vanderbilt YMCA on Forty-seventh Street and entered the lobby holding our luggage. We followed Dr. Tamba to the front desk and got our room keys. I had a room to myself for the first time in my life. To top that, I had a television, which I watched all night long. It was really hot in the room, so I took my clothes off and sweated in front of the television. Two days later I learned that the reason the room was so hot was that the radiator was on full blast. I didn't know what it looked like, least of all how to turn the heat down or off. I remember thinking about the strangeness of this country; it is very cold outside and extremely hot inside.

**OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM**

Division: History/English Course Name(s): World Studies
Course Code(s): 125A
Grade Level of Course: 9

CHECK APPROPRIATE BOX ☒ Core Text ☐ Supplementary Text

(A copy of the proposed text must accompany this form.)

Title: The Dew Breaker

Author(s): Edwidge Danticat

Publisher: Vintage Contemporaries: A Division of Random House

Copyright Year: 2004 Edition: 1st ISBN #: 1-4000-3429-9

Electronic Format Available? ☒ No ☐ Yes; describe: _____

Type of Cover: paperback OPRFHS Bookstore Cost to Student: \$ 11.30

Please complete the appropriate portion below.

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title:	Title: <u>The Odyssey</u>	Title: <u>Romeo and Juliet</u>
Publisher:	Publisher: <u>Fagel</u>	Publisher: <u>Folger</u>
Year of Adoption:	Year of Adoption: <u>blanket</u>	Year of Adoption: <u>1970</u>
OPRFHS Bookstore Cost: \$	OPRFHS Bookstore Cost: \$ <u>17.25</u>	OPRFHS Bookstore Cost: \$ <u>5.34</u>

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Readability Score: 9.9 (See reverse for instructions.)

Please Attach Reading Level Documentation.

Positive Qualities of the Proposed Text:

Explores themes of redemption and new beginnings when transgressions were committed in a political context; postmodern/shattered plot line unfolds via a series of vignettes; personal stories; prosaic writing style

Evidence of Title IX and Cultural Pluralism:

Examines the political setting of Haiti's dictatorship, the immigrant experience in New York City; gender issues in U.S. and Haiti.

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Assessment & Research.)

Division Curriculum/Textbook Selection Committee: [Signature]

[Signature]

[Signature]

Division Head: [Signature]

Date: 11/30/09

Director of Assessment & Research: [Signature]

Date: 3/29/10

Date of Approval by Board of Education: _____

My father is gone. I'm slouched in a cast-aluminum chair across from two men, one the manager of the hotel where we're staying and the other a policeman. They're both waiting for me to explain what's become of him, my father. The hotel manager—MR. FLAVIO SALINAS, the plaque on his office door reads—has the most striking pair of chartreuse eyes I've ever seen on a man with an island Spanish lilt to his voice. The police officer, Officer Bo, is a baby-faced, short, white Floridian with a potbelly. "Where are you and your daddy from, Ms. Bienaime?" Officer Bo asks, doing the best he can with my last name. He does such a lousy job that, even though he and I and Salinas are the only people in Salinas' office, at first I think he's talking to someone else. I was born and raised in East Flatbush, Brooklyn, and have never been to my parents' birthplace. Still, I answer "Haiti" because it is one more thing I've always longed to have in common with my parents.

He was on his way to visit his aunt Estina, his father's older sister, whom he'd not seen since he moved to New York ten years before. He had lost his parents to the dictatorship twenty-five years before that, when he was a boy, and his aunt Estina had raised him in the capital. After he moved to New York, she returned to her home in the mountains where she'd always taken him during school holidays. This was the first time he was going to her village, as he'd come to think of it, without her. If she had been with him, she would have made him start his journey earlier in the day. They would have boarded a camion at the bus depot in Port-au-Prince before dawn and started climbing the mountain at sunrise to avoid sunstroke at high noon. If she had known he was coming, she would have hired him a mule and sent a child to meet him halfway, a child who would know all the shortcuts to her village. She also would have advised him to wear a sun hat and bring more than the two bottles of water he'd consumed hours ago. But no, he'd wanted to surprise her, however, the only person he was surprising was himself, but getting lost and nearly passing out and possibly lying there long enough to draw a few mountain vultures to come pick his skeleton clean.

Before my father was arrested, the president of the republic would drive through my town on New Year's Eve and throw money from the window of his big shiny black car. Sun rays would wrap themselves around the brand-new coins, making them glow like glass. When we heard that the president was coming, we would clean our entire house, dust our cedar table, and my father would stay home from the sea in case the president chose to get out of the car and walk into our house, to offer us something extra, a bag of rice, a pound of beans, a gallon of corn oil, a promise of future entrance to the medical school or the agricultural school in Damien, something that would have bought our loyalty forever, so that twenty, thirty, forty years after he was long dead, we might still be saying, "Things were hard, but we once had a president who gave me a sack of rice, some beans, and a gallon of cooking oil. It was the first and last time anyone in power gave me anything." As if this sack of rice, this pound of beans, this gallon of cooking oil were the gold, silver, and bronze medals in the poverty Olympics.

In the middle of all this incoherent muttering, she realized that her daughter had hung up the phone. Or maybe the phone had come out of the wall while she was pacing back and forth across the kitchen floor. There was now a strange mechanical voice on the line telling her to "hang up and try again." She wished she had someone with her now, to get her past the silence that would follow the trying again. She was no longer used to this particular type of loneliness, this feeling that you could be alive or dead and no one would know. She had hoped to close the call by saying something tender and affectionate to her daughter, something like, "You are mine

and I love you.” Or maybe she would reach for a now useless cliché, one that she had been reciting to herself all these years, that atonement, reparation, was possible and available for everyone. Or maybe she would think of some unrelated anecdote, a parable, another miracle story, or even some pleasantry, a joke. Anything to keep them both talking. But her daughter was already gone, lost, accidentally or purposely, in the hum of the dial tone.

OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM

Division: English Course Name(s): Summer Read
Course Code(s): N/A
Grade Level of Course: Sophomore (incoming)

CHECK APPROPRIATE BOX ☒ Core Text ☐ Supplementary Text

(A copy of the proposed text must accompany this form.)

Title: I am the Messenger

Author(s): Markus Zusak

Publisher: Alfred A. Knopf

Copyright Year: 2002 Edition: 1 ISBN #: 9780375836671

Type of Cover: paper OPRFHS Bookstore Cost to Student: \$ 7.25 plus tax

Please complete the appropriate portion below. **If text replaces a book, please provide a copy of the current text.**

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title:	Title:	Title:
Publisher:	Publisher:	Publisher:
Year of Adoption:	Year of Adoption:	Year of Adoption:
OPRFHS Bookstore Cost: \$	OPRFHS Bookstore Cost: \$	OPRFHS Bookstore Cost: \$

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Readability Score: 4.3 (See reverse for instructions.)

Please Attach Reading Level Documentation.

Positive Qualities of the Proposed Text:

See attached

Evidence of Title IX and Cultural Pluralism:

See attached

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Instruction.)

Division Curriculum/Textbook Selection Committee: William R. Brown
Mae A. Donoghue John D. ...
Chris Hill

Division Head: S. Kevin Date: 4/13/10

Director of Assessment & Research: Angie Seif Date: 4/14/10

Date of Approval by Board of Education: _____

I am the Messenger by Markus Zusak

Positive Qualities:

This award winning novel was chosen for its high interest, readability, and the innate goodness of the protagonist. As the unlikely hero attempts to complete challenges given him by an unknown all knowing mysterious figure, he also copes with typical young adult dilemmas. The 1st person narrative voice is genuine and his decision-making is age appropriate. The author has also written several other award winning books, the best known is *The Book Thief*.

