



AGENDA
BOARD OF TRUSTEES
REGULAR MEETING
BALLENTINE ELEMENTARY SCHOOL'S THEATER
APRIL 8, 2019

1. Call to order at 5:30 p.m.
2. Approval of the agenda
3. Enter executive session to consider the following:
 - a. Selected employment items (Exhibit A)
 - b. 2019-2020 Reappointments (Exhibit B)
 - c. Legal briefing, legal advice and an update on Civil Action No. 2013-CP-40-1897. This may include a discussion of recommendations of counsel as to case status and additional actions (Exhibit C)
4. Call to order at 7:00 p.m.
5. Welcoming remarks
6. Invocation – Beth Hutchison, Board of Trustees
7. Pledge of Allegiance – Amelia Price, BETA Club President, Ballentine Elementary School
8. School Board Spotlight
9. Approval of the minutes of the March 18, 2019 board meeting
10. Welcome and brief overview of Ballentine Elementary School by Robin Bright, Principal

11. Superintendent's Report

Office of Communications

1. Communications Report
2. District Teacher of the Year Finalist

12. Public participation*

ACTION AGENDA

13. Action as Necessary or Appropriate on Matters Discussed in Executive Session

14. Approval of Textbook Adoptions (Exhibit D)

15. First reading of proposed revisions to board policy GBEC "Drug and Alcohol Free Schools/Workplace" and GBEC-E "Notice to Employees" (Exhibit E)

16. Approval of locally Designed Elective Course: 1) Journalism 4: Newspaper Production, CP and Honors; 2) Journalism 4: Yearbook Production, CP and Honors; 3) Student Government/Leadership 1; 4) Student Government/Leadership 2; 5) Student Government/Leadership 3; and 6) Student Government/Leadership 4 (Exhibit F)

DISCUSSION AGENDA

17. General Fund Budget (Exhibit G)

18. Proposed revisions to board policy IHAE "Physical Education" (Exhibit H)

19. Proposed revisions to board policy IKF "Graduation Requirements" (Exhibit I)

20. Adjourn

INFORMATION AGENDA

21. Administrative Rule IKF-R "Graduation Requirements" (Exhibit J)

22. The next board meeting will be April 29, 2019 at Harbison West Elementary School.

*The Board welcomes and encourages public participation. We respectfully ask that you adhere to the procedures and the decorum provided in board policy BEDH "Public Participation at Meetings". Your comments should be limited to three minutes. Questions asked during public participation will be handled in accordance with board policy BEDH.



Minutes/March 18, 2019

The Board of Trustees of School District Five of Lexington and Richland Counties met at Chapin Middle School with the following members present:

Mr. Robert Gantt, Chairman
Ms. Beth Hutchison, Vice Chairman
Mr. Michael Cates, Secretary
Mrs. Nikki Gardner
Mrs. Jan Hammond
Mr. Ed White
Dr. Christina Melton, District Superintendent

The following staff were in attendance:

Mrs. Katrina Goggins, Director, Office of Communications
Mr. Michael Guliano, Chief Instructional Officer
Dr. Michael Harris, Chief Planning and Administrative Officer
Dr. Allison Jacques, Chief Human Resources Officer
Mr. Len Richardson, Chief Finance Officer

Chairman Gantt called the meeting to order and gave welcoming remarks.

The Invocation was given by Robert Gantt, Board of Trustees. The Pledge of Allegiance was led by Lexi Beck, Student Council President, Chapin Middle School.

The Board conducted the School Board Spotlight.

A welcome and brief overview of Chapin Middle School was given by Anna Miller, Principal.

During the Superintendent's Report, Len Richardson presented the Monthly Financial Reports (Exhibit B); Sara Wheeler presented Choice Update #2; and Michael Guliano presented #LeaD5.

During the public participation, Michael Whitehurst spoke regarding behavioral contracts; and Juli Booth spoke regarding the facility study.

Len Richardson presented the parameters for the FY 2019-2020 General Fund Budget.

A = Absent
AB = Abstain
N = No
X = Yes
R = Recuse

Dr. Allison Jacques presented proposed revisions to board policy GBEC "Drug and Alcohol Free Schools/Workplace" and GBEC-E "Notice to Employees" (Exhibit E).

Michael Guliano presented Locally Designed Elective Course: 1) Journalism 4: Newspaper Production, CP and Honors; 2) Journalism 4: Yearbook Production, CP and Honors; 3) Student Government/Leadership 1; 4) Student Government/Leadership 2; 5) Student Government/Leadership 3; and 6) Student Government/Leadership 4 (Exhibit F).

A = Absent
AB = Abstain
N = No
X = Yes
R = Recuse

SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of March 18, 2019

	C A T E S	G A N T T	G A R D N E R	H A M M O N D	H U T C H I S O N	L O V E L E S S	W H I T E
1. M. Cates S. Hutchison Approve the agenda	X	X	X	X	X	A	A
2. M. Cates S. Hammond Enter executive session to consider the following : a) receipt of legal advice regarding board policy GBEC "Drug and Alcohol Free Schools/Workplace and GBEC-E "Notice to Employees"; b) selected employment items (Exhibit A); and c) a legal briefing on matters threatened, pending and resolved since the last legal briefing. This will include discussions of pending, settled and threatened litigation (if any). The following matters currently active may be discussed: 2013 CP 40 01897; 2018 CP 40 2645; 2018 CP 32 3045; 2018 CP 32 0656; 3:18-cv-1278-TLW; 3:17-cv-00688-CDD-KDW. This is an attorney-client privileged discussion	X	X	X	X	X	A	A
3. M. Hutchison S. Hammond Approve the minutes of the February 11, 2019 board meeting and the February 25, 2019 special-called meeting	X	X	X	X	X	A	X
4. M. Cates S. Hammond Approve the selected employment items (Exhibit A) as amended	X	X	X	X	X	A	X
5. M. Cates S. Hutchison Approve second and final reading of proposed new board policy KLGA « School Resource Officers » (Exhibit C)	X	X	X	X	X	A	X
6. M. Hutchison S. Cates Approve ;the recommendation regarding 2018-2019 make up days (Exhibit D)	X	X	X	X	X	A	X
7. M. White S. Gardner Adjourn at 8 :45 p.m.	X	X	X	X	X	A	X

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MEMORANDUM

To: Members of the Board of Trustees

Through: Dr. Christina S. Melton, Superintendent

From: Michael Guliano *MG*
Chief Instructional Officer

Date: April 3, 2019

Re: April 8, 2019 Board Meeting
Action Item: Approval of Textbook Adoptions
Textbook Adoptions FY 2019-2020 Recommendations

After a careful review of all state adopted textbooks, the textbook adoption committees, composed of teachers, subject area coordinators, and parents, when applicable, are bringing the attached textbook recommendations for School District Five to you for your review.

Algebra 1, 2	Chinese, 6-12
Geometry	Exploring Computer Science, 9-12
AP Computer Science A and Principles	Keyboarding, 7-8
Pre-Calculus & Calculus includes AP AB/BC	Multimedia Basics
Probability and Statistics includes AP	Networking – Advanced and Fundamentals
Discrete Mathematics	IT Fundamentals
Algebra 3	Baking and Pastry
Health, K-5	Culinary Management 1, 2 and Introduction
Health, 6-8	Business Finance
Health, 9-12	Virtual Enterprises 1, 2, 3, 4
Physical Education, 9-12	Child Development 1, 2
Visual and Performing Arts – Art Areas, K-12	Early Childhood 1, 2
Visual and Performing Arts – Music and Performance Areas, K-12	Sports Medicine 3

Recommendation: The administration supports all textbook recommendations.

Math Coordinator, Colleen Boissinot, CATE Assistant Director, Will McGinty, Gifted and Visual and Performing Arts Coordinator, Tami Richardson, World Languages Coordinator, Kathy Sproles, and Science, Health, and Physical Education Coordinator, Beth Boland will be present to answer any questions you may have regarding these adoptions.

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Algebra 1 College Preparatory

Grade level/Cluster: 9-10

Title: South Carolina enVision Algebra 1

Authors: Kennedy, Milou, Thomas, Zbiek

Publisher: Pearson Education, Inc., publishing as Prentice Hall

Copyright Date: 2020

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (19/20)

- This selection contains content that is current and appropriate for the course level. The copyright is 2020.
- Content aligns well with South Carolina College and Career Standards for Mathematics. Depth of Knowledge levels are included to support teachers in aligning instruction with standards.
- Content provides numerous examples in other disciplines. A STEM project is offered at the beginning of each lesson.
- People of many ethnicities are represented throughout the text to allow for personal connections for students. Multicultural names and context is reflected throughout.

II. Organization and Style (23/25)

- Text has an engaging layout with an appropriate reading (Lexile) level for students.
- The text is easy to follow. Each unit includes a variety of graphs and illustrations to go along with the examples.
- The content provides development of concepts with a progressively increasing level of complexity.
- The content provides support for teachers to build on prior learning.
- Sequencing of lessons supports students through progressively rigorous questions and through the online resources.

III. Instructional Supports (20/20)

- There are examples for students with almost any interest. Students learn about other disciplines through working out “real world” problems.
- Teachers have numerous options available to engage students through interactive examples, virtual tutorials, and assessments that are ready to use or that can be modified.
- Students performing at a high levels are provided many opportunities to extend their knowledge. The companion website provides multiple resources for teachers to supplement learning.
- Rubrics and worked out solutions, as well as manuals, suggestions, strategies and assessments are provided online (with offline access). Teacher Editions include notes and solutions.

IV. Technology (23/25)

- Students have digital access to Math XL online to support students' independent learning.
- Online resources provide some customizable features so that teachers can modify instruction and assessments as needed.
- Publisher provides in person professional development for teachers as well as professional development videos with practical tips on implementing the program in a high school math classroom.
- Mathematical Modeling in 3-Act lesson videos. Diagnostic tests with immediate feedback, and access to OpenEd resources (links to other resources), give students options to support their learning.
- The online platform allows for task redesign as needed to enhance and connect to current learning.

V. Monitoring Student Progress (25/25)

- Scoring rubrics are provided online. Assessments may be customized to fit teacher and student needs.
- Editable teacher resource masters for vocabulary support, remediation, additional practice, enrichment, graphing calculator activities, and assessments.
- Benchmark assessments are provided through the online resources. These are also graded online and detailed feedback is provided along with auto-assigned remediation and enrichment.
- Every unit begins with a diagnostic test and ends with a thorough assessment of topics.
- Access to Exam View provides teachers with an assessment bank from which to develop their own assessments.

Content Coordinator: *Colleen Boissinot*

Date: *3.22.19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Algebra 1 Honors

Grade level/Cluster: 7-8

Title: Glencoe Algebra 1, South Carolina Edition

Authors: Carter, Cuevas, Day, Malloy

Publisher: McGraw-Hill School Education, LLC

Copyright Date: 2020

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- Content is related to present day, text provides student interest contexts, and is aligned to math standards.
- The content aligns well with our South Carolina College and Career Ready Standards for Mathematics and the Mathematical Process Standards. Assessments and sequencing also align with our standards and curriculum.
- The content relates to other discipline areas such as science and world history through word problems, examples, tables, and graphs.
- A global perspective is represented throughout the text within images, tables, charts and through real-world problems.

II. Organization and Style (25/25)

- The text has appropriate readability for students in this course level.
- There are many tables, graphs, and diagrams using the same format, coloring, and text to ensure consistency throughout the textbook.
- Online resources are provided and follow a 3-tier RtI model. Teachers may also customize or upload their own resources.
- At the beginning of each lesson, within the teacher's edition, previous, current, and progressing standards are provided so that teachers are able to make connections to and build upon previous learning.
- The text layout is in units and lessons which provide content in reasonable chunks of learning. Teacher resources provide several methods of practice and assessment to allow students multiple ways and opportunities to demonstrate learning.

III. Instructional Supports (20/20)

- Text provides real-world links and examples to help students connect math to their world.
- Online resources such as Geometer's Sketchpad, personal tutors, and Brain Pop provide animation and student interaction to enhance student engagement.
- Online resources provide skills and problem-solving practice, study guides, interventions, notes and other enrichment activities to allow teachers to address and extend learning needs for all students.
- Teachers have access to digital resources that provide chapter and lesson resources, an e-solutions manual, customizable assessments, and the ability to generate student proficiency reports.

IV. Technology (23/25)

- Online resources such as Geometer's Sketchpad, personal tutors, and Brain Pop engage students in meaningful activities to enhance their learning experiences with interactive, online models.
- Through the ConnectEd platform, teachers can access OpenEd resources which will be current and relevant to the content.
- Publisher provides in person professional development for teachers. From their dashboard, teachers have access to support and online learning for implementation.
- ALEKS, an adaptive, personalized learning resource, provides a personalized learning pathway for students. The adaptive assessment and practice places students on the topic are ready to learn and supports their progression through the concepts they are learning. It also provides support for those topics they may not have fully mastered in previous content. It uses an open-response format which allows students to demonstrate and express their learning in their own way. Students are able to see and track their own progress which supports student ownership of their own learning.
- Teacher ebook allows teachers to view standards, search within the book, bookmark content, customize content, and link to resources. Teachers can also customize assessments and examples and may choose to show solutions or not. All of these features allow teachers to design learning experiences for their students.

V. Monitoring Student Progress (25/25)

- An e-assessment feature allows teachers to create assessments and other assignments. These assessments and tasks may be delivered online or offline. Solutions and models are provided. Teachers can create solutions to allow students to assess their own work.
- Within the program there are multiple ways to assess students. There are multiple choice and response items, open response format through the text and ALEKS platform, higher order thinking problems and tasks that promote 21st Century skills and collaborative work.
- Teachers delivering online assessments can track student work and progress and create reports that may be used in a variety of ways. Data is reported by individual student and by class.
- There are banks of questions, prebuilt assessments that are customizable.
- The e-assessment feature allows teachers to create assessments and customize them.

Content Coordinator: *Colleen Boissinot*

Date: *3.22.19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Algebra 2 College Preparatory

Grade level/Cluster: 10-12

Title: Big Ideas Math: Algebra 2, South Carolina Edition

Authors: Larson, Boswell

Publisher: National Geographic/Cengage Learning/Big Ideas Learning, LLC

Copyright Date: 2020

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (19/20)

- Content and online resources are appropriate, current and accurate.
- Content aligns directly with the South Carolina College and Career Ready Standards for Mathematics and the standards are connected in the online platform so that they can be easily updated. Content helps to review prior knowledge before applying the concepts of algebra.
- Lessons have dynamic connections to investigate real world problems that are linked to other subjects and the world around them.
- Each section provides real-world problems that help students make global connections.

II. Organization and Style (23/25)

- The readability is appropriate. Layout shows step-by-step instructions for solving problems. For students who are struggling readers some problems may be difficult to dissect and then solve.
- Formatting is consistent throughout the book and the online platform. Examples, diagrams and illustrations are provided to support student understanding.
- Text focuses on development of concepts with increasing complexity and difficulty. Online resources allow for scaffolding and remediation. Content allows for adaptation to different learning styles.
- The content provides connections to prior skills students should know before a given lesson. This is helpful for the teacher to make connections to prior knowledge and allows the teacher to know areas in need of review. Content is presented with a clear progression.
- The materials provide pacing guides with adequate time for content. Differentiated resources are provided in the teacher materials.

III. Instructional Supports (18/20)

- Students are engaged in meaningful learning from the start of the lesson where there are real-world connections to the mathematics and the problems to be solved.
- The Dynamic Classroom is an online interactive version of the teaching edition. Teachers can present their lessons through interactive whiteboard lessons, dynamic investigations and real-life STEM videos.
- The various types of assessment and practice problems allow modification for struggling learners and extensions for higher-level learners. There are dynamic assessments aligned to standards and with assigned Depth of Knowledge levels.
- The teacher edition provides notes from the author about teaching strategies and focus. It also guides the teachers with varying levels of questions and provides insight to where student misconceptions typically occur. These guides and manuals are helpful. In addition, homework answer keys can be generated online for the specific problems that the teacher assigns.

IV. Technology (22/25)

- Students have access to real-life videos that enrich their learning experience. There is also a free online tutor for students. Each online practice problem has a “help me” button linked to worked solutions and videos for that problem.
- The online platform allows for the book to be modified and resources to be updated when needed.
- Publisher provides in-person professional development for teachers. Technical support for the electronic resources may be accessed via the web or by phone.
- MathXL offers a digital representation to support students in their independent practice and learning. The interactive manipulatives and the lesson tutorials that the online platform provides allows for students to take an active role in their learning. There are also embedded links to Desmos graphing tool to enhance the learning experience.
- The manipulatives that are built into the online platform allow for task redesign. In addition, there are multiple assessments that can be customized online.

V. Monitoring Student Progress (24/25)

- All lesson plans, practice assignments, and assessments can be edited online.
- The assessments are varied in style and there are also performance tasks available. These include error analysis, modeling, drawing conclusions, and maintaining mathematical proficiency. Online assessments have embedded tools and technology enhanced items.
- Content provides a variety of methods for assessing student progress.
- Formative assessment suggestions are provided as well as progress monitoring assessments. Reports tracking progress by student and class are provided.
- Alternative assessments provide teachers with the opportunity to assess students on the same content in a variety of ways. Quizzes and cumulative assessments are customizable online.

Content Coordinator: *Colleen Boissinot*

Date: 3.22.19

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Algebra 2 Honors

Grade level/Cluster: 9-11

Title: South Carolina Algebra 2

Authors: Kanold, Burger, Dixon, Larson, Leinwand

Publisher: Houghton Mifflin Harcourt Publishing Company

Copyright Date: 2020

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (18/20)

- Content is current, accurate, and aligned with our expectations for honors level.
- Content is aligned to the South Carolina College and Career Ready Standards for Mathematics. The teacher edition contains a standards alignment to the content.
- The examples and problems throughout the text make connections to other disciplines.
- Many of the contextual problems provide a global perspective for students. QR codes link students to real-world connection videos. Math to career connections are provided for some units.

II. Organization and Style (22/25)

- Readability is appropriate. Formatting is consistent. Lessons are presented with the 5 E's structure; Engage, Explore, Explain, Elaborate and Evaluate. There are a variety of examples with flowcharts, diagrams, illustrations, charts and tables.
- This content provides advanced problems, but also problems for entry at a less advanced level. There is a breadth of ability levels in the honors course and this text will provide supports for all learners.
- The content provides differentiated assignments to adapt to different instructional levels. Practice problems denote DOK levels so that differentiation can be more easily accomplished. Individualized online practice evaluates and advances students as they are ready to move on. The glossary provides support for Spanish-speaking students. Online resources may also be translated to Spanish. Teacher edition provides an assignment guide with three levels; basic, average, and advanced to support differentiated practice for students.
- "Tracking Your Learning Progression" at the beginning of each chapter provides a "before", "in this unit", and "after" look at the learning, making connections to prior and future learning.
- The "HMH Player" app is a resource that works on and offline where students can access differentiated practice, tutor support and remediation to allow student opportunities to learn at their pace with support.