Title IX and Cultural Pluralism

This Australian novelist is the son of an Austrian father and German mother and was raised on stories about Nazi Germany. Since Australia was a colony of England, it is thus quite appropriate for the Sophomores who will be taking English Literature (the Sophomore year curriculum). The novel is similar to *High Fidelity* by Nick Hornby which is currently taught in many English Literature classes. Both are 1st person narratives and in both, the protagonist must make difficult decisions.

I am the Messenger

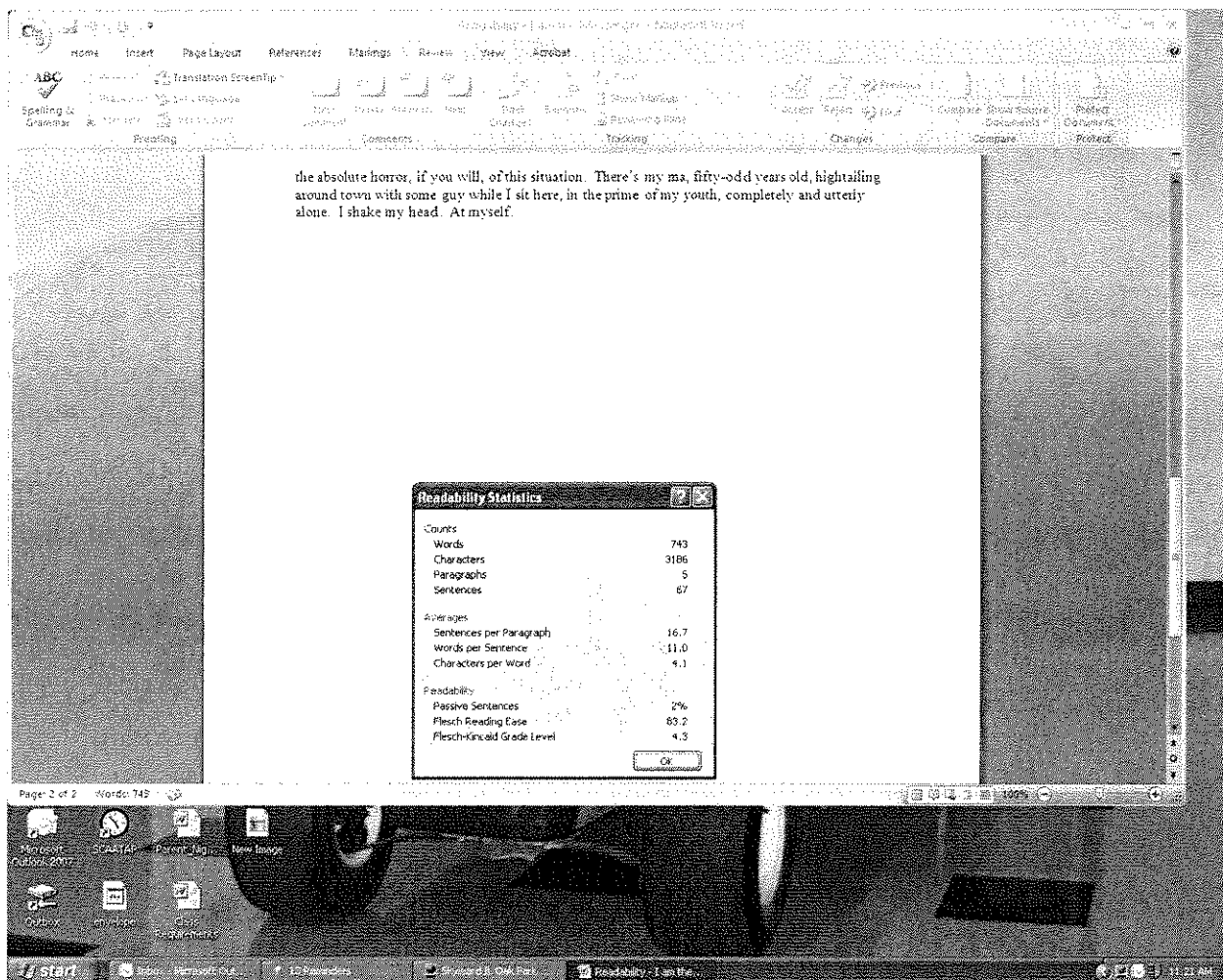
The gunman is useless. I know it. He knows it. The whole bank knows it. Even my best mate, Marvin, knows it, and he's more useless than the gunman. The worst part about the whole thing is that Marv's car is standing outside in a fifteen-minute parking zone. We're all facedown on the floor, and the car's only got a few minutes left on it. "I wish this bloke'd hurry up," I mention. "I know," Marv whispers back. "This is outrageous." His voice rises from the depths of the floor. "I'll be getting a fine because of this useless bastard. I can't afford another fine, Ed." "The car's not even worth it." "What?" Marv looks over at me now. I can sense he's getting uptight. Offended. If there's one thing Marv doesn't tolerate, it's someone putting shit on his car. He repeats the question.

Still, I have to move on. Milla's story is beautiful and tragic, but there are other messages to deliver. The next one is 6 Macedoni Street, 5:30 a.m. For a moment I consider going back to Edgar Street, but I'm still too frightened by what I've heard and seen there. I go there once more, just to check that things are still the same. They are. I arrive with the sun on Macedoni Street, mid-October. Overall, this spring has been unusually hot and it's already nice and warm as I hit the hilly street. I see the two-story house standing at the top. Just after five-thirty, a lone figure comes from around the side of the house. I think it's a girl but can't be sure because the figure has a hood over its head. It wears red athletic shorts, a hooded gray sweatshirt, but no shoes. It's about five foot nine. I sit between two parked cars, waiting for the figure to come back.

Marv is suddenly interested in going to church on Sunday. I tell him the plan and know without doubt that I can count on him. This is one area Marv excels and delights in. Juvenile behavior can be his specialty at times. We steal both my ma's and Ritchie's barbecues, I ring up and book a jumping castle, and we borrow one of those karaoke machines from one of Marv's mates who works at the pub. We also get a few kegs, a half-decent deal from the butcher on sausages, and we're set. Time for the paint. We buy it from the local hardware on Thursday afternoon and descend on the town at three that morning. Marv's car staggers to a halt at my place, and we decide to walk into town from there. At each end of Main Street, we write the same thing in giant letters on the road.

When we were younger, he used to take us kids places, like the national park and the beach and a playground miles away that had a huge metal rocket ship. Not like the plastic vomit playgrounds the poor kids have to play on these days. He'd take us to those places and quietly watch us play. We'd look back and he'd be sitting there, happily smoking, maybe dreaming. My first memory is of being four years old and getting a piggyback from Gregor Kennedy, my father. That was then the world wasn't so big and I could see everywhere. It was when my father was a hero and not a human. Now I sit here, asking myself what I have to do next. My first order of business is to not finish the meatballs. I only watch Ma on her wonderful date. It's quite obvious that the two of them have been here before. The waitress knows them and stops for a brief exchange of words. They're very comfortable. I try to be bitter about it, and angry, but I catch myself. What's the point? She is, after all, a person, and she deserves the right to be happy just like everyone else. It's only soon after that I understand exactly why my first instinct is to begrudge her this happiness. It's nothing to do with my father. It's me. In a sudden wave of nausea, I see

the absolute horror, if you will, of this situation. There's my ma, fifty-odd years old, hightailing around town with some guy while I sit here, in the prime of my youth, completely and utterly alone. I shake my head. At myself.



**OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM**

Division: English Course Name(s): Summer read
Course Code(s): N/A
Grade Level of Course: Seniors (incoming)

CHECK APPROPRIATE BOX ☒ Core Text ☐ Supplementary Text

(A copy of the proposed text must accompany this form.)

Title: The Tempest Tales

Author(s): Walter Mosley

Publisher: Black Classic Press

Copyright Year: 2008 Edition: 1 ISBN #: 9781416599494

Type of Cover: paper OPRFHS Bookstore Cost to Student: \$ 11.35 + tax

Please complete the appropriate portion below. **If text replaces a book, please provide a copy of the current text.**

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title:	Title:	Title:
Publisher:	Publisher:	Publisher:
Year of Adoption:	Year of Adoption:	Year of Adoption:
OPRFHS Bookstore Cost: \$	OPRFHS Bookstore Cost: \$	OPRFHS Bookstore Cost: \$

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Readability Score: 6.0 (See reverse for instructions.)

Please Attach Reading Level Documentation.

Positive Qualities of the Proposed Text:

see attached

Evidence of Title IX and Cultural Pluralism:

see attached

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Instruction.)

Division Curriculum/Textbook Selection Committee: William R. [Signature]

Sue A. Donoghue [Signature]

Pete [Signature]

Division Head: S. Kevin [Signature] Date: 4/13/10

Director of Assessment & Research: Angela [Signature] Date: 4/14/10

Date of Approval by Board of Education: _____

Positive Qualities of *The Tempest Tales* by Walter Mosley

This novel is an allegory about an unlikely hero who questions God's decision to send him to Hell after he's died. The hero, a Black man who has lived in the 'hood his whole life, has survived by his wits. This protagonist attempts to explain his way out of his post-life sentence and God gives him the chance. This book will be an easy, fast read for all our Seniors but there are numerous elements which will lead to lively discussions in all levels of Senior English courses. Mr. Mosley is also a best selling Black author whose best known works are the Easy Rawlings detective series.

Evidence of Cultural Pluralism

The novel is written by a Black man, about a Black man, living in a Black man's world.

The Tempest Tales

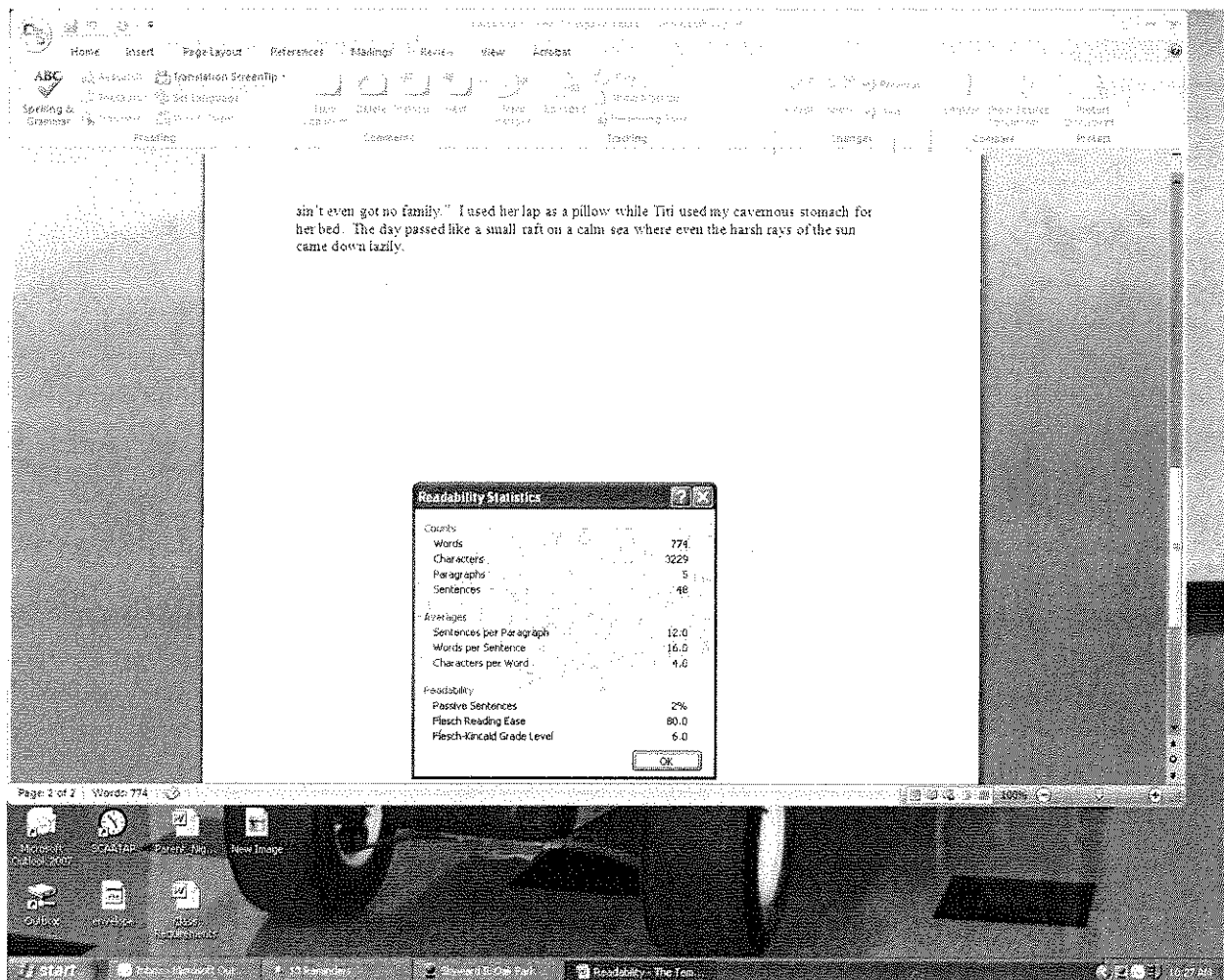
Tempest Landry didn't see himself as a bad man. He had a wife, whom he loved, a steady girlfriend, who loved him passionately, and various women on the side. All in all he had fourteen children, which was impressive because he was only thirty-four years old when he died. Not a thief by nature, he would pick up a dollar tip if it was lying on a table and no one was looking. If there was a key in a door he'd turn the lock to see what was on the other side. If a man was selling anything from steak knives to steaks on the corner he wouldn't ask for a vendor's license if the street salesman didn't charge tax. Tempest loafed when he could and worked when he had to. He remembered his wife's anniversary and the birthdays of all his children and girlfriends. And though he had been arrested on various occasions he had never been convicted of a felony nor had he spent more than a week in jail.

Satan wore black hair with a silk T-shirt and slacks to match. There was a ruby ring on the pinky finger of his left hand and reddish brown snakeskin shoes on his feet. "Joshua," he said, greeting me with my assumed mortal name. "Bob," I replied in kind. I was standing at the front door of a brownstone on 159th Street, an address given to me by Tempest Landry by phone that afternoon. When the call came in I was sitting at my desk thinking about Tempest. But that wasn't unusual, I had been thinking about him for the past week, wondering when he and his new friend, the devil, would contact me. "Come on up to my new pad after work, Angel," he'd said. "Let's get this bad boy on."

That first week in December it had rained five out of seven days. The temperature hovered in the upper thirties; not quite cold enough for snow or sleet. The sun hadn't been out at all. Tempest left me word to meet with him at a bench under a certain tree at the very center of Central Park. It took me quite a while that Saturday morning to find him but I didn't mind. Branwyn had taken the baby to see her parents in Nyack and so I had the day to pursue my holy avocation: saving heaven from the hands of the most singular mortal, Tempest Landry. He was wearing brown leather pants and a blue down vest over a long-sleeved black T-shirt. He also wore a black beret, tilted to the side. "Angel," he said in greeting. I sat down. Dark clouds hovered to the south, but blue sky shone brightly on the eastern horizon. "Tempest." We sat for a while in the chill morning, between better times and the deluge. Over the past few weeks I had been learning to live with the possibility of annihilation. I was sleeping all night, and often I made it through an entire day without worrying about Tempest evoking his power and putting an end to the rule of heaven.