III. Instructional Supports (17/20)

- Content provides real-world connections through tasks that are engaging and that will be of interest to students.
- There are a variety assessment tools and activities that will allow interactive participation. There are plenty of online resources, activities, and tutorials that are provided to enhance the student learning experience.
- Teachers may assign quizzes, tests and intervention activities through the “Personal Math Trainer”.
- Content provides 3-tier, Response to Intervention suggestions for differentiated instruction and support.
- Teacher edition includes answer keys and a variety of options for lesson planning. Online resources provide additional resources for teachers and students.

IV. Technology (23/25)

- Students can access videos and interactive manipulatives online to enrich their learning experience.
- Online content could be updated if needed.
- Publisher will provide professional development for initial implementation and ongoing support as needed and requested. The teacher edition has QR codes linking teachers to professional development where one of the authors models content and practice support.
- QR codes are provided throughout the textbook linking students to videos that make real-world connections to the math. Students have the ability to collaborate through the “HMH Player” app.
- Online tools provide teachers several options for designing practice, tasks, support, and assessments.

V. Monitoring Student Progress (22/25)

- Content includes lesson performance tasks with rubrics. Practice may be accessed online and is editable.
- Resources include a variety of assessments and performance opportunities. Practice problems have 3 levels.
- Content provides a variety of checks to assess readiness for a unit as well as to assess students along the way within a unit of study. Online resources provide teachers with various methods of assessing students.
- Online assessments can be assigned and graded. Teachers receive reports with student progress data.
- ExamView assessment items may be customized by teachers and assigned to students who can then access on the “HMH Player” app.

Content Coordinator: *Colleen Boessinot*

Date: 3.22.19

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Geometry College Preparatory

Grade level/Cluster: 9-11

Title: Big Ideas Math: Geometry, South Carolina Edition,

Authors: Larson, Boswell

Publisher: National Geographic/Cengage Learning/Big Ideas Learning, LLC

Copyright Date: 2020

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (18/20)

- Content and online resources are appropriate, current, and accurate.
- Content aligns directly with the South Carolina College and Career Ready Standards for Mathematics and the standards are connected in the online platform so that they can be easily updated. Content helps to review prior knowledge before applying the concepts of algebra.
- Lessons have dynamic connections to investigate real-world problems that are linked to other subjects and the world around them.
- Each section provides real-world problems that help students make global connections.

II. Organization and Style (21/25)

- The readability is appropriate. Layout shows step-by-step instructions for solving problems.
- Formatting is consistent throughout the book and the online platform. Examples, diagrams and illustrations are provided to support student understanding.
- Online resources allow for scaffolding and remediation. Content allows for adaptation to different learning needs. Exercises provide problems with varying levels of difficulty and complexity.
- “Maintaining Mathematical Proficiency” feature reviews and connects students to prior learning.
- Through print and digital resources the content supports the 3-tier Response to Intervention model allowing teacher to target individual needs.

III. Instructional Supports (16/20)

- Students are engaged in meaningful learning from the start of the lesson where there are real-world connections to the mathematics and the problems to be solved.
- The Dynamic Classroom is an online interactive version of the teaching edition. Teachers can present their lessons through interactive whiteboard lessons, dynamic investigations, and real-life STEM videos.
- The various types of assessment and practice problems allow modification for struggling learners and extensions for advanced learners. There are dynamic assessments aligned to standards and with assigned Depth of Knowledge levels.
- The teacher edition provides notes from the author about teaching strategies and focus. It also guides the teachers with varying levels of questions and provides insight to where student misconceptions typically occur. These guides and manuals are helpful. In addition, homework answer keys can be generated online for the specific problems that the teacher assigns.

IV. Technology (17/25)

- The Dynamic Student Edition provides interactive investigations, direct links to remediation, and additional resources are linked within the lessons providing students with opportunities to enrich their learning.
- The online platform allows for the book to be modified and resources to be updated when needed.
- Publisher provides in-person professional development for teachers. Technical support for the electronic resources may be accessed via the web or by phone.
- The Dynamic Student Edition gives students digital access to the text, but also includes embedded digital resources within each lesson making it more interactive for students. There is audio support for the text and for lesson tutorial videos in both English and Spanish. There are embedded links to Desmos graphing tool to enhance the learning experience.
- There are manipulatives that are built into the online platform allow for task redesign. In addition, there are multiple assessments that can be customized online.

V. Monitoring Student Progress (22/25)

- All lesson plans, practice assignments, and assessments can be edited online.
- The assessments are varied in style and there are also performance tasks available. These include error analysis, modeling, drawing conclusions, and maintaining mathematical proficiency. Online assessments have embedded tools and technology enhanced items.
- Content provides a variety of methods for assessing student progress.
- Formative assessment suggestions are provided as well as progress monitoring assessments. Reports tracking progress by student and class are provided.
- Alternative assessments provide teachers with the opportunity to assess students on the same content in a variety of ways. Quizzes and cumulative assessments are customizable online.

Content Coordinator: *Colleen Boessinot*

Date: *3.22.19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Geometry Honors

Grade level/Cluster: 8-9

Title: Glencoe Geometry, South Carolina Edition

Authors: Carter, Cuevas, Day, Malloy

Publisher: McGraw-Hill School Education, LLC

Copyright Date: 2020

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (18/20)

- Content is accurate, current, and relatable.
- Content is well-aligned to the South Carolina College and Career Ready Standards for Mathematics. The Mathematical Process Standards are listed for each lesson.
- The content relates to other discipline areas such as science and world history through word problems, examples, tables, and graphs.
- A global perspective is represented throughout the text within images, tables, charts and through real-world problems. Each unit has a real world/STEM video to help student connect math in the real world.

II. Organization and Style (22/25)

- The text has appropriate readability for students in this course level.
- There are many tables, graphs, and diagrams using the same format, coloring, and text to ensure consistency throughout the textbook.
- Online resources are provided and follow a 3-tier Response to Intervention model. Teachers may also customize or upload their own resources.
- At the beginning of each lesson, within the teacher's edition, previous, current, and progressing standards are provided so that teachers are able to make connections to and build upon previous learning.
- The text layout is in units and lessons which provide content in reasonable chunks of learning. Teacher resources provide several methods of practice and assessment to allow students multiple ways and opportunities to demonstrate learning.

III. Instructional Supports (17/20)

- Text provides real-world links and examples to help students connect math to their world.
- Online resources such as Geometer's Sketchpad, personal tutors, and etoolkit provide animation, and interactive models to enhance student engagement.
- Online resources provide skills and problem-solving practice, study guides, interventions, notes and other enrichment activities to allow teachers to address and extend learning needs for all students. Each chapter has a project that can be used to extend learning for students.
- Teachers have access to digital resources through the ConnectEd platform that provide customizable lesson resources, an e-solutions manual, customizable assessments, and the ability to generate student proficiency reports.

IV. Technology (20/25)

- Online resources such as Geometer's Sketchpad, personal tutors, and virtual manipulatives engage students in meaningful activities to enhance their learning experiences with interactive, online models. The student ebook may be accessed offline.
- Through the ConnectEd platform, teachers can access OpenEd resources which will be current and relevant to the content.
- In-person professional development is provided for teachers. From their dashboard, teachers have access to support and online learning for implementation, as well. The ConnectEd Platform also provides access to technical support for online components.
- ALEKS, an adaptive, personalized learning resource, provides a personalized learning pathway for students. The adaptive assessment and practice places students on the topic they are ready to learn and supports their progression through the concepts they are learning. It also provides support for those topics they may not have fully mastered in previous content. It uses an open-response format which allows students to demonstrate and express their learning in their own way. Students are able to see and track their own progress which supports student ownership of their own learning.
- The teacher ebook allows teachers to view standards, search within the book, bookmark content, customize content, and link to resources. Teachers can also customize assessments and examples and may choose to show solutions or not. All of these features allow teachers to design learning experiences for their students.

V. Monitoring Student Progress (22/25)

- An e-assessment feature allows teachers to create assessments and other assignments. These assessments and tasks may be delivered online or offline. Solutions and models are provided. Teachers can create solutions to allow students to assess their own work.
- Within the program there are multiple ways to assess students. There are multiple choice and response items, open response format through the text and within the ALEKS platform, higher order thinking problems and tasks that promote 21st Century skills and collaborative work.
- Teachers delivering online assessments can track student work and progress and create reports that may be used in a variety of ways. Data is reported by individual student and by class.
- There are banks of questions and prebuilt assessments that are customizable.
- The e-assessment feature allows teachers to create assessments and customize them.

Content Coordinator: *Colleen Boessiniot*

Date: *3.22.19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: AP Computer Science A

Grade level/Cluster: 10-12

Title: Java Programming, 9th Edition

Author: Farrell

Publisher: Cengage Learning, Inc.

Copyright Date: 2019

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (16/20)

- Content is aligned with College Board Standards.
- Connections are evident to other disciplines, but will need to be enhanced.
- Content is current and accurate.
- Global Perspective will need to be enhanced.

II. Organization and Style (20/25)

- Reading level is appropriate, although adjustments will need to be made for students with lower Reading MAP scores.
- Content is well organized, with consistent formatting.
- Content is easily adaptable to different instruction levels although adaptations could be provided.
- Learning progression and order were clear and appropriate.
- Textbook sequence not easily adapted for multiple opportunities.

III. Instructional Supports (11/20)

- Student engagement can be meaningful and authentic through use of current real world and age appropriate examples.
- Interactive and collaborative experiences were evident throughout the text.
- Modifications and extensions for all students were not evident.
- Did not see teacher resource materials.

IV. Technology (8/25)

- Opportunities to broaden and enrich learning were evident through the use of labs and experiments.
- Although digital content was not as evident through any of these texts, it was not seen as a weakness.
- On going PD was not discussed, but is available through local means.
- The text is rich and engaging, but will require the teacher to provide specific appropriate experiences for the students.
- Technology resources were not clearly adaptable for redesign or creation of new engagements.

V. Monitoring Student Progress (5/25)

- Student monitoring and progress was not apparent within the text.
- Past experience with this publisher and author gives an assurance of the quality of assessments.
- No teacher resources were provided, but that was not seen as a deficiency from this publisher.
- Assessments and item banks were not provided.
- Since assessments were not provided, there was no evidence of data provided to inform instruction.

Content Coordinator: *Colleen Boessinot*

Date: *3-25-19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: AP Computer Science Principles

Grade level/Cluster: 10-12

Title: UTeach Computer Science Principles

Author: UTeach Institute

Publisher: The University of Texas at Austin - UTeach Science Program

Copyright Date: 2018

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- Content is directly related to all 7 Big Ideas of the course and organized appropriately.
- Content is reflective of the weight applied on the AP exam to each big idea.
- There is evidence of deliberate design to help students make real-world connections.
- Global impact is successfully addressed and appropriate for students

II. Organization and Style (19/25)

- Readability is appropriate for students at this level. Lexile level while high is appropriate for AP level work.
- Formatting is consistent, and graphs, tables, diagrams are varied
- Text is adaptable for various levels and ample examples are given.
- Activities appeal to different learning styles as well as individual, pair, and group work.
- Assessment sequences are appropriate for grade levels and are easily modified for differentiation and accommodations.

III. Instructional Supports (13/20)

- Content addresses current issues in computing.
- Students can apply content directly to their own experiences, which is often required within the lessons.
- Modifications and extensions were not provided, but could easily be made with this text.
- Teacher materials, answer keys, rubrics, etc., are supplied.

IV. Technology (16 /25)

- Student perspectives are broadened and enriched through the use of technology throughout the text, programs, and exercises.
- Digital content may be easily updated. (From the publisher: the 2019-20 version will be released in June, 2019)
- No specifics were given about ongoing PD, but summer virtual opportunities were discussed.
- Sufficient use of technology resources was evident throughout the text.
- The resources were sufficient for redesign if needed.

V. Monitoring Student Progress (10/25)

- Materials did not include editable and aligned rubrics, scoring guidelines, or exemplars that provided guidance for assessing student performance.
- A variety of assessments were not included.
- Although not a strength of this particular text, the lack of specific student monitoring resources is not seen as a weakness. This text provides ample opportunities for meaningful formative and summative assessment.
- Pre and post assessments were not included.
- Large item banks were not provided.

Content Coordinator: *Colleen Boissinot*

Date: *3.25.19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Precalculus, College Preparatory

Grade level/Cluster: 11-12

Title: Precalculus with Limits: A Graphing Approach, 7th Edition

Author: Larson

Publisher: Cengage Learning, Inc.

Copyright Date: 2017

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- Content and online resources are appropriate, current and accurate.
- There is alignment with the South Carolina College and Career Ready Standards for Mathematics.
- Through modeling data, the content connects students to other disciplines.
- Practice and application tasks are provided within a context that helps students make global connections.

II. Organization and Style (22/25)

- The readability is appropriate.
- Formatting is consistent throughout the book. Examples, diagrams and illustrations are provided to support student understanding.
- Content is presented with a clear and appropriate learning progression.
- Clear learning targets, "What you should learn," are provided for each lesson. The chapter summary reviews "What did you learn?" for each lesson in the chapter.
- Teacher edition provides a chapter planning guide to allow teacher to provide support and adequate time for student learning.

III. Instructional Supports (18 /20)

- Content provides graphical and algebraic methods for problem solving so that students see and have multiple methods for finding solutions.
- Technology tips provide graphing calculator tips or provide alternative methods of solving a problem using a graphing utility.
- "Make a Decision" exercises at the end of selected sections involve in-depth applied exercises working with real-life data sets to create or analyze models.
- Teacher resources include; complete solutions manual, lesson plans, test bank, WebAssign, and PowerLecture CD with Examview. (This information was provided by the publisher.)

IV. Technology (21/25)

- Online resources provide methods to engage students differently and supports interactive participation.
- Live tutors online provide the most current content and support.
- Professional development for implementation is provided.
- WebAssign gives students access to videos of worked examples and tutorials.
- Online digital content can be customized.

V. Monitoring Student Progress (21/25)

- Lessons and assessments may be modified to meet the needs of teachers and students.
- Teacher resources provide several options for assessing student progress.
- Content provides a cumulative chapter summary and review.
- Teachers can view student progress on assignments within the WebAssign platform.
- Test bank is available.

Content Coordinator: *Colleen Boissinot*

Date: *3.25.19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Precalculus Honors

Grade level/Cluster: 10-12

Title: Precalculus: Mathematics for Calculus, 7th Edition

Authors: Stewart, Redlin, Watson

Publisher: Cengage Learning, Inc.

Copyright Date: 2016

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (19/20)

- Content is appropriate for honors level.
- Content is well-aligned to the South Carolina College and Career Ready Standards for Mathematics.
- Real-world contextual problems connect students to other disciplines.
- Real-world contextual problems help students develop a global connection with mathematical concepts.

II. Organization and Style (24/25)

- The readability is appropriate.
- The text has a consistent format with clear examples, highlights of concepts, definitions and theorems, and teaching tips throughout. The text has numerous graphs, models and illustrations.
- Content provides a variety of practice application, and review to allow for differentiation.
- The units are presented with a logical progression.
- Examples are worked out completely, providing step-by-step explanations for students.

III. Instructional Supports (19/20)

- Various exercises such as, concept practice, skills practice and application practice engage students in a variety of ways to make connections with math. Discovery projects are available at www.stewartmath.com.
- “Discuss, Discover, Prove, Write” exercises are designed for student collaboration to provide multiple ways for students to engage in learning.
- “Skills Plus” exercises contain challenging problems for students ready to go farther.
- There is an instructor companion site, complete solutions manual, and textbook available for teachers.

IV. Technology (22/25)

- The book companion website at www.stewartmath.com includes many useful resources for teachers to engage students in a variety of ways with projects and problem-solving.
- WebAssign provides multiple student supports and engagements.
- Instructor companion site provides teachers access to PowerPoint presentations, images, instructor's manual, and class tools.
- WebAssign provides student access to online support. QR codes direct students to worked solutions.
- WebAssign provides teachers the ability to design student learning based on their needs.

V. Monitoring Student Progress (21/25)

- Study tips and Tech Tutor are available to students for support.
- Discovery Projects are offered for each chapter as another form of formative assessment.
- Cumulative test reviews are available for some units on the companion website. There are review sections and chapter tests.
- WebAssign allows teachers to track student progress.
- A test bank is available.

Content Coordinator: *Colleen Boissinot*

Date: *3.25.19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Calculus CP

Grade level/Cluster: 11-12

Title: Calculus: An Applied Approach, 10th Edition

Author: Larson

Publisher: Cengage Learning, Inc.

Copyright Date: 2017

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (19/20)

- Content is current and appropriate for the College Preparatory level.
- Content is aligned to South Carolina College and Career Ready Standards for Mathematics and is not intended for Advanced Placement.
- Applications are presented in business and economics, life sciences, and social and behavioral sciences.
- Applications in various disciplines provides a global perspective.

II. Organization and Style (22/25)

- Readability is appropriate for College Preparatory students.
- Formatting and layout of each lesson is consistent. Numerous graphs, tables, and models exist throughout the text.
- Many examples are provided to support students at varying levels.
- Concepts are developed with increasing rigor and complexity.
- Sequence and pacing align with our district curriculum.

III. Instructional Supports (17/20)

- Content provides many authentic examples to support understanding of each concept presented.
- There are projects presented at the end of selected sections that involve in-depth applied exercises to work with large, real-life data sets to analyze or create models.
- Professional development for implementation would be provided.
- There are objectives outlining clear learning targets, embedded algebra tutor, skills warm up, checkpoints, study tips and summaries within each unit of study to support all students.
- Teachers have a complete solutions manual. There is an instructor companion site with PowerPoint presentations, images and video resources.

IV. Technology (17/25)

- LarsonAppliedCalculus.com is a companion website that offers multiple tools and resources to supplement learning.
- LarsonAppliedCalculus.com provides videos explaining concepts from the text.
- Online support offers current content support.
- CalcView.com provides step-by-step solutions and video solutions by a calculus instructor. Graphing calculator instructions are embedded within the text.
- CalcChat.com provides online support for students.

V. Monitoring Student Progress (21/25)

- MindTap provides online access to course materials for students and teachers.
- Content provides many and varied assessments and activities allowing students to demonstrate learning in a variety of ways.
- There are many assessments and activities at the end of every section that are useful for formal and informal assessments.
- MindTap assignments allow teachers to track student data in real-time.
- Assessments are customizable.

Content Coordinator: *Colleen Boissinot*

Date: *3.25.19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: AP Calculus AB/BC

Grade level/Cluster: 11-12

Title: Calculus for AP®: A Complete Course, 1st Edition

Author: Stewart, Kokoska

Publisher: Cengage Learning, Inc.

Copyright Date: 2019

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- Copyright is 2019 and is being updated again before printing. Content is appropriate for AP level
- The content is aligned with the College Board standards for the course and represents the expectations of Advanced Placement.
- Content makes connections to other disciplines.
- Content presents problems in a global context. The author has served as a chief AP reader for 4 years.

II. Organization and Style (24/25)

- Readability is appropriate with clear examples, highlights of concepts/definitions/theorems, and teaching tips for AP throughout the book.
- Text provides ample examples, diagrams, graphs, and illustrations to support concept attainment. There are AP style exercises (with screenshots) throughout the book.
- There is plenty of practice and review to accommodate for various levels of AP learners.
- Content develops concepts in a logical order and aligns with the Mathematical Practices for AP Calculus.
- Sequence and pacing allows ample time to learn.

III. Instructional Supports (18/20)

- Content provides many authentic examples to support understanding of each concept presented.
- There are practice free response questions throughout the text and reviews for each chapter with multiple choice problems to allow ample practice for the AP exam.
- There is ample practice and review within the content to accommodate for various levels of AP learners.
- Teachers have access to the Correlation of Learning Objectives and Essential Knowledge Statements from AP® Calculus Curriculum Framework and pacing guide for Calculus AB and BC. Instructor companion site is available, as well as a media solutions manual.

IV. Technology (17/25)

- A variety of projects are available online to enrich and enhance concept development.
- Online resources give teachers access to the most current content and AP updates.
- Technology support for using graphing calculators is provided within the text as screenshots. Technology supports are provided throughout the text.
- CalcView.com provides step-by-step solutions and video solutions by a calculus instructor.
- MindTap offers a digital representation to aid students in their independent learning. QR codes within the text provide access for students to worked solutions. CalcChat.com provides online support for students.

V. Monitoring Student Progress (19/25)

- Worked examples of AP-like items provide exemplars for students.
- WebAssign provides AP Exam practice and the “Fast Track to 5” exam workbook has AP-like practice assessment items.
- “Talk to a tutor” provides assistance through a link at the assignment level. QuickPrep questions review twenty-five key precalculus topics to help improve student readiness for calculus. Teachers may assign these modules when review is needed.
- Teachers have the ability to assign assessments online, and immediate grading and feedback are provided.
- Online test-bank is available to create, manage, and deliver assessments.

Content Coordinator: *Colleen Boissinot*

Date: *3.25.19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Probability and Statistics, College Preparatory

Grade level/Cluster: 10-12

Title: Elementary Statistics, 7th Edition

Authors: Larson, Farber

Publisher: Pearson Education, Inc., publishing as Prentice Hall

Copyright Date: 2019

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (17/20)

- Content is current and appropriate. Vocabulary and definitions are prominent within the text.
- Content has some alignment with South Carolina College and Career Ready Standards for Mathematics for this course.
- Content connects to other disciplines such as Biology and Life Sciences, Business, Computers and Technology, Earth Science, Economics and Finance, Engineering, Entertainment, Government and Political Science, Health and Medicine, Housing and Construction, Law, Sports, Psychology, and others.
- “Picturing our World” topics help students make global connections to mathematics.

II. Organization and Style (20/25)

- Readability is appropriate.
- Formatting is consistent and the content is logically ordered focusing on introduction to statistics before descriptive statistics. There are graphs, tables, illustrations and screenshots throughout the text.
- There are a variety of exercises, including extensions to allow adaptability for all learners.
- “Where you’ve been and where you are going,” feature for each unit of study provides a visual description of a real-life problem helping to make connections to prior learning, and setting the stage for the new learning.
- Instructor’s solutions manual is downloadable. An annotated teacher’s edition and PowerPoint slides are provided for teachers.

III. Instructional Supports (16/20)

- Annotated teacher's edition includes suggested activities and a variety of resources to design learning for students.
- Included in MyMathLab is "Learning Catalytics" which is a student response tool to foster student engagement and peer-to-peer interactive learning.
- "StatCrunch" question library provides teachers with the ability to make individual assignments. Study tips are provided throughout the text as a student support.
- Teacher annotated edition, solutions manual, and PowerPoint slides are available.

IV. Technology (15/25)

- Video resources include short video clips to engage students through interesting stories and real-life events. Stat-talk videos include assessment questions and an instructor's guide.
- No evidence of ability to update digital content based on the materials reviewed.
- Publisher provides professional development for initial implementation.
- Homework and practice in MyMathLab give students unlimited opportunity for practice and mastery. Students get immediate feedback and support. "Tech Tips" provide graphing calculator support for problem solving.
- MyMathLab provides a variety of videos, practice, and exercises to choose from for lesson or task design.

V. Monitoring Student Progress (15/25)

- Assessment bank has editable questions.
- Content provides a variety of exercises and assessments including; Chapter Summary, Chapter Review, Chapter Quiz, Chapter Test and Cumulative Reviews to monitor student progress. Case Studies within the content provide real-world application and assessment.
- Getting ready for statistics questions library contains more than 450 exercises that may be made available for teachers' use.
- MyMathLab provides personalized practice for students based on their performance on a quiz or test. Teachers can view student progress.
- Test generator (if included) enables teachers to build, edit, print, and administer tests. The questions are also assignable in MyMathLab.

Content Coordinator: *Colleen Boissinot*

Date: *3.25.19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: AP Statistics

Grade level/Cluster: 10-12

Title: The Practice of Statistics, 6th Edition

Author: Starnes, Tabor

Publisher: Bedford, Freeman & Worth Publishing Group, LLC

Copyright Date: 2018

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- The content is closely correlated to and represents the format of AP coursework. This edition will be updated with the most recent content online to reflect the College Board 2019 updates for this course.
- The authors are both highly involved with College Board and the AP examination process. They have served as AP readers. Correlations of learning objectives from the AP Calculus Curriculum Framework are included.
- The content is relevant without being excessive and allows time for preparation for the AP Exam.
- The context of many problems provides a real-world, global perspective and application.

II. Organization and Style (24/25)

- The text has appropriate readability with clear examples, appropriate terminology, and AP tips throughout.
- The text has numerous graphs, tables, illustrations, models, and calculator views.
- The text is easily adaptable to reorganize the order of the instructional units.
- AP style practice tests throughout the content prepares students for the rigor of the AP exam.
- The progression and sequence allows time for students to learn the concepts.

III. Instructional Supports (18/20)

- AP Exam tips are placed throughout the book. These tips are similar to the types of feedback given by Chief Reader reports for AP.
- Examples are worked in a clear, step-by-step fashion.
- Free response questions from previous AP exams are included and easily accessible for students.
- Teacher edition includes solutions and resources.

IV. Technology (20/25)

- Each section has a technology corner detailing instructions for the TI-84 and TI-Nspire graphing calculators.
- Digital resources are current and aligned with the content.
- Technical support is available online.
- There are applets which accompany individual lessons to simulate data.
- Additional technology lessons can be found on the companion website.

V. Monitoring Student Progress (21/25)

- Practice problems with scoring guidelines are provided in companion materials.
- There are many assignments consisting of multiple choice and free response questions, as well as investigative tasks.
- Assessment materials are available within the text, companion materials, and online.
- A variety of assessment materials are available including the "Strive for 5" companion book.
- ExamView Assessment suite is included.

Content Coordinator: *Colleen Boissinot*

Date: *3.25.19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Discrete Mathematics College Preparatory

Grade level/Cluster: 11-12

Title: A Survey of Mathematics with Applications, 10 Edition

Author: Angel, Abbott, Runde

Publisher: Pearson Education, Inc., publishing as Prentice Hall

Copyright Date: 2017

Comments reflect both the results of the scale scoring and evidence indicated
on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (16/20)

- Content is current and aligns with the course goals.
- The content is aligned with the standards and topics and has enough applied mathematics concepts that make the content appealing to both teachers and students (For example: voting methods, sets, statistics, probability, and financial math)
- The content contains many real world applications to better prepare students for math applications they may encounter in various job and career fields. Content makes connections to many math topics and revisits some key math content from previous courses.
- The content supports students in making international connections, specifically with the inclusion of the history of several mathematicians. Many of the problems presented have an international context.

II. Organization and Style (20/25)

- The readability of the text is appropriate with clear examples.
- The text provides appropriate visual representations throughout. The format is consistent with a variety of graphs.
- The content can be adapted to fit the needs of all students. The format is structured in a scaffolded approach which supports students to learn many new math concepts they have not previously encountered.
- Each unit begins with a real-life connection and provides the relevance for the math concepts. The progressions closely follows the district curriculum and pacing.
- The materials and resources provide multiple opportunities for students to practice and to support their learning progression. There are interactive exercises and multimedia resources.

III. Instructional Supports (15 /20)

- The topics are engaging for students with the many real-world applications and contexts throughout.
- Multimedia resources, electronic flashcards, and interactive exercises within the online platform provide a variety of approaches to engage students.
- MyMathLab provides a personalized learning plan and practice for students.
- Teachers have access to an annotated instructor's manual, and student solutions manual.

IV. Technology (15/25)

- MyMathLab provides unique and multiple supports for student learning.
- Student etext is available.
- Professional development on implementation will be available for teachers.
- MyMathLab allows teachers to modify or extend learning opportunities as needed.
- Teachers can use the various resources provided to customize the lessons as they desire.

V. Monitoring Student Progress (14/25)

- No rubrics, scoring guides or exemplars were presented for review.
- Only problems presented in the text were available for review.
- Beyond the text, no additional assessments were available for review.
- MyMathLab provides data on student progress made through their online assignments.
- There was no access to assessments to determine if they were customizable.

Content Coordinator: *Colleen Boissinot*

Date: *3.25.19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Algebra 3

Grade level/Cluster: 10-12

Title: Algebra and Trigonometry, 4th Edition

Author: Young

Publisher: John Wiley & Sons. Inc.

Copyright Date: 2017

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (17/20)

- Content is current, accurate, and appropriate for the course and level.
- Content is aligned to both state standards and mathematical processing standards. All major topics are covered and follow closely to our district curriculum and pacing guide.
- There are many examples and connections spaced throughout the text that make connections to science, business, economics, and medicine.
- Global perspective development occurs because of the links to other disciplines. Application makes connections to real-world situations.

II. Organization and Style (22/25)

- The readability level and vocabulary is appropriate.
- Formatting is consistent on all platforms. Consistent use of color makes the text easy to follow. There are a variety of graphs, tables, diagrams and illustrations throughout the text.
- This text contains many teaching tips and common misconceptions that may be used or excluded depending on instructional levels.
- The content builds implicitly on prior knowledge and skills but does not summarize the skills necessary to begin each lesson. Develops concepts with increasing levels of complexity and difficulty.
- Sequence reviews previous algebra concepts and progresses to precalculus topics.

III. Instructional Supports (15/20)

- Text contains many real-world references. Tasks are engaging and provide connections that students will appreciate. References to careers are evident within the reading and questions.
- The text does not contain many activities that allow for interaction. However, teachers could easily adapt the content and materials to allow for interaction.
- This book has many application problems that can support students of at varying levels.
- Instructional supports for teachers include solutions manual, test bank, powerpoint slides, study tips and notes, and companion website.

IV. Technology (14/25)

- Book companion website and interactive textbook support student engagement.
- Interactive animations that are provided bring core concepts to life.
- Professional development is provided by the publisher as needed.
- Homework can be customized online for students. Technology items supporting use of graphing technologies are provided through student practice. Videos are provided to support students' learning experiences.
- Students can redesign tasks and see the math come to life through the tools that are built into the online platform.

V. Monitoring Student Progress (15/25)

- Online materials are editable and provide rubrics. There are sample lesson plans and suggestions for the effective use of additional resources and supplements.
- There are a variety of assessment and performance opportunities that are already created for use. Concept checks, application practice, and error analysis provide a variety of ways to check for understanding.
- An assessment bank as well as ready-made assessments provide teachers a variety of ways to assess student learning and provide feedback.
- Useful data can be drawn from the student performance on the online assignments. Teachers can choose which tasks to assign to students. They will be graded instantly, and the data can be displayed in a variety of reports
- A test bank with over 900 items allows teachers to build and customize assessments as well as create different forms of the assessments.

Content Coordinator: *Colleen Boessinot*

Date: *3.25.19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: K-5 Health

Grade level/Cluster: K-5

Title: Health & Wellness

Authors: Linda Meeks, Philip Heit

Publisher: McGraw Hill Education

Copyright Date: 2014

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (15/20)

- The content of the text is current and accurate
- The content is aligned to the *2017 South Carolina Standards for Health and Safety Education*, the *Comprehensive Health Education Act of 1988*, as well as alignment to some PBIS initiatives such as having a positive attitude, respect, and valuing self and others
- There is good evidence for integration of subject areas such as science and ELA (text features and structure)
- Supports students in becoming global learners

II. Organization and Style (18/25)

- Readability is appropriate for students
- Formatting is consistent from chapter-to-chapter with many charts, graphs and pictures that are appealing to students.
- Text is rigorous, yet approachable with supports provided
- There is a clear learning progression in the text and students are able to make connections with prior learning
- Reviews are provided throughout each chapter, along with end-of-chapter review and activities

III. Instructional Supports (16/20)

- Critical thinking and life skills are built into the curriculum
- Each chapter offers experiments, activities, home/school connections, and an ebook SmartBoard version
- Teachers can edit materials, audio summaries are provided, and the text is appropriate for students reading above grade level
- Includes a resource library to support standards-based instructional planning

IV. Technology (16/25)

- Students have individual logins for access to study and practice, along with a website for family resources such as health songs
- Teachers can edit content and create their own lessons online
- McGraw Hill offers professional development and technical support
- There are interactive SmartBoard lessons and web tools to enhance student learning

V. Monitoring Student Progress (17/25)

- Digital assessments and progress monitoring tools are available and easy to customize to the needs of students with multiple variations of the same assessments to support a modified curriculum
- Assessment information allows teachers to use the data collected to drive instruction
- A variety of assessments to include chapter review, critical thinking, and activity-based evaluations
- Assessments are easy to customize to the needs of students with multiple variations of the same assessments to support a modified curriculum

Content Coordinator: Elizabeth L. Boland

Date: 3.21.2019



Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: 6-8 Health

Grade level/Cluster: 6-8

Title: Essential Health Skills for Middle School

Author: Sanderson & Zelman

Publisher: The Goodheart-Wilcox Company, Inc.

Copyright Date: 2019

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (19/20)

- Content is current and accurate (2019 publication date) and includes new information about topics such as vaping
- The content is aligned with the *2017 South Carolina Academic Standards for Health and Safety Education* and the *Comprehensive Health Education Act of 1988*
- The content helps students make connections to other disciplines such as reading (reading guides and graphic organizers for comprehension) and science (anatomy, ecology, environmental)
- Chapter 13, "Protecting Environmental Health," supports students in developing a global perspective

II. Organization and Style (21/25)

- The readability is appropriate for students in grades 6-8 and includes brightly colored infographics, images, and charts
- The layout of each chapter is similar with each having an essential question, a video clip, a "How Healthy Are You?" quiz, a reading activity, a list of learning outcomes, key terms, and a graphic organizer
- Reading guides and graphic organizers support all readers and differentiation tools are provided in the instructor's resources
- Content and skill building is scaffolded throughout the text

III. Instructional Supports (18/20)

- Case studies, "How Healthy Are You?" quizzes and hands-on activities provide engagement and help students make personal connection to content
- Reading guides and graphic organizers provide reading support and the continuing skills development activities allow students to deepen understanding and practice skills
- Materials can be edited and saved
- Teacher resources include teacher's edition, lesson plans, reading guides, graphic organizers, PowerPoints, teacher-directed activities, activities for differentiation, performance tasks, and the ExamView Assessment Suite

IV. Technology (22/25)

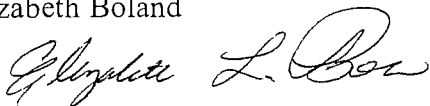
- There is a student companion website that is easily accessible along with an online student edition
- Health resources will be updated online for the life of the adoption
- Support and professional development are available
- Student resources are available both in print and digitally and all students will have access to the companion website where they can access videos, animations, assessments, flashcards, and more
- The companion website enhances learning with features such as technology enhanced activities and eFlash cards (also available in Spanish)

V. Monitoring Student Progress (23/25)

- All materials are editable using online teacher suite and include answer keys
- There are a variety of in-chapter assessments at each stage of learning along with project based learning opportunities
- In each chapter there are multiple opportunities to provide student feedback on learning. For example, there are case studies, “How Healthy Are You?” quizzes, five text-dependent questions at the end of each lesson, building and developing skills activities and assessments throughout, and at the end of each chapter, “check your knowledge questions, use your vocabulary, think critically” items
- The ExamView Suite has a large item bank and questions are easily editable

Content Coordinator: Elizabeth Boland

Date: 3.27.2019



Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Health (Biology: Comprehensive Health & Health: Fit for Life)

Grade level/Cluster: 9-12

Title: Essential Health, 2nd Edition

Author: Sanderson & Zelman

Publisher: The Goodheart-Wilcox Company, Inc.