It took me many weeks to recover from the fever I had contracted after walking home in the rain. It was the first real illness I had ever known and my resistance was low to nil. I still went to work however, because I would have been fired if I took all that time off, and I had a family to support. I worked all through the tax season at Rendell, Chin, and Mohammed. My days were long, and I went in on weekends too. I lost twenty pounds and walked slowly down to the Staten Island Ferry each morning. I had to leave the apartment fifteen minutes early to make the ferry. The partners all thanked me for going beyond the call of duty, but they never suggested that I go home early, or take a Saturday off. This was the first Saturday I got to stay home. I stayed in bed until noon, and then I made it to the sofa in the living room where I lounged for the rest of the day. My love, Branwyn, and our infant daughter Tethamalanti, kept me company. "It's so nice to have you home," Branwyn said to me. "Sometimes you work so much it's like we

ain't even got no family." I used her lap as a pillow while Titi used my cavernous stomach for her bed. The day passed like a small raft on a calm sea where even the harsh rays of the sun came down lazily.



**OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM**

J.P. Coughlin

Division: SPED Course Name(s): Contemporary Literature 1-2
Course Code(s): 14671/14672
Grade Level of Course: 12

CHECK APPROPRIATE BOX ☐ Core Text ☒ Supplementary Text (Novel)

(A copy of the proposed text must accompany this form.)

Title: Into The Wild

Author(s): Jon Krakauer

Publisher: Anchor Books

Copyright Year: 1996 Edition: 1st

ISBN #: 0-385-48686

Electronic Format Available? ☒ No ☐ Yes; describe: _____

Type of Cover: Paperback OPRFHS Bookstore Cost to Student: \$ 13.95

Please complete the appropriate portion below. → 5 other novels used between #8-#15 Titles on reverse

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title: <u>N/A</u>	Title: _____	Title: _____
Publisher: _____	Publisher: _____	Publisher: _____
Year of Adoption: _____	Year of Adoption: _____	Year of Adoption: _____
OPRFHS Bookstore Cost: \$ _____	OPRFHS Bookstore Cost: \$ _____	OPRFHS Bookstore Cost: \$ _____

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Readability Score: 7.8 (See reverse for instructions.)

Please Attach Reading Level Documentation.

Positive Qualities of the Proposed Text: Engaging, character driven true story about a recent college grad discovering himself and the world, only to have the most tragic ending in the Alaskan wilderness.

Evidence of Title IX and Cultural Pluralism:

Main character and theme of story is accepting and embracing others.

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Assessment & Research.)

Division Curriculum/Textbook Selection Committee: Bill Yarn
Andrea Hummer Art Yarn

Division Head: Linda Cada

Date: 4/12/10

Director of Assessment & Research: Angela Siefel

Date: 4/13/10

Date of Approval by Board of Education: _____

Additional texts already in use in 14671/14672 Contemporary Literature 1-2:

\$5.65 - The Greatest: Muhammad Ali by Walter Dean Myers

\$12.10 - I Am Legend by Richard Matheson

\$8.10 - Animal Farm by George Orwell

\$7.30 - Staying Fat for Sarah Byrnes by Chris Crutcher

\$4.85 - Miracle's Boys by Jacqueline Woodson

Into The Wild by Jon Krakauer Textbook Readability

Jim Gallien had driven four miles out of Fairbanks when he spotted the hitchhiker standing in the snow beside the road, thumb raised high, shivering in the gray Alaska dawn. He didn't appear to be very old: eighteen, maybe nineteen at the most. A rifle protruded from the young man's backpack, but he looked friendly enough; a hitchhiker with a Remington semiautomatic isn't the sort of thing that gives motorists pause in the forty-ninth state. Gallien steered his truck onto the shoulder and told the kid to climb in.

The hitchhiker swung his pack into the bed of the Ford and introduced himself as Alex. "Alex?" Gallien responded, fishing for a last name.

"Just Alex," the young man replied, pointedly rejecting the bait. Five feet seven or eight with a wiry build, he claimed to be twenty-four years old and said he was from South Dakota. He explained that he wanted a ride as far as the edge of Denali National Park, where he intended to walk deep into the bush and "live off the land for a few months."

Gallien, a union electrician, was on his way to Anchorage, 240 miles beyond Denali on the George Parks Highway; he told Alex he'd drop him off wherever he wanted. Alex's backpack looked as though it weighed only twenty-five or thirty pounds, which struck Gallien—an accomplished hunter and woodsman—as an improbably light load for a stay of several months in the back-country, especially so early in the spring. "He wasn't carrying anywhere near as much food and gear as you'd expect a guy to be carrying for that kind of trip," Gallien recalls.

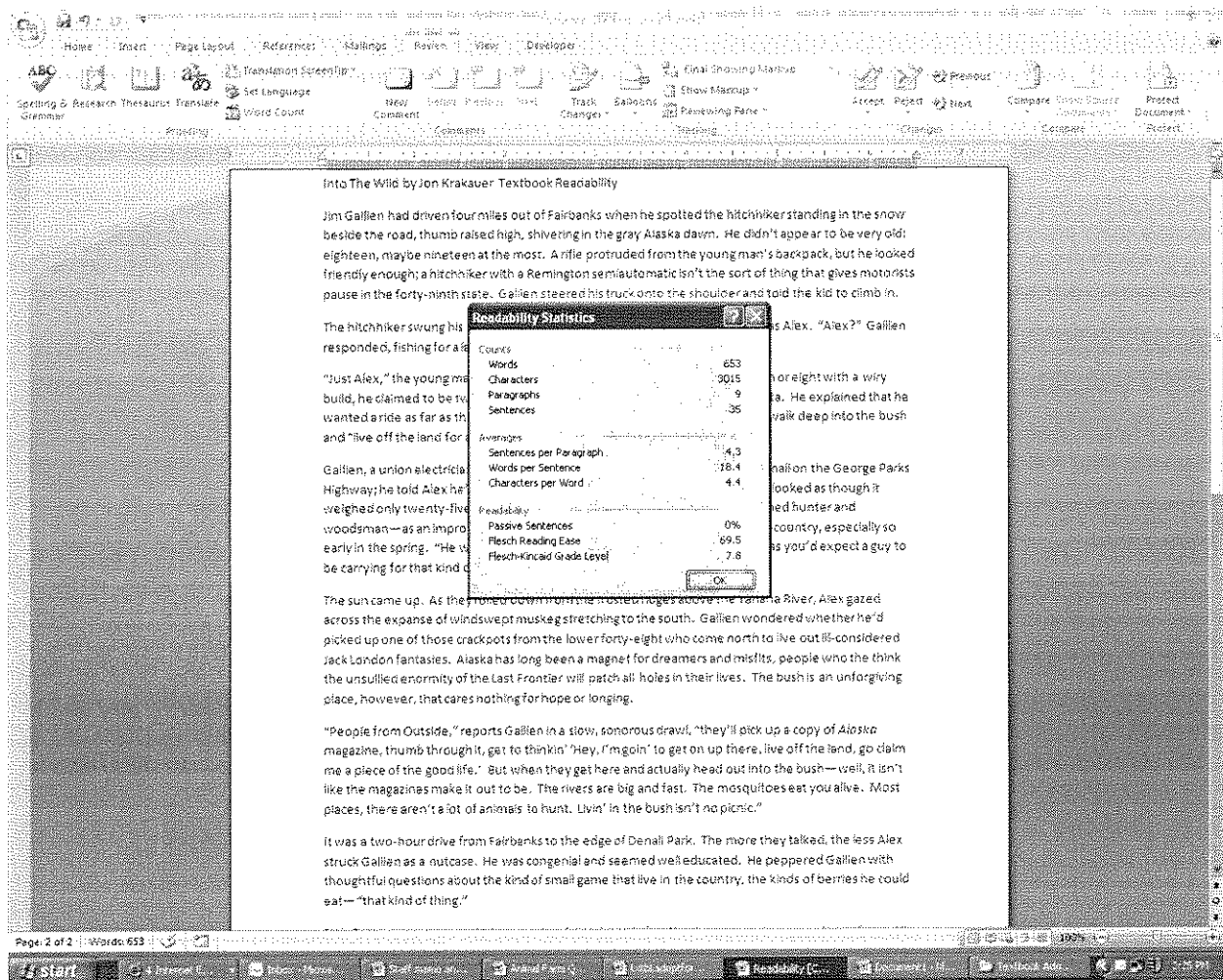
The sun came up. As they rolled down from the frosted ridges above the Tanana River, Alex gazed across the expanse of windswept muskeg stretching to the south. Gallien wondered whether he'd picked up one of those crackpots from the lower forty-eight who come north to live out ill-considered Jack London fantasies. Alaska has long been a magnet for dreamers and misfits, people who think the unsullied enormity of the Last Frontier will patch all holes in their lives. The bush is an unforgiving place, however, that cares nothing for hope or longing.

"People from Outside," reports Gallien in a slow, sonorous drawl, "they'll pick up a copy of *Alaska* magazine, thumb through it, get to thinkin' 'Hey, I'm goin' to get on up there, live off the land, go claim me a piece of the good life.' But when they get here and actually head out into the bush—well, it isn't like the magazines make it out to be. The rivers are big and fast. The mosquitoes eat you alive. Most places, there aren't a lot of animals to hunt. Livin' in the bush isn't no picnic."

It was a two-hour drive from Fairbanks to the edge of Denali Park. The more they talked, the less Alex struck Gallien as a nutcase. He was congenial and seemed well educated. He peppered Gallien with thoughtful questions about the kind of small game that live in the country, the kinds of berries he could eat—"that kind of thing."

Still, Gallien was concerned. Alex admitted that the only food in his pack was ten-pound bag of rice. His gear seemed exceedingly minimal for the harsh conditions of the interior, which in April still lay buried under the winter snowpack. Alex's cheap leather hiking boots were neither waterproof nor well

insulated. His rifle was only .22 caliber, a bore too small to rely on if he expected to kill large animals like moose and caribou, which he would have to eat if he hoped to remain very long in the country. He had no ax, no bug dope, no snowshoes, no compass. The only navigational aid in his possession was a tattered state road map he'd scrounged at a gas station.



**OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM**

Division: Driver Education/Physical Education Course Name(s): Driver Education
Course Code(s): 920
Grade Level of Course: 10-11-12

CHECK APPROPRIATE BOX ☒ Core Text ☐ Supplementary Text

(A copy of the proposed text must accompany this form.)

Title: Drive Right
Author(s): Crabb, Mottola, Thiel and Weaver
Publisher: Pearson

Copyright Year: 2010 Edition: 11 ISBN #: 0-13-367266-2

Electronic Format Available? No X Yes; describe: Online Companion

Type of Cover: Soft OPRFHS Bookstore Cost to Student: \$ 43.00

Please complete the appropriate portion below.

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title: Drive Right 10 Edition	Title: Study Drive Right Workbook	Title:
Publisher: Pearson	Publisher: Pearson	Publisher:
Year of Adoption: 2000	Year of Adoption: 2010	Year of Adoption:
OPRFHS Bookstore Cost: \$26.80	OPRFHS Bookstore Cost: \$12.50	OPRFHS Bookstore Cost: \$

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Readability Score: 8.6 (See reverse for instructions.)

Please Attach Reading Level Documentation.

Positive Qualities of the Proposed Text:

The book has been updated to reflect the changes to new traffic laws and teaching practices. The pictures, charts and graphs have been updated as well. The new teacher's companion contains a digital interactive PowerPoint section and updated instructional material.

Evidence of Title IX and Cultural Pluralism:

The book has strong representation of gender equity and multi-culturalism.

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Assessment & Research.)

Division Curriculum/Textbook Selection Committee:

[Signature] [Signature] [Signature]

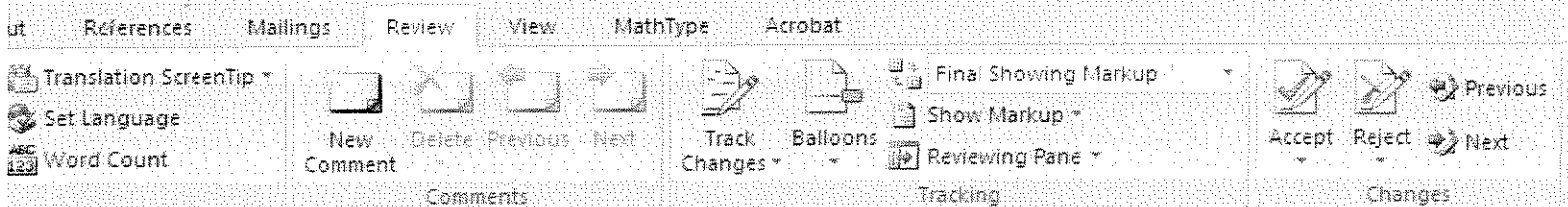
Division Head: [Signature]

Date: 3-9-2010

Director of Assessment & Research: [Signature]

Date: 3/29/10

Date of Approval by Board of Education: _____



Readability Statistics

White curbs use not leave your One way to re designated dr	Counts	
	Words	642
	Characters	3263
	Paragraphs	15
Use controlled your vehicle. C locking your w	Sentences	41
	Averages	
	Sentences per Paragraph	2.9
	Words per Sentence	14.8
Any mechanic distraction. Bi soft drink.	Characters per Word	4.9
	Readability	
	Passive Sentences	9%
	Flesch Reading Ease	58.6
	Flesch-Kincaid Grade Level	8.6

OK

Most collisions with two-wheeled vehicles occur at intersections. Drivers often misjudge the distance and speed of the oncoming rider, especially at night. Reducing speed as you approach an intersection will give you more time to visually search for motorcycles and scooters.

Tires wear more quickly due to unfavorable driving and poor maintenance conditions. Abrupt braking and sharp steering shorten tire life. Bumps, potholes, and poor roadway surfaces add to tire stress and can cause sudden damage to tires. Unbalanced wheels and poor alignment can cause tires to wear unevenly. Underinflation and overinflation also cause tire wear.

Whenever possible, in open areas, extend your visual lead. You may find that in some situations you are able to establish a visual lead of up to 30 seconds. The greater the visual lead, the more time you will have to identify and safely respond to hazards and unexpected conditions.

At night, headlights shining over the crest of a hill can warn you of an approaching vehicle. If you have your high beams on, switch them to low beam anytime you are within 500 feet of an approaching vehicle. Do not look directly into the headlights of approaching vehicles; you could be temporarily blinded, especially if their high beams are on. Glance instead to the right edge of the road. There is often a white line to help you maintain position in your lane.

Some streets and expressways have lanes in which traffic is permitted to travel in one direction for one period of time, then in the opposite direction at another time. Switching the direction of travel in these lanes helps control morning and evening rush-hour traffic.

All drivers have a responsibility to help manage the environmental threats created by motor-vehicle

**OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM**

Division: Science Course Name(s): Physical Science
Course Code(s): 5052
Grade Level of Course: 9th

CHECK APPROPRIATE BOX ☒ Core Text ☐ Supplementary Text

(A copy of the proposed text must accompany this form.)