Copyright Date: 2018

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (18/20)

- Content is current and accurate (2018 publication date) and includes new information about topics such as opioid abuse
- The content is aligned with the *2017 South Carolina Academic Standards for Health and Safety Education* and includes most of the content required by the *Comprehensive Health Education Act of 1988*
- The content helps students make connections to other disciplines by providing skills building practice in reading, writing, and math
- Case studies bring the material to life and make it applicable with real world assessment and local as well as global health topics throughout each unit

II. Organization and Style (24/25)

- Readability is appropriate for college preparatory and honors level students
- The formatting is consistent as each chapter begins with objectives, key terms, and warm-up activities and ends with review questions and health activities
- The flexibility of the chapters makes it possible to adapt to different ability levels
- The learning progression is logical in sequence and learning progression, background lessons are provided to make connections to content learned in other classes
- There is flexibility in customizing the instructional plan

III. Instructional Supports (19/20)

- The materials engage students by providing “What’s Your Health and Wellness IQ?” anticipation quizzes at the beginning of each chapter
- Multiple experiences and approaches to learning are provided such as coverage of health issues, current issues, self-assessments, high interest features and cross-disciplinary activities
- There are abundant activities and assessments including chapter and lesson review questions ranging from factual recall to higher-level thinking
- Varied supplemental materials are provided: Online instructor resources, lesson plans, pacing chart, PowerPoints, ExamView Suite, Instructor’s CD, Student Workbook and Instructor’s Edition

IV. Technology (21/25)

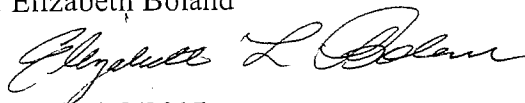
- There is a student companion website that is easily accessible along with an online student edition
- Health resources will be updated online for the life of the adoption
- Support and professional development are available
- The Online Learning Suite contains most of the materials needed to teach the course
- The companion website offers a variety of activities that provide instructional feedback for students

V. Monitoring Student Progress (22/25)

- All materials are editable using online teacher suite and include answer keys
- In addition to the item bank and in-chapter assessments, there are “Research in Action” resources and case studies
- Each chapter provides warm-up activities designed to drive instruction (formative assessments), personal profiles for students, lesson reviews, end-of-chapter reviews, and core skills development practice
- ExamView Suite has a large item bank (more than 1500 items) and is easily editable

Content Coordinator: Elizabeth Boland

Date: 3.26.2019



Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Physical Education 1

Grade level/Cluster: 9-12

Title: Fitness for Life

Authors: Charles B. Corbin, Guy C. Le Masurier

Publisher: Human Kinetics

Copyright Date: 2014

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (18/20)

- Content is pertinent and up-to-date and includes information on CPR, nutrition, and stress management
- The content is aligned with the *2014 South Carolina Academic Standards for Physical Education*
- FitnessGram components are addressed
- Throughout the text, connections are made between fitness and other content areas such as reading, math, and science

II. Organization and Style (23/25)

- The readability is appropriate for grades 9-12
- All chapters follow the same sequence of instruction-lesson/self-assessment/lesson/taking charge/self-management/taking action/chapter review
- The entire text has an abundance of meaningful and easily understood illustrations, graphs, diagrams, and photos
- The text follows a logical progression which builds off prior knowledge with modifications for various levels of learners

III. Instructional Supports (16/20)

- The materials provide many activities (projects) and interesting experiences to enhance student participation
- Varying levels of difficulty in tasks for all students
- Modified exercises are listed to assist all students in reaching goals
- Resources encourage hands-on learning experiences
- The “thinking critically” resources provide an opportunity for students of all levels to be engaged

IV. Technology (21/25)

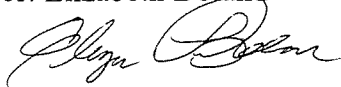
- Throughout the text there are web icons that indicate additional information is available on the student website
- Each chapter has a “Fitness Technology” component that helps students become aware of new technology related to fitness and health.
- Online resources include virtual experiences
- Teachers can edit, email, save and print all teacher resources, allowing for individualization and various teaching preferences

V. Monitoring Student Progress (23/25)

- Online material provides the opportunity to edit content based on student needs
- There are a variety of assessments to include self-assessments, chapter reviews, thinking critically exercises, and projects
- There are lesson reviews throughout each chapter and opportunities for both formative and summative assessment
- Assessment of cognitive and hands-on skills provided

Content Coordinator: Elizabeth Boland

Date: 3.18.2019



Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: AP Three-Dimensional Design, Studio Concentrations Three-Dimensional Design, Ceramics

Grade level/Cluster: 9-12

Title: Experience Clay

Author: Mackey

Publisher: Davis Publications

Copyright Date: 2011

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (18/20)

- The content is directly linked to South Carolina and national standards for visual arts.
- Art history and career connections are included in each section.
- The text is sequential, and the content is well-organized.
- Artists from around the world are featured.

II. Organization and Style (23/25)

- The content is clear and appropriate for an average high school student.
- The content is sequential and consistent with a variety of visual representations.
- Each chapter includes a preview of the topics at the beginning and a chapter review at the end.

III. Instructional Supports (18/20)

- The visuals provided in the text engage students in the learning experience.
- There are suggestions for teaching gifted and talented students as well as students for whom English is a second language.
- The lessons are interesting and challenging for students and provide a variety of experiences.
- Different technical approaches to content and art criticism exercises are provided in each chapter.

IV. Technology (14/25)

- Students are encouraged to engage with technology by creating digital portfolios, classroom blogs, etc.
- Suggestions for image manipulation to support design are included.
- A variety of additional websites and links to computer connections are included.
- The online teacher's edition explains how to use the text and offers studio support.

V. Monitoring Student Progress (18/25)

- Rubrics that can be adapted for classroom use are included.
- Reflective questions are included throughout the chapter and in the chapter review.
- Suggestions for ideas designed to spark classroom discussion are included.
- The teacher's edition contains a variety of resources including rubrics, extended response questions and ideas for project-based learning.

Content Coordinator: *Jammi Richardson*

Date: *4-1-19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Three-Dimensional Design 1 and 2, Public Art Grade level/Cluster: 9-12

Title: Beginning Sculpture Author: Williams

Publisher: Davis Publications Copyright Date: 2005

**Comments reflect both the results of the scale scoring and evidence indicated
on the Instructional Appraisal Worksheet from all schools.**

I. Content and Alignment (17/20)

- The content is aligned to South Carolina standards for visual arts as well the National Art Standards which are listed in the teacher's edition for reference.
- The text provides interdisciplinary and computer connections designed to integrate the arts across the curriculum.
- The text provides information about art history and career profiles of artists from around the world.

II. Organization and Style (23/25)

- The reading level is appropriate for high school students.
- Each chapter is organized systematically and contains sections about elements of design, principles of design, art history, studio and a career profile.
- Visual aids such as sculpture art timelines are included as resources for teachers.
- The beginning of each chapter provides a visual and verbal overview of the concepts in the chapter, which helps students understand what they are expected to know and understand.

III. Instructional Supports (17/20)

- The text is colorful with a variety of images designed to engage students.
- "For Your Sketchbook" and "Sketchbook Connection" are sections that outline interactive opportunities for students.
- Supplemental strategies to challenge and motivate advanced students are provided.
- The teacher's edition provides practical, point-of-use support.

IV. Technology (13/25)

- “Computer Connections” provide suggestions for using technology for alternative teaching plans and assignments.
- Links to additional resources are provided in the text.
- Suggestions for image manipulation to support design are included in the text.
- Teachers can supplement their visual libraries with thematic slide sets from the website.

V. Monitoring Student Progress (17/25)

- Studio rubrics provide guidelines for holistic evaluation.
- Chapter reviews include questions that require students to recall, understand, apply, analyze, synthesize and evaluate.
- Studio experiences with rubrics, writing assignments and sketchbook opportunities provide multiple opportunities for students to receive feedback.
- There are a variety of assessments that can be customized and provide teachers with data to inform instruction.

Content Coordinator:

Jammi Richardson

Date:

4-1-19

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Visual Arts Foundations, Art: Altered, Abstract and Extraordinary, Landscape Architecture, Stained Glass 1 and 2, Art of Interior Design 1 and 2, Contemporary Design 1 and 2 Grade level/Cluster: 9-12

Title: The Visual Experience

Author: Hobbs, Salome, Vieth

Publisher: Davis Publications

Copyright Date: 2005

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (19/20)

- The text is highly correlated with current South Carolina visual arts standards and national standards for visual arts education.
- Connections to other content areas are listed in the teacher's edition.
- Connections to art history and other cultures are provided.
- The content is linked to the elements and principles of art, and a wide variety of artwork to exemplify concepts is provided.

II. Organization and Style (25/25)

- The content is appropriate for high school students with average reading ability.
- The text is sequential and consistent with a variety of visual representations of artwork and techniques.
- "Quick Looks" at the beginning of each chapter are provided to help the student make connections to prior knowledge and experiences.
- There are a variety of timelines/sequencing (year, semester, quarter) from which the teacher can choose.
- Sections with strategies for learners with different needs are provided to assist the teacher with differentiating instruction.

III. Instructional Supports (19/20)

- The content addresses materials, techniques and examples that appeal to most students, and teaching

options section is provided to assist with more individualization of instruction.

- The teacher's edition provides step-by-step instruction for teaching and assessing.
- Writing about art sections are included.
- The textbook includes different media approaches to content as well as art criticism exercises.

IV. Technology (15/25)

- Website support and teaching links are provided in the text, and computer options are available for activities.
- Annotated teacher's edition explains how to use the textbook sections and offers studio support.
- Professional development to support the use of the material is provided online through the publisher.
- There is limited evidence to support that digital content can be updated other than updates for online images available through the publisher.

V. Monitoring Student Progress (18/25)

- Teachers have access to an online assessment/resource center designed to help teachers provide feedback to students.
- A variety of assessments provided (rubrics, extended response, project-based) are provided.
- Rubrics are easily refined and customizable.
- Questions in the chapter summary provide an easy way to evaluate student progress.

Content Coordinator: *Jamie Richardson*

Date: *4-1-19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Art History

Grade level/Cluster: 11, 12

Title: Discovering Art History

Author: Brommer

Publisher: Davis Publications

Copyright Date: 2018

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- The text provides current information and examples.
- There are national standards aligned and listed for each chapter.
- The content helps students make connections to other disciplines such as performing arts, science, math, women's studies, and physical education.
- The text assists students in developing a global perspective by including art from the non-western world.

II. Organization and Style (25/25)

- The text is well organized and follows a chronological order.
- There is an appropriate sequencing of lessons.
- Chapters are placed in a relevant order to assist students in understanding art history.
- The text provides scaffolded lessons to support student learning.

III. Instructional Supports (17/20)

- The teacher's edition provides many engaging lesson ideas for teachers.
- There are studio activities included in each chapter that provide hands on learning for students.
- The text does not provide many options for modifications or extensions.
- The teacher's edition contains a variety of supplemental materials.

IV. Technology (14/25)

- The online resources include a great variety of posters in large formats and slides to support instruction.

- Some of the suggested activities encourage students to conduct research on their own.
- The technology resources are somewhat limited.

V. Monitoring Student Progress (16/25)

- There are evaluation quizzes included for studio activities to assess students' learning.
- Each chapter has assessments located at the end of each chapter for students.
- There are summarized questions which make it easy to review a particular lesson for students
- Assessments may be adjusted for use as pre and post assessments.

Content Coordinator: *Jammi Richardson*

Date: *4-1-19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Monoprint Mania Grade level/Cluster: 9-12
Title: Experience Printmaking Author: Donna Anderson
Publisher: Davis Art Publications Copyright Date: 2010

Comments reflect both the results of the scale scoring and evidence indicated
on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- The content is current and aligns to the South Carolina standards for visual arts.
- The textbook provides art history sections that relate to concepts presented in the text.
- The content is well-organized and sequential.

II. Organization and Style (24/25)

- Text is appropriate for the average high school student.
- Alternative types of images and assignments that allow students to connect with prior knowledge and experiences are provided.
- There is a clear progression of skills and concepts that allow students adequate time to practice and learn new skills.

III. Instructional Supports (15/20)

- Alternative studio lessons and examples are provided for the teacher to utilize to increase student engagement and meet the needs of students.
- Sections designed to provide monitoring/support include Make It Note It, Try It and Safety Tip.
- Rubrics, extended exercises, additional images and extra websites are provided.

IV. Technology (23/25)

- Video tutorials are informative and easy to follow.
- The teacher edition explains how to use the resource and offers studio support.
- The publisher provides online professional development and support.
- The ability to update content is limited, but the publisher can update the content.

V. Monitoring Student Progress (23/25)

- Each chapter includes a rubric for studio projects that can be refined and adjusted if necessary.
- The Note It, Try It and Safety Tip sections allow the teacher to monitor and provide feedback to

students.

- Reflective questions are provided to assess for understanding.
- A variety of assessments including writing activities are included.

Content Coordinator: *Jamirichardson*

Date: *4-1-19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Photography 1 and 2 Grade level/Cluster: 9-12

Title: Focus on Photography Author: Hermon Joyner, Kathleen Monaghan

Publisher: Davis Publications Copyright Date: 2016

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (18/20)

- The material is current, thorough and aligned to the South Carolina visual arts standards.
- Examples appear to be up to date, and the technology references are relatively current.
- Some art history sections reference other cultures.
- Photographic techniques have connections to science, writing and cultural studies.

II. Organization and Style (25/25)

- The reading level is appropriate for the average student.
- “How To” sections connect knowledge to photography skills.
- Sections with strategies for learners with different needs are addressed in the teacher’s edition.
- Students have several opportunities to revisit knowledge and skills in “Chapter Review”.
- The text provides a variety of visual examples.

III. Instructional Supports (19/20)

- In the “How To” sections students learn hands on skills designed to increase student engagement and enhance learning.
- Video tutorials deliver visual and auditory instruction, which provides an alternative tool for learning.
- The text is most appropriate for the average student, and the content can be modified to meet the needs of learners.
- Teachers have access to variety of rubrics, keys and tools online.

IV. Technology (12/25)

- Class blogs, digital portfolios and research activities in each chapter are some of the online resources that students are able to access.
- Limited evidence found within the textbook, but updates of online images are available.
- Online professional development and technical support are available through the publisher.

- Limited evidence found that technology resources provide students the opportunity to take an active role and demonstrate learning in unique ways.

V. Monitoring Student Progress (23/25)

- “Customizable Assessments” such as editable rubrics and scoring guidelines are included under teacher resources.
- Each chapter has a “Chapter Review,” which requires higher order thinking skills, and make it easy to review lessons and check for understanding.
- Files under “Teacher Resources” can be adjusted for use as pre and post assessments.
- Rubrics can be refined.
- Rubrics and assessments are provided online that address a variety of topics.

Content Coordinator: *Jammi Richardson*

Date: *4-1-19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Drawing and AP Drawing

Grade level/Cluster: 9-12

Title: Discover Drawing

Author: Sallye Mayan-Cox

Publisher: Davis Art Publications

Copyright Date: 2018

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- The content is aligned to the South Carolina and national standards for visual arts.
- The content is sequential with objectives for each learning experience listed.
- General drawing content as well as specific studies and sketchbook activities and materials are included.
- The content includes art history sections that relate to concepts presented in the text, and the text contains a variety of different art styles from multiple cultures that appeal to student learning needs and interests.

II. Organization and Style (25/25)

- The content is appropriate for the average high school reader.
- The text is sequential, and the format is consistent with a variety of artwork and techniques.
- Each chapter includes vocabulary and main ideas at the beginning and a summary at the end.
- The content includes examples of both classical and contemporary artwork.

III. Instructional Supports (19/20)

- The text includes suggestions for portfolios, alternative studio lessons and examples, art history connections and career opportunities.
- The text is easy to navigate and find helpful tools for teaching.
- Nontraditional approaches are presented as well as typical materials, techniques and examples that appeal to most learners.
- Studio Experience requires active participation, and extension activities are included.

IV. Technology (19/25)

- Chapters include short video tutorials, which are easy to follow and informative.
- There are opportunities to create class blogs and digital portfolios for student artwork.
- The text emphasizes mixed media, materials and practice.
- Professional development is offered online through the publisher.

V. Monitoring Student Progress (20/25)

- Editable rubrics and scoring guidelines are available.
- Chapter summary questions allow teachers to monitor student learning.
- Generalized suggestions about formative, peer and self-assessments are provided.
- Teacher resources to assist with planning to evaluate student progress are included.

Content Coordinator: *Jamie Richardson*

Date: *4-1-19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Painting

Grade level/Cluster: 10-12

Title: Experience Painting

Author: John Howell White

Publisher: Davis Art Publications

Copyright Date: 2015

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- The content is aligned to South Carolina standards as well as national standards for visual arts.
- The content is current and is presented in a more contemporary style meeting the needs of the millennial students.
- The content makes historical references and is inclusive a variety of cultures.
- Each chapter contains connections to career opportunities in visual arts.

II. Organization and Style (25/25)

- The content is colorful and clearly laid out with consistent formatting which will keep students interested.
- Contemporary and classical works of art are included.
- Short sections divide the content into manageable parts.
- The content makes connections to materials students have already encountered while presenting new material.
- Chapter previews and chapter summaries are designed to increase learning.

III. Instructional Supports (20/20)

- The text provides a variety of art including European, classical and modern which will engage students in meaningful ways.
- Studio Experience sections present interesting ways for learners to explore media and techniques.
- The text is tailored to the average high school learner, but modifications are suggested in the

Teaching Tips for Artistic Strategies section in each chapter.

- Online resources including short technical videos and rubrics for projects are provided for teachers.

IV. Technology (19/25)

- Each chapter includes short video tutorials which are easy to follow and informative.
- The online information and resources are easy to access from a computer or chromebook.
- Each chapter includes ways in which artists use technology.
- Students can create digital portfolios of their artwork.

V. Monitoring Student Progress (19/25)

- Teachers can assess student understanding through the questions posed throughout the text and in the chapter summary.
- Journal prompts add another dimension to the learning experience.
- Rubrics and both the written and sketchbook assignments are adaptable to meet the needs of students.
- Chapter reviews and other assessment resources provide a variety of questions to encourage students to think critically, creatively and reflectively.

Content Coordinator: *Jamie Richardson*

Date: *4-1-19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: AP Art History Grade level/Cluster: 11th and 12th Grades at Irmo High School

Title: Gardner's Art through the Ages: A Global History Author: Kleiner

Publisher: Cengage Learning

Copyright Date: 2016

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- The text is appropriate for the AP level of Art History because it is endorsed by AP CollegeBoard.
- The text includes contextual information that connects to other content areas such as world history, geography, architecture, and religion.
- The content supports students in developing a global perspective by including numerous chapters on non-Western and non-European art from India, southeast Asia, China, Korea, Japan, Native American cultures, Oceania, and Africa.
- The content is accurate and was reviewed by over 40 individuals.

II. Organization and Style (23/25)

- The reading level is appropriate for AP students.
- The textbook has an abundance of quality photographs, maps, and illustrations.
- The content is well organized and arranged in chronological order from the Stone Age to Contemporary Art.
- The topics included in the text are recapped in the Big Picture section at the end of each chapter for students.

III. Instructional Supports (20/20)

- The text is very appropriate for students performing above grade level.
- Teachers have access to a digital image library, instructor resources, and test bank assessment items.
- Custom videos made at architectural sites which enhance student participation and understanding.
- Boxed essays on topics such as architectural basics, materials and techniques and art and society

provide students with the opportunity to extend their learning and a richer understanding of the material.

IV. Technology (25/25)

- The online resources available for students include an interactive eBook, video and audio resources, and flashcards for review.
- The online platform, MindTap, allows instructors to easily add their own images, videos, links, articles, activities, and quizzes.
- There is available instructor training from Cengage as well as troubleshooting guides. Customer support is also available online.
- The online component includes compatibility between Google Earth and every artwork in the text.

V. Monitoring Student Progress (24/25)

- Teachers can write, edit, and manage the test bank content.
- Teachers can create multiple test versions instantly with no special installation or downloads required.
- Online assessment items are available for students and teachers.
- There are assessments that can be adjusted for use as pre and post assessments.