Title: Physical, Earth and Space Science

Author(s): Thomas C. Hsu, Ph.D.

Publisher: CPO Science

Copyright Year: 2010 Edition: First ISBN #: 978-1-60431-097-9

Electronic Format Available? No ☒ Yes; describe: The book is available as an electronic text on a DVD

Type of Cover: Hardcover OPRFHS Bookstore Cost to Student: \$ 79.20

Please complete the appropriate portion below.

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title: Science Spectrum	Title:	Title:
Publisher: CPO Science	Publisher:	Publisher:
Year of Adoption: <u>2002</u>	Year of Adoption:	Year of Adoption:
OPRFHS Bookstore Cost: \$79.20	OPRFHS Bookstore Cost: \$	OPRFHS Bookstore Cost: \$

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Readability Score: 9.7 GLE

Positive Qualities of the Proposed Text:

The text is laid out in a two column format. A bold word or phrase is set to the left of each paragraph of text. The word or phrase summaries the main idea of the paragraph and each page is designed to cover one main idea. Practice problems follow each section and can be found at the reference pages: 153, 157, 176, 661 and 551 for evidence of Title IX and reference pages: 147, 177, 715, 529 and 448 for evidence of cultural pluralism.

Evidence of Title IX and Cultural Pluralism:

This text complies with the Title IX and cultural pluralism goals of the district.

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Assessment & Research.)

Division Curriculum/Textbook Selection Committee:

[Signatures of Committee Members]

Division Head: William F. Hume

Date: 4/8/10

Director of Assessment & Research: Angela Seip

Date: 4/14/10

Date of Approval by Board of Education: _____

**OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM**

Division: Science Course Name(s): Integrated Lab Science 1-2, 3-4, 5-6
 Course Code(s): 55211, 5212, 531, 5232, 5251, 5252
 Grade Level of Course: 9-12

CHECK APPROPRIATE BOX ☒ Core Text ☐ Supplementary Text

(A copy of the proposed text must accompany this form.)

Title: Conceptual Integrated Science

Author(s): Paul Hewitt, Suzanne Lyons, John Suchocki, and Jennifer Yeh

Publisher: Addison Wesley

Copyright Year: 2010 Edition: First ISBN #: 978-0-13-135861-4

Electronic Format Available? No ☒ Yes; describe: eBook on Student Companion Website

Type of Cover: Hardbound OPRFHS Bookstore Cost to Student: \$ 129.91

Please complete the appropriate portion below.

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title: Astronomy: Biology, Chemistry and Physics (3 books)	Title:	Title:
Publisher: Nelson Thornes Ltd.	Publisher:	Publisher:
Year of Adoption: 2002	Year of Adoption:	Year of Adoption:
OPRFHS Bookstore Cost: \$93	OPRFHS Bookstore Cost: \$	OPRFHS Bookstore Cost: \$

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Readability Score: Flesch-Kincaid Grade Level - 8.3 (See attached sheet)

Please Attach Reading Level Documentation.

Positive Qualities of the Proposed Text:

Compact text with adequate diagrams, explanation and self-tests perfect to supplement the Integrated Lab Science Course.

Evidence of Title IX and Cultural Pluralism:

This text complies with the Title IX and cultural pluralism goals of the district.

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Assessment & Research.)

Division Curriculum/Textbook Selection Committee: [Signatures]

Division Head: William F. [Signature] Date: 4/8/10

Director of Assessment & Research: [Signature] Date: 4/14/10

Date of Approval by Board of Education: _____

**OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM**

Division: Science Course Name(s): Astronomy
 Course Code(s): 5521 and 5522
 Grade Level of Course: 12

CHECK APPROPRIATE BOX ☒ Core Text ☐ Supplementary Text

(A copy of the proposed text must accompany this form.)

Title: Astronomy: A Self-Teaching Guide

Author(s): Dinah L. Moche

Publisher: John Wiley and Sons Inc.

Copyright Year: 2009 Edition: Seventh ISBN #: 978-0-470-23083-1

Electronic Format Available? X No Yes; describe:

Type of Cover: Paperback OPRFHS Bookstore Cost to Student: \$ 20.16

Please complete the appropriate portion below.

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title: Astronomy: A Self-Teaching Guide	Title:	Title:
Publisher: Wiley and Sons	Publisher:	Publisher:
Year of Adoption: 2007	Year of Adoption:	Year of Adoption:
OPRFHS Bookstore Cost: \$18	OPRFHS Bookstore Cost: \$	OPRFHS Bookstore Cost: \$

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Readability Score: 9.1 (See reverse for instructions.)

Please Attach Reading Level Documentation.

Positive Qualities of the Proposed Text:

Compact text with adequate diagrams, explanation and self-tests perfect to supplement the technology of the Astronomy course. It is low-cost, but highly readable and accurate.

Evidence of Title IX and Cultural Pluralism:

This text complies with the Title IX and cultural pluralism goals of the district.

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Assessment & Research.)

Division Curriculum/Textbook Selection Committee: [Signatures]

Division Head: [Signature]

Date: 4/8/10

Director of Assessment & Research: [Signature]

Date: 4/14/10

Date of Approval by Board of Education:

OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM

Division: Science

Course Name(s): Field Marine Biology I

Course Code(s): S527

Grade Level of Course: 10-12

CHECK APPROPRIATE BOX

☐ Core Text

☒ Supplementary Text

(A copy of the proposed text must accompany this form.)

Title: Snorkeling Guide to Marine Life

Author(s): Paul Humann and Ned DeLoach

Publisher: New World Publications, Inc.

Copyright Year: 2004 Edition: Fourth

ISBN #: 1-878348-10-8

Electronic Format Available? ☒ No ☐ Yes; describe: _____

Type of Cover: paperback OPRFHS Bookstore Cost to Student: \$ NA (will be purchased by individual student at Amazon.com)

↳ \$10.00

Please complete the appropriate portion below.

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title:	Title:	Title:
Publisher:	Publisher:	Publisher:
Year of Adoption:	Year of Adoption:	Year of Adoption:
OPRFHS Bookstore Cost:	OPRFHS Bookstore Cost: \$	OPRFHS Bookstore Cost: \$

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Readability Score: NA – Book is a reference guide

Please Attach Reading Level Documentation.

Positive Qualities of the Proposed Text: NA

Evidence of Title IX and Cultural Pluralism: NA

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Assessment & Research.)

Division Curriculum/Textbook Selection Committee:

[Signature] [Signature] [Signature] [Signature]

Division Head: [Signature]

Date: 4-8-10

Director of Assessment & Research: [Signature]

Date: 4/13/10

Date of Approval by Board of Education: _____

**OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM**

Division: Science Course Name(s): Physics 1-2
Course Code(s): 565
Grade Level of Course: 11-12

CHECK APPROPRIATE BOX

☒ Core Text

☐ Supplementary Text

(A copy of the proposed text must accompany this form.)

Title: Physics: Principles and Problems

Author(s): Zitzewitz, Elliott, Haase, Harper, Herzog, Nelson, Nelson, Schuler, Zorn

Publisher: Glencoe

Copyright Year: 2009 Edition: 2009 ISBN #: 978-0-07-880721-3

Electronic Format Available? ☒ No ☐ Yes; describe: _____

Type of Cover: Hardbound OPRFHS Bookstore Cost to Student: \$ 106.30

Please complete the appropriate portion below.