Content Coordinator *Jami Richardson*

Date: *4/1/19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: AP Music Theory Grade level/Cluster: 11th and 12th Grades

Title: The Musician's Guide to Theory and Analysis, Third Edition Author: Clendinning and Marvin

Publisher: W. W. Norton and Company

Copyright Date: 2016

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- Content aligns nicely with Collegeboard standards for AP Music Theory and the South Carolina Standards for music.
- Text begins with basic music elements and spirals through more difficult elements of harmony, dictation, and analysis.
- The book contains music from a variety of composers from different countries.
- The content helps students make connections to other disciplines and contains a sufficient amount of history to show students how music theory relates to the history of music.

II. Organization and Style (25/25)

- Text is neat, sectionalized, and well-marked for appropriate sequencing and topic/sub-topic study.
- The readability is appropriate for students in a beginning college course and provides vivid descriptions and examples of terminology.
- Each chapter has an outline at the beginning allowing students quick access to specific topics.
- Music examples are clean and clearly marked with appropriate concepts as needed.

III. Instructional Supports (19/20)

- Online ebook aligns with the text and includes tutorial videos to give students extra instruction and help with new concepts.
- Lessons include extra practice through workbook exercises as well as sample exercises within the book.
- The materials provide modifications and extensions for all students, including those who are

working at advanced levels.

- Quality guides, handbooks, manuals and keys are provided as resources for the teacher.

IV. Technology (25/25)

- Worksheets are available in Noteflight for easy sharing with teachers and paperless grading options.
- Interactive online ebook is available as an extra resource.
- Recordings for each of the musical samples in the textbook and the anthology are also available via the online ebook.
- Formative quizzes are available through InQuizitive allowing students to answer questions until they master skills.

V. Monitoring Student Progress (25/25)

- Formative quizzes available through InQuizitive.
- Workbook worksheets available through Noteflight for easier sharing with teachers and paperless grading.
- The materials include formative and summative assessment options as well as peer and self-assessment opportunities designed to provide feedback to students.
- The item banks are large and contain a variety of assessments such as selected response, extended response, projects and performance tasks.

Content Coordinator: 

Date: 4-1-19

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Jazz Band

Grade level/Cluster: 9-12

Title: Essential Elements for Jazz Ensemble, 1st Edition

Author: Mike Steinel

Publisher: Hal Leonard

Copyright Date: 2000

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (19/20)

- Content is aligned to national standards and can be applied to South Carolina standards for instrumental music.
- Content is useful and current with regards to current pedagogical teaching and student understanding.
- There is evidence of connections to history and geography, but not in other areas such as science.
- The content provides musical perspectives from different world cultures.

II. Organization and Style (23/25)

- The reading examples provided in the text are rare but can be easily understood by students.
- There are very few photographs or illustrations, but there is an appropriate use of color.
- Most of the material is relatively structured, but some can be modified for different instructional levels.
- The material is arranged to allow the teacher to vary the pacing based on the needs of the students.

III. Instructional Supports (20/20)

- The use of familiar tunes allows students to make connections so that the material is more relevant and meaningful to students.
- There are opportunities for a variety of instructional approaches including whole group and small group instruction.
- Students make work on improvisational skills at their own pace.
- The teacher's guide contains appropriate supplemental material.

IV. Technology (18/25)

- The book is compatible with SmartMusic online software. Students have access to an interactive DVD which provides an additional resource for learning in class and at home.
- The material does not appear to have been updated recently. The ability for the teacher to update the material is limited because of restrictions in place by the publisher.
- Professional development and technical support are provided by the publisher.

V. Monitoring Student Progress (23/25)

- The publisher provides excellent scoring guidelines and assessment material.
- Although the formats are limited, assessments are available for a variety of skills.
- Any of the assessments can be used for pre and post tests and correlate well with the data team process.
- The assessments are not easily customized, but the assessments are appropriate as written.

Content Coordinator: *Cammi Richardson*

Date: *4-1-19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Concert Band 1, 2, 3, 4 Grade level/Cluster: 9-12

Title: Foundations for Superior Performance

Author: Richard Williams and Jeff King

Publisher: Neil A Kjos Music Company

Copyright Date: 1997

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (19/20)

- Content is aligned to national standards and can be applied to South Carolina standards for instrumental music.
- Content is designed to organize daily rehearsal and advance the performance level of the band.
- There is some evidence of connections to history and geography, but not in other areas such as science.
- The content provides some musical perspectives from different world cultures.

II. Organization and Style (24/25)

- This is a book that contains warm ups and technique exercises. There are very few reading examples provided in the text.
- This comprehensive book contains sequential warm-ups, scales, technical patterns, chord studies, tuning exercises and chorales for concert band.
- There are practical and efficient exercises in 12 major keys developed in the band classroom.
- The material is arranged to allow the teacher to vary the pacing based on the needs of the students.

III. Instructional Supports (20/20)

- The use of familiar tunes allows students to make connections so that the material is more relevant and meaningful to students.
- There are opportunities for a variety of instructional approaches including whole group and small group instruction.
- Students make work on improvisational skills and scales at their own pace through the Interactive Practice Studio.

- The teacher's guide contains appropriate supplemental material.

IV. Technology (17/25)

- The Interactive Practice Studio allows students to hear the music, change the speed of the accompaniment and create recordings of their playing.
- The Interactive Practice Studio provides video lessons that students can watch to learn new techniques and build new skills.
- A tuner and recording studio are available online.
- Teachers have access to online support for feedback and assistance.

V. Monitoring Student Progress (23/25)

- The publisher provides excellent scoring guidelines and assessment material.
- Although the formats are limited, assessments are available for a variety of skills.
- Any of the assessments can be used for pre and post tests and correlate well with the data team process.
- The text emphasizes specific musicianship skills and contains options for students at various levels of ability.

Content Coordinator *Jammi Richardson*

Date: *4-1-19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Chorus

Grade level/Cluster: 9-12

Title: Hal Leonard Voices in Concert

Chorus 1 and 2: Level 2 Mixed Choral Music; Concert Choir 1: Level 3 Mixed Choral Music; Concert Choir 2: Level 3 Mixed Sight Singing; Honors Chamber Choir 1: Level 4 Mixed Choral Music; Honors Chamber Choir 2: Level 4 Mixed Sight Singing

Author: Rollo Dilworth

Publisher: McGraw-Hill Education

Copyright Date: 2016

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- The musical content is current and accurate.
- The content is aligned to South Carolina standards for music as well as national standards for music.
- The content helps students make connections to other disciplines and to sing songs from various countries around the world.

II. Organization and Style (24/25)

- The Lexile (readability) level is appropriate for high school students.
- The text is consistent formatting with a variety of graphs, tables, diagrams, photographs, and illustrations.
- The text has consistent formatting for a lesson plan with appropriate headings such as Motivate, Develop, and Close.
- The text is sequential with clear learning progression, and an interactive scope and sequence including the unit objectives. concepts, curriculum links and vocabulary is provided.
- The text sequence provides a few opportunities and adequate time for student learning.

III. Instructional Supports (19/20)

- The materials engage students in authentic and meaningful learning experiences.
- The materials mostly support a variety of experiences and approaches to enhance interactive participation.
- The materials provide modifications and extensions for all students, including those performing above grade level, such as exposure to various composers and specific styles of music.
- Quality guides, handbooks, manuals and keys are provided for teachers.

IV. Technology (21/25)

- The textbook and teacher's edition are available online.
- Digital content can be updated based on new discoveries or current events.
- Ongoing professional development and technical support are mostly available.
- Technology resources mostly provides students the opportunity to take an active role and demonstrate learning in unique ways.
- The teacher resources include a user-friendly outline of the lesson components as well as presentations that the teacher can use to teach the lesson.

V. Monitoring Student Progress (/25)

- Materials include editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance.
- There are a variety of assessments within the lesson that give students the opportunity to apply, analyze, compare and contrast, and evaluate music.
- The materials provide pre and post assessments including formative, summative, peer and self-assessment thus providing multiple opportunities for students to receive feedback.
- The assessments such as Progress Checkpoints at the end of each lesson provide teachers with data to inform instruction.
- Assessments are easy to customize and have large item banks.

Content Coordinator: *Jammi Richardson*

Date: *4-1-19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Dance 1/2

Grade level/Cluster: 9, 10, 11, 12

Title: Discovering Dance

Author: Gayle Kassing

Publisher: Human Kinetics

Copyright Date: 2014

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- The content incorporates all portions of the standards; including technique, performing, creating, dance history, career readiness, and overall health and wealthiness.
- The content included in the book is backed by current research and is up to date.
- There is a global perspective through the unit on cultural dance which includes information on what dance is like in other parts of the country and world.
- The text includes information on how dancers receive skills that can benefit them in careers outside of dance.

II. Organization and Style (24/25)

- The text is easy to understand and grade appropriate.
- Each unit in the book includes vocabulary, a history section, and review questions.
- There are numerous photos included in the text which demonstrate dance shapes and movements.
- All photos, tables, and diagrams have consistent formatting.

III. Instructional Supports (18/20)

- The activities provided within the text are authentic and meaningful.
- There are choreography prompts included for students.
- The text includes an explore and research section in each unit for students.
- There are many opportunities within the text for students to perform and give feedback to classmates.

IV. Technology (23/25)

- There are a variety of resources available online for teachers such as worksheets, assessments, interactive quizzes, and sample video clips.
- There is also available online resources to assist students
- The online resources are updated with new information periodically.
- The webpage that correlates with the text allows teachers the opportunity to create new tasks for students which are not included in the traditional text.

V. Monitoring Student Progress (23/25)

- There are a nice range of assessments throughout each chapter as well as at the end of each chapter.
- The assessments provided check students' understanding of vocabulary, technique, choreography, and the history of dance.
- Rubrics are provided and can be edited for use in assessing student performance.
- The assessments can be modified as needed by teachers and are also available online.

Content Coordinator: *Jammi Richardson*

Date: *4-1-19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Dance 3

Grade level/Cluster: 10, 11, 12

Title: Experiencing Dance

Author: Scheff, Sprague, McGreevy-Nichols

Publisher: Human Kinetics

Copyright Date: 2014

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- The content incorporates the information relevant for the South Carolina dance standards including technique, performing, creating, dance history, career readiness, and overall health and wealthness.
- The content included in the book is current and addresses 21st century learning goals.
- The content gives students the opportunity to understand dance in historical and cultural contexts and its role in the community.
- The text includes information on potential career options related to dance.

II. Organization and Style (23/25)

- The text is divided into 5 units and is designed for high school students who have more than an introductory experience in dance.
- The format of each lesson is consistent and is divided into 7 sections: Move It!, Vocabulary, Curtain Up, Take the Stage, Take a Bow, Spotlight and Did You Know?..
- There are numerous photos included in the text which demonstrate dance shapes and movements.
- All photos, tables, and diagrams have consistent formatting.

III. Instructional Supports (18/20)

- The activities provided within the text and online are authentic and meaningful.
- There are choreography prompts included for students.
- The text provides opportunities for extended learning.
- The text gives students the opportunity to develop a dance portfolio and connect to the real world of dance.

IV. Technology (22/25)

- There are a variety of teacher resources available online for teachers such as journaling prompts, PowerPoint presentations for each chapter, video clips, worksheets and assignments.
- There are interactive chapter review quizzes that students can complete online for immediate feedback.
- The online resources are updated with new information periodically.
- The webpage that correlates with the text allows teachers the opportunity to create new tasks for students which are not included in the traditional text.

V. Monitoring Student Progress (23/25)

- There are a variety of assessments including reflective questions available within and at the end of each chapter.
- The assessments provided online give the students immediate feedback and allow them monitor their own progress.
- Answer keys for worksheets and quizzes are included.
- The assessments can be modified as needed by teachers and are also available online.

Content Coordinator: *Jammi Richardson*

Date: *4-1-19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Theatre 1, 2, 3, 4, 5, 4 HN, 5HN

Grade level/Cluster: Grades 9-12

Title: Basic Drama Projects, 9th Edition

Author: Fran Averett Tanner

Publisher: Perfection Learning Copyright Date: 2015

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- Content aligns with South Carolina theatre standards, is current and is appropriately sequential.
- Content relates to other content areas including English Language Arts and Social Studies as well as culture heritage, the language of theatre and historical timelines.
- Information is adequately summarized to facilitate student understanding.

II. Organization and Style (25/25)

- There is logical progression of skills and concepts that is easy to follow.
- The text and graphics are current and visibly appealing.
- Each chapter is consistently organized in the same manner with the following sections: Preview, Prepare, Present, and Critique.
- Step-by-step guidelines for a speaking project, which allow students to apply the concepts and practice speaking and dramatic skills, are included in every chapter.

III. Instructional Supports (21/20)

- The teacher's edition offers extensive teacher support and information including teaching suggestions, ideas for expanding concepts, individual and group activities, writing prompts and substitute teacher lesson plans.
- The Teacher's Resource Binder with ExamView provides reproducible activities and worksheets as well as warm-up activities, critiquing activities and tests.
- The Student Handbook contains instruction and follow-up questions to extend student learning and develop student's artistic responsibility and creativity.
- The layout of the resources is easy to follow and very user friendly.

IV. Technology (24/25)

- The textbook contains online resources and activities.
- The content of the website is updated regularly so that the material is current and relevant.
- ExamView test generator provides easy scoring of all chapter and unit tests.
- Students study electronic media and its impact on theatre.

V. Monitoring Student Progress (25/25)

- Answer keys and rubrics for activities, projects, worksheets, quizzes and tests are available for the teacher.
- The projects allow for a variety of data to assess student progress.
- Online and technical support is available.
- Rubrics can be customized and expanded.

Content Coordinator: *Jammi Richardson*

Date: *4-1-19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Freshman Orchestra Grade level/Cluster: 9th Grade

Title: Essential Elements for Strings with Essential Elements Interactive, 1st Edition, Book 3

Author: Allen, Gillespie and Hayes

Publisher: Hal Leonard

Copyright Date: 2004

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- The book is aligned to South Carolina standards for instrumental music as well as national music standards.
- Content is useful and current in regards to pedagogical understanding.
- Content provides musical perspectives from different world cultures.
- The book is well organized and focuses on several aspects of technique as follows:
left-hand, right-hand, and expressive techniques; shifting on the D, A, G, and E strings; positions I through III (violin/viola), I through IV (cello), I through V $\frac{1}{2}$ (bass); and basic theory, music history scales up to 3 sharps and 3 flats

II. Organization and Style (25/25)

- The book is laid out in sections: Positions, Major Keys (scales), Minor Keys (scales), Chromatics, Rhythms & Bowings, Vibrato, and Position Charts
- There are tabs for each section to help quickly navigate to the correct section.
- Material is sequential, but can be modified based on various instructional groups or levels.
- Textbook allows for connections regardless of order or pacing.
- Material is easily set up to allow teacher to vary pacing based on needs of students.

III. Instructional Supports (20/20)

- The text includes access to online instructional videos.
- Instrument specific studies, music theory lessons and worksheets are available.
- Book uses familiar tunes to create connections and make the material more meaningful to the students.
- There are opportunities for a variety of approaches in addition to full group instruction.
- Students may work on solo material or move on at their own pace. Some exercises are written with modified ranges.

IV. Technology (22/25)

- The text includes an online support system called Essential Elements Interactive, which features technology tools for online teaching, learning, assessment and communication.
- Online gradebook, metronome, assignment lists, and other instrument specific resources are available.
- The text includes play along tracks for each instrument.
- Book is compatible with Smart Music
- The teacher can upload, share and archive their own instructional materials to customize and organize

V. Monitoring Student Progress (24/25)

- Provides excellent scoring guidelines and assessment material
- Assessments for a variety of skills, formats are limited, but good.
- Any of the material may be used for pre and post assessments, which can be used in the data team process.
- Assessments are not easily customized, but the assessments are appropriate as written.
- Student practice charts, assignment lists, online gradebook are all included in the teacher resource/communication kit and online via the EE Interactive platform.

Content Coordinator: *Jammi Richardson*

Date: *4-1-19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Band

Grade level/Cluster: 6th Grade

Title: Standard of Excellence, Enhanced Comprehensive Band Method Book, Book 1

Author: Bruce Pearson

Publisher: Kjos

Copyright Date: 1996, 2006

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- The content is aligned with South Carolina standards for instrumental music as well as national music standards.
- The content is useful and current with regards to pedagogical understanding.
- The content provides music from different cultures, and there is some connection to other disciplines.

II. Organization and Style (24/25)

- Reading examples are easily understood by 6th grade students.
- The fingering charts are relatively accurate, but the photographs are outdated.
- Sequential materials and pacing can be easily modified to meet a variety of student needs

III. Instructional Supports (20/20)

- Familiar tunes provide authentic and meaningful connections for students.
- Solo and large ensemble material is included as well as appropriate instructional materials in the teacher's guide.
- The textbook provides opportunities for a variety of instructional approaches.
- A quality teacher's guide is provided.

IV. Technology (21/25)

- The technology allows students the opportunity to broaden their perspectives and enrich learning by providing play-alone CD tracts and online teaching resources.

- The ability to redesign provided materials is limited, and the music has not been recently updated.
- The CD is compatible with SmartMusic, which offers innovative technology.
- Interactive CD allows students to practice at home and still hear other parts so that students play an active role in their learning.

V. Monitoring Student Progress (12/25)

- The text provides excellent scoring and assessment guides.
- Both formative and summative assessments are available, which correlate with the data team approach.
- Assessments are appropriate, but they are limited and not easily customized.

Content Coordinator: *Cammi Richardson*

Date: *4/1/19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Band Grade level/Cluster: 7th Grade

Title: Elements for Band with Essential Elements Interactive, 2nd Edition, Book 2

Author: Lautzenheiser, Lavender, et al

Publisher: Hal Leonard

Copyright Date: 2004

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- The content is useful for pedagogical understanding of musical development.
- The content is aligned to South Carolina standards for instrumental music as well as national standards.
- The text includes world cultures as well as connections to other content areas such as history and geography.
- The text includes SCBDA major scales in addition to minor scales and follows a logical progression for teaching fundamental band skills.

II. Organization and Style (25/25)

- The reading examples are easily understood and appropriate for 7th grade students.
- The materials are adaptable for different levels and varying levels of progress.
- Sequential materials can be modified and the pacing can be varied in order to meet the needs of students.
- The fingering charts are relatively accurate, but the photographs are outdated.

III. Instructional Supports (16/20)

- Teacher materials are provided and are useful for planning instruction.
- The use of familiar songs allow students to make meaningful and relevant connections.
- The text provides modified ranges and solo material so students can move at their own pace.
- There are opportunities for teachers to utilize a variety of instructional approaches.

IV. Technology (20/25)

- The Interactive CD allows students to practice at home and still hear other parts.
- The Interactive CD is compatible with SmartMusic.
- The ability to redesign the materials provided in the text is limited.
- The material has not be updated recently.