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title: The Physics of Everyday Phenomena	Title:	Title:
Publisher: McGraw-Hill	Publisher:	Publisher:
Year of Adoption: <u>2004</u>	Year of Adoption:	Year of Adoption:
OPRFHS Bookstore Cost: \$103.75 (new) and \$77.80 (used)	OPRFHS Bookstore Cost: \$	OPRFHS Bookstore Cost: \$

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Readability Score: (also see attached)

Passive Sentences: 17%

Flesch Reading Ease: 49.3

Flesch-Kincaid Grade Level: 10.6

(Please Attach Reading Level Documentation)

Positive Qualities of the Proposed Text: large variety of easy, medium, hard questions/problems. Out of a scale from 1-5 (5 being great), it scored 4 for having a variety of tutorial support links, a quality of "to try" style questions for students. General impression of book—"there is a good feeling about it...the text layout is smooth and easy to follow."

Evidence of Title IX and Cultural Pluralism:

This text complies with the Title IX and cultural pluralism goals of the district.

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Assessment & Research.)

Division Curriculum/Textbook Selection Committee: _____

Division Head: Walter F. McNamee

Date: 4/8/10

Director of Assessment & Research: Angela Seibel

Date: 4/13/10

Date of Approval by Board of Education: _____

Physics – Principles and Problems

By: Zitzewitz, Elliott, Haase, Harper, Herzog, Nelson, Nelson, Schuler, Zorn

Anti-matter

In the late 1920s, Paul Dirac predicted the existence of an antiparticle associated with each kind of particle. The positive electron, called a positron, is an example of an antiparticle, a particle of antimatter. The electron and positron have the same mass and charge magnitude; however, the signs of their charges are opposite. When a positron and an electron collide, the two can annihilate each other, resulting in energy in the form of gamma rays, as shown in Figure 30-15. The positron was not discovered until 1932.

Particles

The model of the atom in 1930 was fairly simple: protons and neutrons surrounded by electrons. More detailed studies of radioactive decay disturbed this simple picture. While the α particles and gamma rays emitted by radioactive nuclei have single energies that depend on the decaying nucleus, β particles are emitted with a wide range of energies. One might expect the energy of the β particles to be equal to the difference between the energy of the nucleus before decay and the energy of the nucleus produced by the decay. In fact, the wide range of energies of electrons emitted during beta decay suggested to Niels Bohr that another particle might be involved in nuclear reactions that carries away energy. Wolfgang Pauli in 1931 and Enrico Fermi in 1934 suggested that an unseen neutral particle was emitted with the β particle. Named the neutrino ("little neutral one" in Italian) by Fermi, the particle, which is actually an antineutrino, was not directly observed until 1956.

Experiments with particle accelerators resulted in the identification of more and more particles, some with intermediate masses, and others much more massive than the proton. They had positive and negative charges, or none at all. Some lifetimes were 10^{-23} , while others had no detectable decays. At one point Enrico Fermi, asked to identify a particle track, replied "If I could remember the names of all these particles, I'd be a botanist!"

Ray Model of light

Isaac Newton, whose laws of motion you studied in Chapter 6, believed that light is a stream of fast-moving, unimaginably tiny particles, which he called corpuscles. However, his model could not explain all of the properties of light. Experiments showed that light also behaves like a wave. In the **ray model of light**, light is represented as a ray that travels in a straight path, the direction of which can be changed only by placing an obstruction in the path, as shown in **Figure 16-1**. The ray model of light was introduced as a way to study how light interacts with matter, regardless of whether light is a particle or a wave. This study of light is called ray optics or geometric optics.

Sources of light

Rays of light come from sources of light. Our major source of light is the Sun. Other natural sources of light include flames, sparks, and even fireflies. In the past 100 years, humans have been able to produce several other kinds of light sources. Incandescent bulbs, fluorescent lamps, television screens, lasers, and tiny, light-emitting diodes (LEDs) are each a result of humans using electricity to produce light. What is the difference between sunlight and moonlight? Sunlight, of course, is much, much brighter. There also is an important fundamental difference between the two. The Sun is a **luminous source**, an object

Readability Statistics			?	X
Counts				
Words		909		
Characters		4440		
Paragraphs		22		
Sentences		45		
Averages				
Sentences per Paragraph		5.6		
Words per Sentence		17.5		
Characters per Word		4.7		
Readability				
Passive Sentences		17%		
Flesch Reading Ease		49.3		
Flesch-Kincaid Grade Level		10.6		
			OK	

Assistive Technology and Digital Text

Lisa M. Vincent, OTR/L

**Occupational Therapist, Assistive Technology
Facilitator**

April 22, 2010

Goals for this presentation...

- ✓ **Overview**
 - **What is Assistive Technology?**
 - **What is Digital Text?**
 - **Why is it important ?**
- ✓ **Supporting Information**
- ✓ **Challenges and Next Steps**

Overview

What is Assistive Technology?

“Any item, piece of equipment, or product system that is used to increase, maintain or improve the functional capabilities of a child with a disability”¹

What is Digital Text?

Digital text provides instructional materials, novels, textbooks in computerized format. It is available as both word processing or MP3 file types, and can be used with other Assistive Technologies.

¹ IDEA (34 CFR 300.5)

Why is Digital Text Important?

The “Double Handicap”

“Student Success Story – Tegan”

Illinois Infinitec Assistive Technology
Coalition

Digital Text is Mandated for Some...

Beneficial to Many

IDEA

Schools will provide access to instructional materials, including textbooks, in accessible media to blind or other persons with print disabilities

RtI

Use scientifically sound teaching measures

Simultaneously, digital text ensures that students can access age appropriate instructional materials

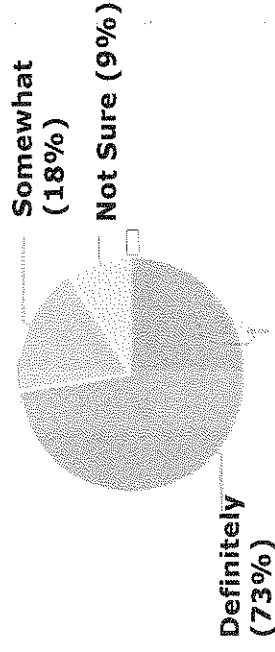
Support From Faculty

86%* of regular and special education teachers surveyed are

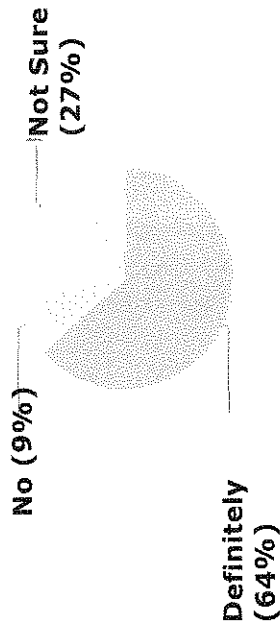
Very Likely or Likely to use the tool in class

* 19 out of 22 teachers surveyed, following Kurzweil training session

Does using Kurzweil to hear the information, as well as see it, impact understanding information?



Do you feel using Kurzweil has improved your students grades?



Research Basis

- “Kurzweil usage was correlated with improved reading scores” -Miller, Zahner
- Students are able to learn best with instructional methods that simultaneously activate different parts of the brain, as Kurzweil does by presenting information both visually and auditorily.

Shaywitz, S.; Overcoming Dyslexia; 2003

Challenges and Next Steps

- **Improving availability while respecting copyright law**
 - Order digitized versions of textbooks and novels
 - Request publishers to deposit books to NIMAC* at time of book order
- **Increasing student training to maximize use**
 - Schedule co-teaching and whole class instruction
 - Schedule small group training sessions, run at regular intervals
- **Quantifying the effectiveness of the tool**
 - Create tools to monitor individual effectiveness

*National Instructional Materials Access Center

“In grades 4 and beyond, the predominant instructional model assumes that all students are capable of learning from text...concerted efforts must be devoted to helping children gain access to text when they do not have the independent reading skills.”