V. Monitoring Student Progress (25/25)

- The Interactive CD gives students the opportunity to monitor their own progress and self-reflect.
- The assessments provided in the teacher's guide can be used for both pre and post assessment, which correlates with the data team process.
- Assessments are useful, but the format is somewhat limited and not easily customized.

Content Coordinator: *Ami Richardson*

Date: *4-1-19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Band

Grade level/Cluster: 8th Grade

Title: Tradition of Excellence: Technique and Musicianship

Author: Pearson and Nowlin

Publisher: Neil A. Kjos Music Company

Copyright Date: 2012

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- The content is aligned to South Carolina standards for instrumental music as well as national standards.
- The content is useful for pedagogical understanding of musical development.
- The text supports a developing global perspective through the utilization of a variety of composers from around the world.
- The materials include major and relative minor scales and exercises designed to develop technical skill.

II. Organization and Style (25/25)

- The textbook is well-organized into key studies which are designed to develop and refine fundamental skills.
- The materials are adaptable for different levels and varying levels of progress.
- Sequential materials can be adapted for different levels and various levels of progress.
- The textbook provides consistent formatting for each key study.

III. Instructional Supports (16/20)

- Teacher materials are provided and are useful for planning instruction.
- Musicianship Tips are provided on exercise 8 of each key study.
- Rhythm studies and fingering charts are provided in the back of the book.
- There are opportunities for teachers to utilize a variety of instructional approaches.

IV. Technology (20/25)

- The program is compatible with SmartMusic.
- Technology is not a primary feature of this text which is designed to improve technical ability and enhance artistic sensitivity for students who have completed the second level method.

V. Monitoring Student Progress (25/25)

- The text contains assessment lines that are good indicators of student mastery.
- The assessment lines are good indicators of student mastery.
- The examples are marked with varying tempos indicating basic, intermediate and mastery levels, which are helpful when evaluating student progress.

Content Coordinator: *Jammi Richardson*

Date: *4-1-19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Visual Arts

Grade level/Cluster: Grades 6, 7 and 8

Title: Explorations in Art: A Personal Journey (grade 6), Explorations in Art: A Community Connection (grade 7), and Explorations in Art: A Global Pursuit (grade 8)

Author: Stewart, Katter

Publisher: Davis Art

Copyright Date: 2009

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (18/20)

- The accurate and concise content is aligned to South Carolina visual arts standards as well as national art standards.
- The content emphasizes artistic style, and the skills and techniques are relevant and well-defined.
- There are many multicultural references as well as connections to history, math, reading and writing, which enables students to see how visual arts connects to the world and other disciplines.

II. Organization and Style (22/25)

- The text is organized cohesively as a natural progression from one grade level to the next.
- The reading level is appropriate for middle school students.
- The text contains a variety of diagrams, photos and illustrations that are relevant to visual arts content.
- The digital delivery of the book increases the accessibility of the text.

III. Instructional Supports (15/20)

- The information provided in the text is useful and relevant; however, the text lacks a wide variety of teacher resources.
- Some modifications and extension activities are included.
- The online textbook invites interactive student participation and provides opportunities for the teacher to customize lessons to meet the needs of the students

IV. Technology (13/25)

- Davis Digital allows teachers to customize lessons from Davis ebooks by adding content such as text, images, video and slideshow presentations.
- Davis Digital provides an opportunity for students to create digital portfolios to share artwork.
- There is a comprehensive “Help” webpage that contains a variety of user guides and tutorials to assist teachers.
- The print version of the text does not emphasize the use of technology.

V. Monitoring Student Progress (12/25)

- There are range of studio activities that focus on the issues and ideas of interest to middle school students.
- The online student accounts in Davis Digital allow students to create and share a portfolio, collaborate on portfolios for group projects and share written reflections of student artwork.
- Rubrics are provided for student projects, but this text does not have many exemplars.
- There are suggestions to check for student understanding that involve formal and informal assessments.

Content Coordinator: *Jammi Richardson*

Date: *4-1-19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: 5th and 6th Grade Beginning Strings I and II Grade level/Cluster: 5th and 6th Grades

Title: Essential Elements for Strings with Essential Elements Interactive, 2nd Edition, Book 1

Author: Allen, Gillespie and Hayes

Publisher: Hal Leonard

Copyright Date: 2004

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (18/20)

- The content is aligned to South Carolina Music Standards and contains appropriate activities and lessons.
- The content is appropriate for beginning strings students and is designed to help them learn and grow.
- Historical information and world music is included as well as examples of music scales and theory.
- The content is presented so that students are given the opportunity to learn the basics of reading music.

II. Organization and Style (22/25)

- The text is well organized and appropriately written for fifth grade students.
- The format is easy to read and contains several small boxes of concise information.
- Each lesson builds upon the next in a logical sequence.
- The book does not contain a variety of illustrations or photographs, but the song choice and other materials are relevant for beginning strings students.

III. Instructional Supports (19/20)

- Some writing exercises are included in the student books.
- Each lesson gives the students the opportunity to interact with their instrument.
- A CD is provided to assist with instruction and practice at home.
- The teacher's edition has a variety of sample letters, assessment items, and rubrics.

IV. Technology (23/25)

- The curriculum includes online as well text format.

- There are a variety of online teacher resources available such as music theory and writing activities.
- Online tutorials for students are available.
- Extra tasks are available in both the text and the online teacher's guide.

V. Monitoring Student Progress (18/25)

- The accompanying teacher supplemental materials provide written quizzes, fingering charts, etc. designed to provide students feedback.
- The publisher updates content, but the teachers are not able to do so.
- Assessment rubrics are included in the teacher's manual.
- Extra tasks are available in the online resource.

Content Coordinator: *Cammi Richardson*

Date: *4-1-19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Strings II (6th grade) and 7th Grade Orchestra Grade level/Cluster: 6th and 7th Grade

Title: Essential Elements for Strings with Essential Elements Interactive, 2nd Edition, Book 2

Author: Allen, Gillespie, Hayes

Publisher: Hal Leonard

Copyright Date: 2004

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

- I. Content and Alignment (19/20)
 - The content is relevant and aligned to the South Carolina instrumental music standards for strings.
 - The content is useful as a method book for students to learn the fundamentals of playing a strings instrument.
 - The content helps students make connections with musical terminology, history and theory.
 - Skills presented are frequently used in age-appropriate literature.
- II. Organization and Style (23/25)
 - The content is organized appropriately for students who are beginning to learn to play a violin, viola, cello or bass instrument.
 - The illustrations included are helpful for teachers and students.
 - The content is somewhat outdated (2004 copyright), uninspiring and does not contain basic improvisational guidelines.
- III. Instructional Supports (20/20)
 - The teacher's manual provides rubrics, assessments, fingering charts and sample letters to parents.
 - Students may advanced past the standards through the exercises found at the back of the book.
 - Online tutorials for students are provided in the interactive version.
 - Some modifications to meet the needs of students are provided.
- IV. Technology (22/25)
 - *Essential Elements Interactive* is a free resource that is provided for teachers, students and parents.
 - The online program contains supplemental materials such as software, gradebook etc., which may be useful for teachers.

- Students have access to online tutorials through the online resource.

V. Monitoring Student Progress (25/25)

- Written quizzes that can be used for formative and summative assessments are provided in the teacher's manual.
- Assessment rubrics that are designed to provide students with feedback about their progress are also provided.
- The teacher's manual suggests activities to evaluate student progress after each new concept is presented.

Content Coordinator: *Jammi Richardson*

Date: *4-1-19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: 8th Grade Orchestra Grade level/Cluster: 8h Grade

Title: String Basics with Interactive Practice Studio, Book 3 Author: Shade and Woolstenhulme

Publisher: Neil Kjos Copyright Date: 2011

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- The content is current, accurate and aligned to South Carolina Standards for instrumental music.
- History, terms and physics of playing are addressed in the text.
- The text provides connections to a variety of cultural music.

II. Organization and Style (25/25)

- The text provides a sequential order to concepts.
- The musical selections provided are familiar to students in middle school.
- The text provides skills and concepts that are appropriate for a third year strings student and are connected to skills and concepts students learned in prior strings courses.

III. Instructional Supports (19/20)

- The rubrics, assessments and sample letters to parents provided in the teacher's manual are helpful.
- The use of familiar tunes makes it easy to reinforce concepts for students.
- The text provides some modifications, including additional exercises for advanced students, are provided.
- Students can utilize practice tracks in the Interactive Practice Studio to learn songs.

IV. Technology (23/25)

- The online platform which allows students to repeat exercises can be used to enhance learning.
- The Interactive Practice Studio provides video lessons, interactive flash cards and connections to history and connections.
- A tuner and recording studio are available online.

- Teachers have access to online support for feedback and assistance.

V. Monitoring Student Progress (25/25)

- The teacher manual that is available online provides appropriate assessments and rubrics.
- Performance-based assessments are provided.
- Students can save recordings to build a portfolio for assessment.

Content Coordinator: *Jammi Richardson*

Date: *4-1-19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Honors Orchestra Grade level/Cluster: 7th and 8th Grades

Title: Essential Technique for Strings with Essential Elements Interactive, Book 3

Author:

Publisher: Hal Leonard

Copyright Date: 2004

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- The content is aligned to the current standards for musical instruments in South Carolina.
- The content is designed to help the intermediate strings player develop the necessary skills for playing in an orchestra.
- The skills presented are frequently used in age-appropriate musical literature from various cultures.
- History, terms and physics of playing are addressed in the text.

II. Organization and Style (24/25)

- The text is organized sequentially and presents a clear learning progression in three major sections: higher positions and scaling; keys and scales; and bowings, rhythms and vibrato.
- This is a good scale and arpeggio book for intermediate string players.
- The texts provides a variety of tunes that are familiar to middle school students.

III. Instructional Supports (19/20)

- The teacher's manual provides rubrics, assessments and sample letters to parents.
- Concepts are reinforced through the use of songs that are familiar to students.
- The text provides some modifications for teachers to use to meet the needs of students.
- *Essential Elements Interactive* provides a variety of useful tools for students including instructional videos.

IV. Technology (24/25)

- *Essential Elements Interactive* is an online resources provided for teachers and students that can be

used to enhance student learning.

- The book is provided online so students can practice using computers and mobile devices.
- Online recording is available for practice, sharing and teacher feedback.
- Additional music studies, worksheets, music theory lessons and exercises are available online.

V. Monitoring Student Progress (25/25)

- Performance-based assessments and accompanying rubrics are included in the teacher's manual.
- "Essential Elements Quizzes" are also included and provide teachers with an option to assess student progress at regular intervals.
- Teachers can provide students with feedback on their recordings through the online platform.

Content Coordinator: *Jammi Richardson*

Date: *4-1-19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Chorus Grade level/Cluster: Grades 6, 7 and 8

Title: Music Studio Marketplace, Hal Leonard, Levels 1-2 Author: Bond, et al

Publisher: McGraw Hill Copyright Date: 2016

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (19/20)

- The music selections are current and are aligned to the South Carolina standards as well as national standards for middle school chorus.
- The standards are prevalent and emphasized in each lesson.
- There are multiple opportunities for students to make connections to other content areas and to sing songs from a variety of different cultures from around the world.

II. Organization and Style (25/25)

- The text is well-written, clearly presented and appropriate for middle school students.
- There are musical graphs and illustrations that may be utilized when teaching specific content.
- The text offers consistent formatting and easily adapts to different instructional levels.
- The text enables students to incorporate prior knowledge and skills while providing adequate time to master new material.

III. Instructional Supports (18/20)

- The text provides essential questions as well as a variety of songs from various genres including operas, musicals, etc.
- The materials support a variety of experiences through the lens of world music.
- A wide variety of modifications are available for students to sing the songs and participate with the interactive rhythms.
- Extension activities give students the opportunity to listen, evaluate and write about music.

IV. Technology (/1725)

- There are numerous resources available online including powerpoint presentations, songs and accompaniments.
- Students are able to actively participate and practice singing songs through the online learning platform.
- Teachers have the ability to adapt the information to reflect current events, change the plans or utilize extra resources to broaden concepts.

V. Monitoring Student Progress (20/25)

- Worksheets, projects and song creations are among the various assessments that teachers can utilize.
- Rubrics are clear and easy to follow.
- Assessments allow for customization and student self-monitoring.
- The data from assessments can be used to inform instruction and provide extra support for struggling students as well as deeper learning for advanced learners.

Content Coordinator: *Ami Richardson*

Date: *4-1-19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Elementary Visual Arts

Grade level/Cluster: K-5th grades

Title: Explorations in Art

Author: Stewart, Topal, etc.

Publisher: Davis Publications

Copyright Date: 2019

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (14/20)

- The content is appropriate, accurate and engaging for elementary students.
- The content centers around the Elements and Principles of Art and incorporate cross-cultural themes aligned with state and national standards.
- Units contain explorations into traditions around the world including Mexican molas cloth, Native American cave paintings and mask-making traditions across the world.
- There are STEAM (Science, Technology, Engineering, Arts and Mathematics) connections throughout the student ebooks.

II. Organization and Style (17/25)

- The readability is appropriate for elementary students and includes visual examples and step-by-step directions for projects.
- There are a variety of illustrations and examples of art throughout the book.
- There is a logical progression of units, consistent formatting and appropriate pacing with special features that allow the teacher to embellish the lesson to meet the needs of the students.
- Each unit includes a variety of text features, diagrams, photographs and colorful illustrations that are engaging for students.

III. Instructional Supports (12/20)

- The text provides multiple experiences including creating, presenting, art criticism as well as children's books that go with the lesson.
- The text provides extension activities that can be adapted for early-finishers as well as modifications

- for students who may struggle with tasks requiring fine motor skills.
- Formative assessments and review materials support diverse populations.
- The content supports the learning of various art-making techniques and engages the students in authentic experiences.

IV. Technology (15/25)

- The web-based support through Davis Digital provides teachers with training as well as tracking online student portfolios.
- There are suggestions for a variety of art tools and websites for further study.
- Online resources are more easily accessible students.
- There is a section for images that allows the teacher to search for an artist and find current information.

V. Monitoring Student Progress (13/25)

- Rubrics and scoring guidelines are clear and easy to implement.
- There are a variety of assessment options that are downloadable and enable teachers to modify assessments to meet the needs of students.
- Students are able to access guidelines success.
- Units conclude with reviews that offer essential questions used to guide instruction.

Content Coordinator: *Vami Richardson*

Date: *4/11/19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Elementary Music

Grade level/Cluster: K-5th grade

Title: Quaver's Beyond Marvelous General Music Curriculum

Author: Quaver

Publisher: QuaverMusic.com

Copyright Date: 2019

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (14/20)

- The content complies with South Carolina Music Standards as well as national music standards and is aligned to the rigor of the standards.
- The content is updated frequently based on teacher feedback and requests.
- The content incorporates music from South Carolina as well as other disciplines and addresses diversity across a variety of cultures.
- The content includes a large and varied repertoire of music.

II. Organization and Style (15/25)

- There are 36 core, pre-built lessons that are relevant, engaging and appropriate for each grade level from pre-kindergarten through fifth grade.
- The sequence is logical and provides a clear learning progression, which is critical for elementary students.
- The program offers a variety of options from which teachers can choose in order to meet the needs of the students.
- The program features an editable lesson plan resource that allows the teacher to personalize each lesson.

III. Instructional Supports (13/20)

- The program is comprehensive and user-friendly for both teachers and students.
- Guided activities and individual practice activities are provided.
- The program promotes self-directed learning through interactivity and facilitates personalized learning through customized learning.

- The program includes a tracking feature which assists students with reading.

IV. Technology (16/25)

- The comprehensive curriculum is online and includes videos, interactive whiteboard activities and student apps for creating music.
- The program includes unlimited printing rights for lesson plans, student assessments, worksheets and musical scores.
- The program is easy for teachers and students to navigate and explore.
- Technical support is readily available.

V. Monitoring Student Progress (12/25)

- The program contains a variety of digital pre and post assessments and diagnostic tools that are written, visual and aural as well as the ability to customize assessments to meet the individual needs of students.
- The program includes an automated gradebook as well as reports to use for the data team process.
- The assessments are aligned to state standards, and several project-based learning units are included.

Content Coordinator *Jammi Richardson*

Date: *4/1/19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Graphic Design and Advertisement, Two-Dimensional Studio Concentrations,
AP Two-Dimensional Design, Digital Arts

Grade level/Cluster: 9-12

Title: Communicating Through Graphic Design

Author: Gatta and Golding

Publisher: Davis Publications

Copyright Date: 2010

Comments reflect both the results of the scale scoring and evidence indicated
on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (19/20)

- The content is aligned with South Carolina and national standards for visual arts.
- Some of the visual examples are dated since logos used as examples have changed since publication.
- Design history and career connections are included in each section.
- The text is sequential, and objectives for each learning experience are listed.

II. Organization and Style (25/25)

- The material is explained so that it is approachable for students with a wide range of reading ability.
- The formatting is consistent and includes a variety of illustrations and photographs of artwork.
- The lessons are easily scaffolded for a variety of instructional levels.
- Topics are revisited in the chapter reviews which helps students learn and retain important information.

III. Instructional Supports (19/20)

- Studio Experience sections connect prior knowledge and allow students to be actively engaged and move forward in their learning.
- Topics are tied to logos that are familiar to students, which makes the learning relevant and meaningful.
- Tips and suggestions are included for each part of the lesson from the introduction through assessment.
- Customizable rubrics and resources are included online with the teacher resources.

IV. Technology (14/25)

- Students who have access to Adobe Illustrator, Photoshop and InDesign will benefit most from utilizing this textbook.
- Annotated teacher's edition explains how to use the textbook sections and offers studio support.
- There is limited evidence that the content can be updated other than by the publisher.
- Students are encouraged to create digital portfolios, class blogs and engage in research activities.

V. Monitoring Student Progress (22/25)

- Customizable assessments are included in the teacher resources.
- Each chapter includes a chapter test, which can be used for both formative and summative assessments.
- Rubrics can be refined and adjusted to meet the needs of students.
- Reflective questions throughout the text encourage students to think critically and creatively.

Content Coordinator: *Ami Richardson*

Date: *4-1-19*

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Chinese

Grade level/Cluster: 1, 2, 3

Title: Zhen Bang!

Author: Wong, Fang

Publisher: EMC

Copyright Date: 2017

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20 /20)

- The content is well-aligned with the district curriculum. Some units are in a different order, but will not interfere with student learning/progress. The units are presented with many different activities (audio, reading and writing) for different learner levels.
- The text and workbooks are well-aligned with the South Carolina Standard for World Language Proficiency. The workbooks offer great practice review for writing and reading comprehension.
- Students are able to make easy connections to other skills and disciplines (e.g. presentation skills).
- The unit contents support students in developing their own global perspective in order to become a well-rounded South Carolina graduate.

II. Organization and Style (25/25)

- The outline, presentation and readability of the texts are very user-friendly and targeted to high school students.
- The organization and style is very appealing to the student, with varied learning styles and learning strategies.
- The Workbook and Character Practice Book are consistent in the presentation of texts, exercises, cultural presentations, photos, and illustrations.
- The readings and exercises can easily be adjusted to differentiate learning and teaching styles.
- The Workbook and Character Practice Book are aligned with all units in the text.

III. Instructional Supports (20/20)

- There is great instructional support with full access to all program resources through “Passport” (see technology).

- There are project-based learning options as well as pre-built IPAs (integrated performance assessments) available.
- The video-based performance assessments are accompanied with audio and video links.
- There is collaborative teacher-student video discussions possible.

IV. Technology (25/25)

- “Passport” is compatible with Chrome, Smart Phone, other electronic devices or any desktop computer.
- There are teacher collection capabilities of student data with assessment data available.
- There is teacher online-support.
- There is easy access to audio files with audio exercises and video materials.
- Both audio and video materials are available to students online.

V. Monitoring Student Progress (25/25)

- Each lesson and each unit offers short review exercises that allow student progress monitoring for the teacher.
- Student data collection is available electronically.
- Throughout the units, individual, paired and/or group activities are offered to monitor student progress during or at the end of class instruction.
- Workbook and Character Practice Book exercises and practice can be used for student progress monitoring throughout the course of each unit.
- Additional assessments/test banks are available.

Content Coordinator: Kathy Sproles



Date: 03/21/2019

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Exploring Computer Science

Grade level/Cluster: 9-12

Title: Discovering Computers 2018

Author: Vermaat/Sebok/Freund/Campbell/Fryden

Publisher: Cengage Learning

Copyright Date: 2018

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (17/20)

- The content is aligned to the State standards for Exploring Computer Science.
- The content is pulled from 3 different quality textbooks and customized to the State standards.
- The content is written at a level that is easily understood by high school students.
- Webpage instruction is a bit minimal.

II. Organization and Style (22/25)

- Each module has clearly defined objectives with a study guide at the end.
- The content can be customized and supplemented with additional resources.
- All content online can be imported into the Learning Management System for consistency.
- The modules are consistent in layout and style.
- There is a logical progression of the content and how it is presented.

III. Instructional Supports (18/20)

- Instructors are provided a list of resources including Power Points, test banks, and data files.
- Additional information/resources are provided on Robotics to enhance learning opportunities.
- Practices exercises are provided.
- The Mastery projects are designed to address the standards.

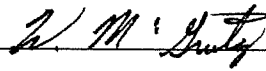
IV. Technology (22/25)

- MindTap software is available to students.
- All classwork can be completed in class or at home via the internet.
- All three texts are brought together in one online program for seamless integration.
- Many of the online student activities consist of instructional/ tutorial videos.

V. Monitoring Student Progress (21/25)

- The end-of-chapter reviews provides a summary of the key concepts from the unit.
- The software provides feedback to the learner regarding their progress.
- Lesson activities are scaffold to assist student progression.
- Student progress can be monitored by the teacher using the MindTap software.

Content Coordinator: W. McGinty



Date: 3/26/19

Adopted 4/28/86; Revised 9/19/2017

Adam Speight CHS Teacher
Brantley Brinkley CHS Teacher
Lisa Maylath CHS Teacher
Jeannette Conti CHS Dept Chair
Bonnie Moskos CHS Admin
Sandra Cassell DFHS Teacher
Barry Lindler DFHS Dept Chair
Susan Aplin DFHS Parent
Susan Elvis DFHS Admin
Carolyn Diaz IHS Dept Chair
Dr. Kaaren Hampton IHS Admin
Diana Penning SHHS Teacher
Tyson Ray SHHS Teacher
Dr. Jina Blount SHHS Admin

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Keyboarding

Grade level/Cluster: 7-8

Title: Century 21 Jr. Computer Application and Keyboarding Author: Hoggatt, Shank, Smith

Publisher: South-Western Cengage Learning

Copyright Date: 2016

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (17 /20)

- The content is aligned to standards.
- The content provides connections to real world and careers.
- The content makes connections across various content areas.

II. Organization and Style (22/25)

- The text provided quality formatting with graphs, tables, and illustrations.
- Learning progression is clear.
- Content builds and connects to prior knowledge.
- The text provides various lessons and opportunities to enhance student learning.

III. Instructional Supports (13/20)

- Instructional supports in the form of guides are provided for the teacher.
- Instructional materials do not adequately provide modifications for all performance levels.
- Instructional materials engage students in relevant and meaningful learning experiences.

IV. Technology (14/25)

- Digital content cannot be updated to reflect current trends and events.
- Additional resources and technical support are readily available to users.
- Resources do not allow for significant task redesigns or creating new assignments.
- Technology does provide opportunity to enrich and enhance meaningful learning experiences.

V. Monitoring Student Progress (15/25)

- Rubrics are included with the resources.
- A variety of assessments are available in the materials.
- Pre and Post assessments are provided.
- Assessments can be customized and provides useful data to guide instruction.

Content Coordinator: W. McGinty *W. McGinty*

Date: 3/22/19

Adopted 4/28/86; Revised 9/19/2017

Geraldine Wise DFMS Teacher
Danielle Major Murphy DFMS Admin

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Multimedia Basics

Grade level/Cluster: 7-8

Title: Digital Media Concepts & Applications 4e

Author: Crews, T. & May, K.

Publisher: South-Western Cengage Learning

Copyright Date: 2017

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- The content is aligned to the state standards.
- The content contains audio and video material.
- The text provides a chapter for each of the major multimedia standards.
- The section called “21st Century Skills” addresses Soft Skills in each unit.

II. Organization and Style (25/25)

- Chapters are approximately 15 page in length and subdivided into sections.
- The text contains graphics and illustrations to enhance the content.
- The content connects learning and real world application of work skills.
- Content builds and connects to prior knowledge.
- The text is well organized and layout to enhance the learning experience.

III. Instructional Supports (19/20)

- Video tutorial are provided.
- Teacher resources are provided.
- Lessons provided Checkpoints to check for understanding.
- Definitions are highlighted for new vocabulary and key terms.

IV. Technology (22/25)

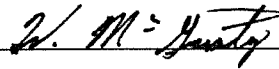
- Technical support is provided by the publisher.
- Videos provide step by step software specific tutorials.
- Software supports Microsoft Office 2010.
- Software supports Adobe CS 5.5.

- Digital content cannot be updated without the publisher.

V. Monitoring Student Progress (18/25)

- Rubrics are provided but cannot be edited.
- A variety of assessments are available for use with the text.
- The text contains Mindtap activities and Mindtap gradebook to check for understanding.
- A question bank is not available with the text.

Content Coordinator: W. McGinty



Date: 3/22/19

Adopted 4/28/86; Revised 9/19/2017

Donna Bowman CMS Teacher
Reggie Salazar CMS Parent
Ron McGinty CMS Admin.
Cynthia Robarge-Esposito DFMS Teacher
Danielle Major-Murphy DFMS Admin
Legreta Deas IMS Teacher
Cassy Paschal IMS Admin

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Advanced Networking

Grade level/Cluster: 9-12

Title: Networking + Guide to Networks

Author: Jill West, Jean Andrews, Tamara Dean

Publisher: Cengage Learning

Copyright Date: 2019

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (15/20)

- Ten of the twelve chapters are directly related to the Networking and Cyber Security curriculum.
- Only two chapters related to Cyber Security.
- One chapter related to Wireless and one chapter for WAN networks. Not directly in standards.
- One chapter is on Virtualization and Cloud Computing – a full chapter not necessary.

II. Organization and Style (20/25)

- Content is well arranged from introductory to more complicated concepts.
- There are many illustrations, charts, and graphs for visual learners.
- Subnetting and VLANs are combined in one chapter which could be confusing.
- Pages are small with small print and lacks bullet pointing.

III. Instructional Supports (10/20)

- An electronic instructor's manual is provided.
- Text provides very limited "hands-on" lab assignments.
- PowerPoint Presentations for each chapter are included.
- The text does not come with any virtual software for creating virtual networking problems or simulations.

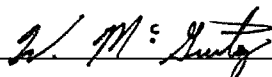
IV. Technology (15/25)

- An electronic instructor's manual is provided.
- PowerPoint Presentations for each chapter are included.
- An online assessment for every chapter is provided.

V. Monitoring Student Progress (20/25)

- An online assessment for every chapter is provided.
- The text provides core questions at the beginning of every chapter.
- The text has twenty Review Questions at the end of every chapter.

Content Coordinator: W. McGinty



Date: 3/22/19

Adopted 4/28/86; Revised 9/19/2017

John Johnson Center Teacher
Carrie Waring Center Parent
Will McGinty Center Admin

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Networking Fundamentals

Grade level/Cluster: 9-12

Title: Network + Guide to Networks

Author: Jill West, Jean Andrews, Tamara Dean

Publisher: Cengage Learning

Copyright Date: 2019

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (15/20)

- Ten of the twelve chapters are directly related to the Networking and Cyber Security curriculum.
- Only two chapters related to Cyber Security.
- One chapter related to Wireless and one chapter for WAN networks. Not directly in standards.
- One chapter is on Virtualization and Cloud Computing – a full chapter not necessary.

II. Organization and Style (20/25)

- Content is well arranged from introductory to more complicated concepts.
- There are many illustrations, charts, and graphs for visual learners.
- Subnetting and VLANs are combined in one chapter which could be confusing.
- Pages are small with small print and lacks bullet pointing.

III. Instructional Supports (10/20)

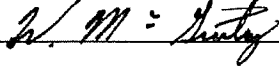
- An electronic instructor's manual is provided.
- Text provides very limited "hands-on" lab assignments.
- PowerPoint Presentations for each chapter are included.
- The text does not come with any virtual software for creating virtual networking problems or simulations.

IV. Technology (15/25)

- An electronic instructor's manual is provided.
- PowerPoint Presentations for each chapter are included.
- An online assessment for every chapter is provided.

V. Monitoring Student Progress (20/25)

- An online assessment for every chapter is provided.
- The text provides core questions at the beginning of every chapter.
- The text has twenty Review Questions at the end of every chapter.

Content Coordinator: W. McGinty 

Date: 3/22/19

Adopted 4/28/86; Revised 9/19/2017

John Johnson Center Teacher
Carrie Waring Center Parent
Will McGinty Center Admin

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: IT Fundamentals

Grade level/Cluster: 9-12

Title: CompTIA IT Fundamentals Study Guide

Author: Quentin Docter

Publisher: John Wiley & Sons, Inc.

Copyright Date: 2018

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (15/20)

- The content is aligned to the State standards.
- Answers are provided in the back of book.
- The text does not provide virtual lab experiences.
- Provides Exercises for setting up real-world practice lab experiences. However, additional is required for the labs.

II. Organization and Style (25/25)

- The text provides an explanation of IT Fundamentals, Exam Objectives, and Certification Process.
- The text provides an Introductory Assessment.
- The appendix includes answers to written labs and review questions.
- The eleven chapters follow a standard format- Introduction, Content Information, Exercises, Real World Scenarios, Exam Essentials, Written Lab, Review Questions.

III. Instructional Supports (10/20)

- Instructional support includes online flashcards, quizzes, glossary with account.
- Account provides only 1 student license to access for a single year then no support for future years or additional classes.
- There is no pdf version of the text.
- There are no virtual labs with the text.

IV. Technology (25/25)

- Content for CompTIA FCo-U61 Exam includes Hardware, Software, OS, Networking, Security, and Databases.

V. Monitoring Student Progress (13/25)

- The text includes end of chapter review questions and written labs.
- All of the answers are located in the back of book. Assessing the students' actual progress/ growth using the text only could be challenging.
- Instructor doesn't have access to the student's online account to set-up or monitor quizzes and flashcards.

Content Coordinator: W. McGinty

W. McGinty

Date: 3/22/19

Adopted 4/28/86; Revised 9/19/2017

Sherry Clapp Center Teacher
Kikki Wooten Center Parent
Will McGinty Center Admin

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Baking & Pastry Arts

Grade level/Cluster: 9-12

Title: Baking and Pastry: Mastering the Art and Craft

Author: The Culinary Institute of America

Publisher: John Wiley & Sons

Copyright Date: 2016

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (18/20)

- The content is aligned with the SC State Standards.
- The content is aligned with most FCLA and SkillsUSA requirements.
- The content flows well and prepares students for post-secondary education in Culinary Arts.
- The text follows national trade organizations standards.

II. Organization and Style (22/25)

- Chapters have a good flow and follow a natural progression to develop cooking skills.
- The chapters are consistent in layout and style.
- The chapters are easy to navigate and provide excellent detail to prevent getting lost.
- The chapters utilize bold font to highlight important text.

III. Instructional Supports (15/20)

- The text has limited online support.
- The instructor resources are limited.

IV. Technology (18/25)

- There is an online vocabulary resource.
- The help section is difficult to use.
- The material online is very generic.

V. Monitoring Student Progress (20/25)

- There are some chapter assessments.
- There are some reviews and other built-in methods for assessing students.
- Each chapter provides a study guide to aid student's progress.
- There could be a better online section for instructors to view and monitor student's progression.

Content Coordinator: W. McGinty

W. McGinty

Date: 3/25/19

Adopted 4/28/86; Revised 9/19/2017

Patrick Duggan Center Teacher
Willine Gilliard Center Parent
Will McGinty Center Admin

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Intro to Culinary Management

Grade level/Cluster: 9-12

Title: Culinary Essentials

Author: Johnson & Wales

Publisher: McGraw-Hill Education

Copyright Date: 2016

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (19/20)

- All content is aligned with SC State Standards.
- The authors utilized FCLA, SkillsUSA, and ProStart as a guide for content.
- The content flows well and prepares students for post-secondary education in Culinary Arts.
- The text follows both the National Restaurant Association and American Culinary Federation's template for most chapters.

II. Organization and Style (25/25)

- The chapters are very well laid out and easy to follow.
- The chapters have a natural flow and order of progression.
- The chapters provide detailed content without overwhelming the learner.
- Each chapter is segmented which allows for the instructor to check for understanding.

III. Instructional Supports (18/20)

- The text has great support materials.
- Online technical support is provided.
- Each chapter has quizzes with writing assistance.
- Additional resources are available for the instructor.

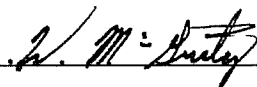
IV. Technology (22/25)

- The web page is difficult to navigate.
- Power Points for each chapter are provided.
- Online quizzes are available.
- Student pacing guide is available.

V. Monitoring Student Progress (22/25)

- Multiple quiz options are provided for each chapter.
- Each chapter is segmented which allows for the instructor to check for understanding.
- Each chapter concludes with a study guide to recap the information.
- Resources are available to help student assess/ their own understanding.

Content Coordinator: W. McGinty



Date: 3/25/19

Adopted 4/28/86; Revised 9/19/2017

Patrick Duggan Center Teacher
Willine Gilliard Center Parent
Will McGinty Center Admin

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Culinary Management 1

Grade level/Cluster: 9-12

Title: Culinary Essentials

Author: Johnson & Wales

Publisher: McGraw-Hill Education

Copyright Date: 2016

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (19/20)

- All content is aligned with SC State Standards.
- The authors utilized FCLA, SkillsUSA, and ProStart as a guide for content.
- The content flows well and prepares students for post-secondary education in Culinary Arts.
- The text follows both the National Restaurant Association and American Culinary Federation's template for most chapters.

II. Organization and Style (25/25)

- The chapters are very well laid out and easy to follow.
- The chapters have a natural flow and order of progression.
- The chapters provide detailed content without overwhelming the learner.
- Each chapter is segmented which allows for the instructor to check for understanding.

III. Instructional Supports (18/20)

- The text has great support materials.
- Online technical support is provided.
- Each chapter has quizzes with writing assistance.
- Additional resources are available for the instructor.

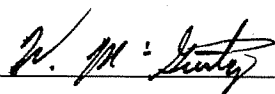
IV. Technology (22/25)

- The web page is difficult to navigate.
- Power Points for each chapter are provided.
- Online quizzes are available.
- Student pacing guide is available.

V. Monitoring Student Progress (22/25)

- Multiple quiz options are provided for each chapter.
- Each chapter is segmented which allows for the instructor to check for understanding.
- Each chapter concludes with a study guide to recap the information.
- Resources are available to help student assess/ their own understanding.

Content Coordinator: W. McGinty



Date: 3/25/19

Adopted 4/28/86; Revised 9/19/2017

Patrick Duggan Center Teacher
Willine Gilliard Center Parent
Will McGinty Center Admin

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Culinary Management 2

Grade level/Cluster: 9-12

Title: Culinary Essentials

Author: Johnson & Wales

Publisher: McGraw-Hill Education

Copyright Date: 2016

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (19/20)

- All content is aligned with SC State Standards.
- The authors utilized FCLA, SkillsUSA, and ProStart as a guide for content.
- The content flows well and prepares students for post-secondary education in Culinary Arts.
- The text follows both the National Restaurant Association and American Culinary Federation's template for most chapters.

II. Organization and Style (25/25)

- The chapters are very well laid out and easy to follow.
- The chapters have a natural flow and order of progression.
- The chapters provide detailed content without overwhelming the learner.
- Each chapter is segmented which allows for the instructor to check for understanding.

III. Instructional Supports (18/20)

- The text has great support materials.
- Online technical support is provided.
- Each chapter has quizzes with writing assistance.
- Additional resources are available for the instructor.

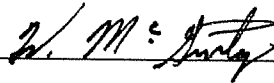
IV. Technology (22/25)

- The web page is difficult to navigate.
- Power Points for each chapter are provided.
- Online quizzes are available.
- Student pacing guide is available.

V. Monitoring Student Progress (22/25)

- Multiple quiz options are provided for each chapter.
- Each chapter is segmented which allows for the instructor to check for understanding.
- Each chapter concludes with a study guide to recap the information.
- Resources are available to help student assess/ their own understanding.

Content Coordinator: W. McGinty



Date: 3/25/19

Adopted 4/28/86; Revised 9/19/2017

Patrick Duggan Center Teacher
Willine Gilliard Center Parent
Will McGinty Center Admin

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Business Finance

Grade level/Cluster: 9-12

Title: Business Finance

Author: Dlabay & Burrow

Publisher: Cengage Learning

Copyright Date: 2008

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (18/20)

- The content is aligned to the SC State Standards.
- The text is aligned to the National Academy Foundation's (NAF) Academy of Finance Curriculum.
- The content is dated.
- Early course standards such as career readiness/ exploration are not covered.