(Edyburn, 2006)

References

- Cibrowski, J. (1995). Using Textbooks with Children Who Cannot Read Them. *Remedial and Special Education*, 16, 90-101.
- Hecker, L., Burns, L., Elkind, J., Elkind, K., & Katz, L. (2002). Benefits of Assistive Reading Software for Students with Attention Disorder. *Annals of Dyslexia*, 52, 1-33.
- IDEA - Building the Legacy of IDEA 2004. (n.d.). *IDEA - Building the Legacy of IDEA 2004*. Retrieved April 10, 2010, from <http://idea.ed.gov>
- Illinois State Board of Education Home Page. (n.d.). *Illinois State Board of Education Home Page*. Retrieved April 10, 2010, from <http://www.isbe.net>
- Miller, D., & PhD, J. Z. (n.d.). Improving Student's Reading Skills Utilizing the Kurzweil Program and Practice. *Teach.valdosta.edu*. Retrieved April 7, 2010, from teach.valdosta.edu/are/vol3no1/pdf/dmiller-article.pdf
- Scientifically-Based Research Validating Kurzweil 3000. (n.d.). *Kurzweil Educational Systems*. Retrieved November 9, 2008, from <http://www.kurzweiledu.com>
- Shaywitz, S. M. (2005). *Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level*. New York: Vintage.

APPENDIX

OPRF

11

Digital text at OPRFHS

- Used with text to speech software
 - Kurzweil 3000
 - Natural Reader
- >100 students enrolled in Kurzweil
- Installed in all computer labs and strategies classrooms
- Can be utilized from home
- Digital text for >70 classes is stored in Outbox
- Teachers trained: Special Education (35+), English Division (30+), Rtl Institute day (40),

Parent and Teacher Testimonials

“Likely to use for low functioning college prep students.”

“This should be an institutionally supported initiative.”

“Should be institution wide not via dept – the whole school should have access.”

“I would very likely use this with struggling students.”

“School funds should be used for this.”

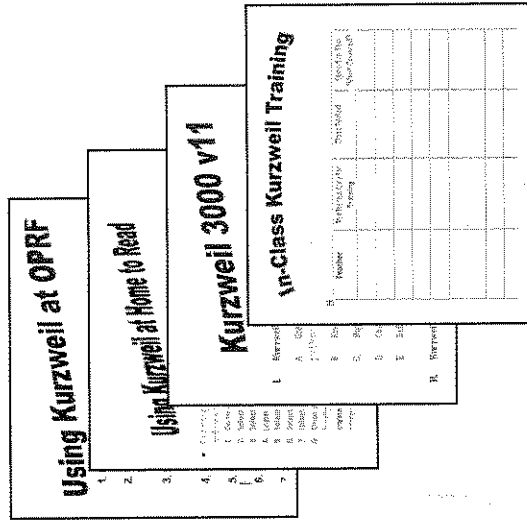
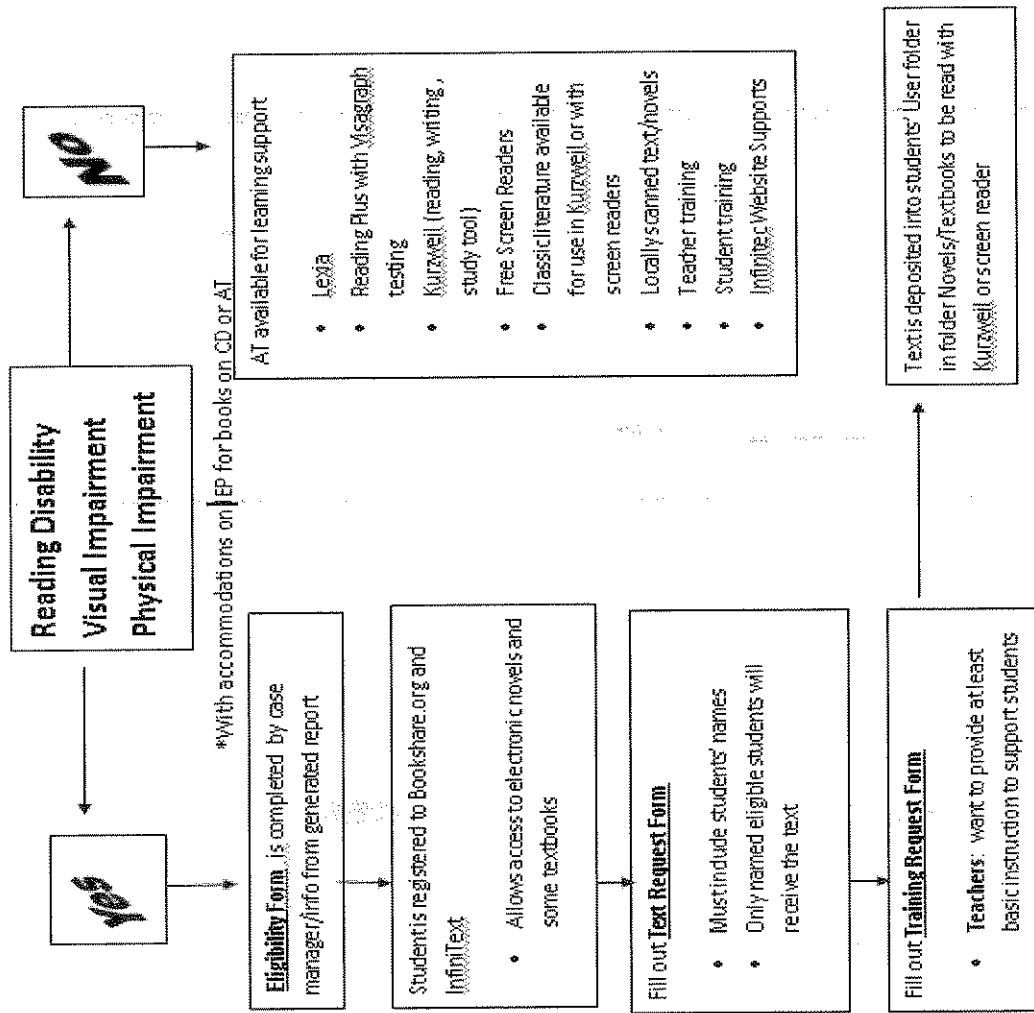
“Student x’ would be completely lost without Kurzweil”

“Great tool for those with visual impairments”

“I think that it has huge benefits for our students with reading disabilities.”

“Kurzweil has had a great impact on my child’s ability to complete homework with less frustration. As far as quantitative effect, I believe it has helped her go from Honor Roll to Dean’s List.”

Implementation Process



More than 100 students have passwords for Kurzweil

IDEA

- Sec. 300.172(b)(4)

“In order to meet its responsibility under paragraphs (b)(2), b(3) and (c) of this section, to ensure that children with disabilities who need instructional materials in accessible formats are provided those materials in a timely manner, the SEA must ensure that all public agencies take all reasonable steps to provide instructional materials in accessible formats to children with disabilities who need those instructional materials, at the same time as other children receive instructional materials.”

- Sec.674(e)(2)(b)

“To provide access to print instructional materials, including textbooks, in accessible media, free of charge, to blind or other persons with print disabilities in elementary schools and secondary schools, in accordance with such terms and procedures as the National Instructional Materials Access Center may prescribe.”

Chafee Amendment

" it is not an infringement of copyright for an authorized entity to reproduce or to distribute copies or phonorecords of a previously published, non-dramatic literary work if such copies or phonorecords are reproduced or distributed in specialized formats exclusively for use by blind or other persons with disabilities."