II. Organization and Style (22/25)

- The chapters are organized in mini lessons.
- Section goals and key terms are present at the beginning of each module.
- There are limited visuals to assist visual learners.
- There is a logical progression of the content.
- End of the chapter reviews are helpful and recap the key concepts.

III. Instructional Supports (14/20)

- Student workbooks are available.
- Test bank of assessment questions are provided.
- Case studies are provided for additional learning opportunities.
- Online teacher resources are available; however, some resources are not supported with current technology/ software.

IV. Technology (18/25)

- Each section has online materials to enhancing the learning experience.
- Power Points for the instructor are provided.
- Some resources are not supported with current technology/ software.

V. Monitoring Student Progress (21/25)

- Lesson assessments are available at the end of each section.
- Tests and quizzes can be modified by the instructor.
- Lesson activities are scaffold to assist student progression.
- Quick check for student understanding at the end of each module.

Content Coordinator: W. McGinty

W. McGinty

Date: 3/25/19

Adopted 4/28/86; Revised 9/19/2017

Brantley Brinkley CHS Teacher
Jeanette Conti CHS Dept Chair
Bonnie Moskos CHS Admin
Sherry Stone SHHS Teacher
Dr. Jina Blount SHHS Admin

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Virtual Enterprises 1,2,3,4

Grade level/Cluster: 9-12

Title: Entrepreneurship Owning Your Future

Author: Network For Teaching Entrepreneurship

Publisher: Pearson Education

Copyright Date: 2017

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (19/20)

- The content is aligned to the State standards.
- Most instructional course standards are covered by this textbook except for Virtual Enterprise Foundations, which are covered in VE online content.
- Career and Technical Core Standards are addressed.
- The text is divided into eight units consisting of approximately five chapters per unit.

II. Organization and Style (25/25)

- The text uses relevant visuals with pictures and charts to enhance the learning experience.
- Chapters are divided into mini lessons.
- The chapters have a natural flow and order of progression.
- Language and writing style is appropriate for high school students.

III. Instructional Supports (15/20)

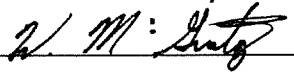
- Instructional supports are available online and through YESCarolina.com.
- Key terms are presented at the beginning of each chapter.
- Review and Assessment questions are provided at the end of each chapter.
- A cumulative assessment is available at the end of each unit.

IV. Technology (20/25)

- The online learning environment coordinates with the textbook.
- Online resources are easily accessible for teachers and students.
- YesCarolina.com provides access to classroom speakers and scholarship opportunities for students.

V. Monitoring Student Progress (22/25)

- End-of-chapter reviews are appropriate for content that is covered.
- Chapter/lesson activities scaffold well to gauge student progress.
- Sections called Apply Your Knowledge are designed to assess the student knowledge of various concepts.

Content Coordinator: W. McGinty 

Date: 3/26/19

Adopted 4/28/86; Revised 9/19/2017

Sherry Stone SHHS Teacher
Dr, Jina Blount SHHS Admin

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Child Development 1 & 2

Grade level/Cluster: 9-12

Title: Child Development

Author: Celia Decker

Publisher: The Goodheart-Wilcox Company, Inc.

Copyright Date: 2020

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- The content is aligned to the State standards.
- The content is aligned with South Carolina Family and Consumer Sciences standards.
- The layout of the content follows a logical path through a myriad of topics.
- The content is written at a level that is easily understood by high school students.

II. Organization and Style (25/25)

- The text follows a sequential order of child development from birth to school age children.
- The text uses relevant visuals with pictures and charts to enhance the learning experience.
- Key terms are highlighted to illustrate their importance.
- The text is divided into Unit comprised of three to four chapters with approximately 3 lessons per chapter.

III. Instructional Supports (20/20)

- Key terms and Academic terms are noted at the beginning of each lesson.
- Review and Assessment questions are provided at the end of each lesson.
- E-flash cards and matching activities are available online.
- Case studies and writing prompts are provided to enhance the learning experience.

IV. Technology (25/25)

- Online resources are available.
- Short videos are available to explain difficult concepts.
- E-books and e-workbooks are available as well.
- Suggested lessons plans are provided.

V. Monitoring Student Progress (25/25)

- The end of each chapter provides a summary and review section with potential test questions.
- Review and Assessment activities are available at the end of each lesson.
- Graphic organizers are provided throughout the text to assist the individual learner.

Content Coordinator: W. McGinty 

Date: 3/22/19

Adopted 4/28/86; Revised 9/19/2017

Kristen Whipple IHS Teacher
Carolyn Diaz IHS Dept. Chair
Dr. Kaaren Hampton IHS Admin
Phyllis Richmond DFHS Teacher
Barry Lindler DFHS Dept. Chair
Susan Aplin DFHS Parent
Susan Elvis DFHS Admin

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Early Childhood 1

Grade level/Cluster: 10-12

Title: Child Care Today

Author: Karen Stephens M.S

Publisher: McGraw-Hill Education

Copyright Date: 2016

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- The content is aligned to the State standards.
- The content aligns with South Carolina Family and Consumer Sciences standards.
- The layout of the content presents relevant information on various aspects of child care.
- The first unit is Exploring Career Opportunities for individuals interested in Early Childhood Careers.

II. Organization and Style (25/25)

- The text uses relevant visuals with pictures and charts to enhance the learning experience.
- Key terms are highlighted to illustrate their importance.
- The text follows a sequential order for individuals interested in a career teaching young children.
- The text is divided into five units ranging from career opportunities to developing appropriate activities to inspire young minds.

III. Instructional Supports (20/20)

- Resources are available in Spanish.
- A pacing guide is provided for classroom instructors.
- Reading Guides are located at the beginning of each chapter to introduce the new ideas and concepts.
- Sections labeled "Safety Matters" highlights potential dangers regarding various topics when working with young children.

IV. Technology (15/25)

- Online resources are available.

- Graphic organizers are available online to assist the visual learners.
- Some online resources require subscriptions.

V. Monitoring Student Progress (25/25)

- Reading Checks are located throughout the text to check for understanding.
- The end of each chapter provides a vocabulary and key concepts review section with potential test questions.
- Each chapter contains a Child Care Lab to extend the students learning opportunities.
- Chapter test are provided.

Content Coordinator: W. McGinty

W. McGinty

Date: 3/25/19

Adopted 4/28/86; Revised 9/19/2017

Kristen Whipple IHS Teacher
 Carolyn Diaz IHS Dept. Chair
 Dr. Kaaren Hampton IHS Admin
 Phyllis Richmond DFHS Teacher
 Barry Lindler DFHS Dept. Chair
 Susan Aplin DFHS Parent
 Susan Elvis DFHS Admin

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Early Childhood Education 2

Grade level/Cluster: 10-12

Title: Working With Young Children

Author: Judy Herr

Publisher: The Goodheart-Wilcox Company, Inc.

Copyright Date: 2020

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- The content is aligned to the State standards.
- The content aligns with South Carolina Family and Consumer Sciences standards.
- The layout of the content follows a logical path from child development to creating learning experiences for each age.
- The five themes encompassing the text are: The Children and You, Creating a Safe Environment, Guiding Children, Learning Experiences, and Other people.

II. Organization and Style (23/25)

- The book is text heavy with some illustrations and graphs.
- Key terms are highlighted to illustrate their importance.
- The text follows a sequential order for individuals interested in working with young children.
- The text is divided into 33 chapters on a myriad of topics related to working with children.

III. Instructional Supports (19/20)

- Objectives and terms are located at the beginning of each chapter to introduce the new ideas and concepts.
- Vocabulary terms are divided into Content terms and Academic terms.
- Answer Keys for the end of the chapter review are provided.
- Sections labeled "Safety First" highlights potential dangers regarding various topics when working with young children.

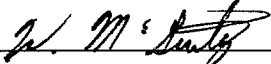
IV. Technology (22/25)

- Online resources are available.

- Instructor materials are provided on a CD.
- Some online resources require subscriptions.

V. Monitoring Student Progress (24/25)

- The text provides formative assessment at the end of each chapter.
- Summative Assessments are provided with the Exam View resource.
- Instructors can use the portfolio assessments as an alternative to traditional testing methods.

Content Coordinator: W. McGinty 

Date: 3/25/19

Adopted 4/28/86; Revised 9/19/2017

Kristen Whipple IHS Teacher
Carolyn Diaz IHS Dept. Chair
Dr. Kaaren Hampton IHS Admin
Phyllis Richmond DFHS Teacher
Barry Lindler DFHS Dept. Chair
Susan Aplin DFHS Parent
Susan Elvis DFHS Admin

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Sports Medicine 3

Grade level/Cluster: 10-12

Title: The Role of the Athletic Trainer in Sports Medicine

Author: William E. Prentice

Publisher: McGraw-Hill Education

Copyright Date: 2017

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20/20)

- The content is aligned to the State standards for Sport Medicine 1, 2, & 3.
- The layout of the content follows a logical path through a myriad of topics related to sport medicine.
- The content is written at a level that is easily understood by high school students.

II. Organization and Style (25/25)

- The text uses relevant visuals with pictures and charts to enhance the learning experience.
- Key terms are highlighted to illustrate their importance.
- Units builds on each other in a natural progression throughout the text.
- The chapters are consistent in layout and style.

III. Instructional Supports (19/20)

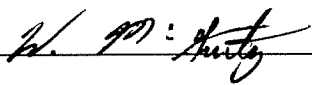
- Instructors are provided a list of resources including websites and articles to extend the learning.
- Resources available to the instructor include online text and workbooks.
- Instructional videos such as how to tape and ankle are provided.
- Power points are available for each chapter.

IV. Technology (22/25)

- E-books and e-workbooks are available.
- Short videos are available to explain difficult concepts.
- PowerPoint Presentations for each chapter are included.
- Additional websites are provided to extend the learning opportunities.

V. Monitoring Student Progress (18/25)

- The end of each chapter provides a summary and review section with potential test questions.
- Each chapter provides a study guide to aid student's progress.
- Lesson activities are scaffold to assist student progression.
- Each chapter contains Critical Thinking questions to check for depth of knowledge.

Content Coordinator: W. McGinty 

Date: 3/26/19

Adopted 4/28/86; Revised 9/19/2017

Kayla Cotney DFHS Teacher
Mack Harvey DFHS Teacher
Susan Aplin DFHS Parent
Susan Elvis DFHS Admin
Tirzah Hopp IHS Teacher
Dr. Kaaren Hampton IHS Admin
Karen Edwards SHHS Teacher
Dr. Jina Blount SHHS Admin



Memorandum

To: Members of the Board of Trustees

Through: Christina S. Melton, Ed.D.
Superintendent

From: Allison Jacques, Ph.D. *A. Jacques*
Chief Human Resources Officer

Date: April 4, 2019

Re: Board Policy and Board Exhibit – Section G

Issue: Proposed revisions to Board Policy and Board Exhibit as listed below:

- a. Proposed revisions to Board Policy GBEC "Drug and Alcohol Free Schools/Workplace"
- b. Proposed revisions to Board Exhibit GBEC-E "Notice To Employees"

Recommendation: The administration recommends that the proposed revisions to Board Policy GBEC and Board Exhibit GBEC-E move to Second and Final Reading.

AJ/aw

Attachments - Proposed/Current Board Policy GBEC "Drug and Alcohol Free Schools/Workplace"
Proposed/Current Board Exhibit GBEC-E "Notice To Employees"

RECOMMENDED REVISIONS – FIRST READING: APRIL 8, 2019

Policy

DRUG AND ALCOHOL FREE SCHOOLS/WORKPLACE

Code GBEC Issued _____

Purpose: To establish the basic structure to ensure the board's vision of a school environment free of drugs and alcohol.

The school district is committed to providing a drug and alcohol free learning environment and workplace. Drug and alcohol abuse at school or in connection with school-sponsored activities on or off school grounds threatens the health and safety of our students and our employees and adversely affects the educational mission of the schools.

Employees

No employee will unlawfully manufacture, distribute, dispense, possess, use, or be under the influence of any drug on or in the workplace. "Drug" means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, any counterfeit drug, imitation controlled substance, "lookalike" substance, synthetic drug or designer drug (bath salts and synthetic marijuana), or any other controlled substance as defined by the act and regulation cited below. No employee will manufacture, distribute, dispense, possess, use, or be under the influence of alcohol on or in the workplace.

"Workplace" means the site for the performance of work. That includes any District or school building or premises and any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities. It also includes off-school property during any school-sponsored or school-approved activity, event or function such as a field trip, or athletic event where students are under the jurisdiction of the school district.

~~No employee will unlawfully manufacture, distribute, dispense, possess or use any drug on or in the workplace. "Drug" means any of, but not limited to, the following:~~

- ~~•—narcotic drug~~
- ~~•—hallucinogenic drug~~
- ~~•—amphetamine~~
- ~~•—barbiturate~~
- ~~•—marijuana~~

PAGE 2 – GBEC – DRUG AND ALCOHOL FREE SCHOOLS/WORKPLACE

- ~~any other controlled substance as defined by the act and regulation cited below, other than a valid prescription in an employee's possession for personal use only~~

~~"Workplace" means the site for the performance of work including, but not limited to, the following.~~

- ~~any school building~~
- ~~any school premises~~
- ~~any school-owned vehicle~~
- ~~any other school-approved vehicle used to transport students to and from school or school activities~~

~~It also includes off-school property during any school-sponsored or school-approved activity, event or function such as a field trip or athletic event where students are under the jurisdiction of the school district or where work on a federal grant is performed.~~

As a condition of employment, each employee will notify his/her supervisor immediately of his/her arrest or conviction of any criminal drug or alcohol statute. ~~for a violation occurring in the workplace as defined above. The employee must notify the supervisor no later than five days after such conviction.~~

As a condition of employment, each employee must abide by the terms of the school district policy respecting a drug-free and alcohol-free workplace.

An employee who violates the terms of this policy may be subject to ~~a requirement of satisfactory participation in a drug abuse assistance program. An employee who violates the terms of this policy may be subject to~~ disciplinary action including, but not limited to, nonrenewal administrative leave, suspension or termination at the discretion of the board.

The Board will take such action in accordance with District policies and regulations as well as applicable State and federal law.

The Board directs the administration to establish a drug-free awareness program in the District to include information on the dangers of drug and alcohol abuse in the workplace, the District's policy on a drug-free and alcohol-free workplace and any drug or alcohol counseling available to employees as well as any available rehabilitation and employee assistance programs.

Employee Drug Testing

Any employee who appears to be under the influence of drugs or alcohol in such a way that would adversely affect the performance of his or her duties or the image of the District will be immediately placed on administrative leave, with pay, pending an investigation. Consistent with the Board's intent to discover, prevent, and prohibit the illicit possession, use, sale, and influence of drugs or alcohol, the Board adopts the following employee drug

and alcohol testing policy.

This policy applies to employees on District or school premises, at District or school-related activities, while on or about District business, or in off-duty hours where such off-duty usage affects the employee's on-the-job conduct or activities.

An employee may be required to submit to drug and alcohol testing as the law permits and the needs of the school and District if a supervisor has "reasonable suspicion" to suspect an employee may be under the influence of alcohol or drugs. "Reasonable suspicion" exists if the employee's supervisor believes the actions or appearance or conduct of an employee are indicative of the use of drugs or alcohol. Such determination shall be made on a case by case basis.

Any employee who, when requested by his/her supervisor to do so, refuses to submit as herein prescribed to an established drug and/or alcohol test for, or who shows a positive result from, such test will be subject to dismissal from employment with the District.

All District employees who drive school buses and/or other District vehicles that require a commercial driver's license (CDL) will undergo alcohol and controlled substance testing in compliance with the Omnibus Transportation Employee Testing Act of 1991, as provided in Policy EEAE/EEAE-R (Bus Safety Program).

Students

No student, regardless of age, will possess, use, sell, purchase, barter, distribute or be under the influence of alcoholic beverages or other controlled substances in the following situations.

- on school property (including buildings, grounds, vehicles)
- at any school-sponsored activity, function or event whether on or off school grounds (including any place where an interscholastic athletic contest is taking place)
- during any field trip
- during any trip or activity sponsored by the board or under the supervision of the board or its authorized agents

No student will aid, abet, assist or conceal the possession, consumption, purchase or distribution of any alcoholic beverage by any other student or students in any of the circumstances listed above.

No student will market or distribute any substance which is represented to be or is substantially similar in color, shape, size or markings of a controlled substance in any of the circumstances listed above.

All principals will cooperate fully with law enforcement agencies and will report to them all

PAGE 4 – GBEC – DRUG AND ALCOHOL FREE SCHOOLS/WORKPLACE

information that would be considered pertinent or beneficial in their efforts to stop the sale, possession and use of controlled substances.

The administration will suspend students who violate this policy and the board may expel them. The board intends to expel all students who distribute any controlled substance on school grounds.

Adopted 1973; Revised 3/29/82, 4/26/86, 11/12/90, 1/21/91, 4/26/92, 2/1/93, 12/6/93, 5/22/95, 9/22/97, 9/23/02, 4/27/09, __/__/19

Legal references:

A. Federal Statutes:

1. Drug-Free Workplace Act 102 Stat. 4305-4308.
2. Controlled Substances Act (21 U.S.C. 812) - Schedules I through V of Section 202.

B. Federal Regulations

1. 54 F.R. 4946 (1/31/89) - Relating to the Drug-Free Workplace Act.
2. 21 CFR 1300.11 through 1300.15 - Defining controlled substances.

C. S.C. Code of Laws, 1976, as amended:

(Alcohol)

1. S.C. Constitution Article XVII, Section 14 - Must be over 21 to possess distilled liquors.
2. Section 16-17-530 - Students who come to school in an intoxicated condition or conduct themselves in a disorderly or boisterous manner could be arrested for a misdemeanor.
3. Section 59-67-150 - Drinking alcoholic liquors on a school bus is prohibited.

(Drugs)

1. Section 44-53-110, et seq. - Lists of illicit drugs.
2. Section 44-53-140 - Student addicted or dependent upon a drug may seek counseling concerning treatment or therapy from a guidance counselor or teacher without fear of legal action.
3. Section 44-53-370 - Unlawful for any person to possess scheduled drug unless obtained by valid prescription.
4. Section 44-53-440 - Person over 18 who distributes a controlled substance to person under 18 shall be guilty of felony and sentenced to no more than 20 years with no suspension or probation.

Policy GBEC Drug and Alcohol Free Schools/Workplace

Issued 4/09

Purpose: To establish the basic structure to ensure the board's vision of a school environment free of drugs and alcohol.

The school district is committed to providing a drug and alcohol free learning environment and workplace. Drug and alcohol abuse at school or in connection with school-sponsored activities on or off school grounds threatens the health and safety of our students and our employees and adversely affects the educational mission of the schools.

Employees

No employee will unlawfully manufacture, distribute, dispense, possess or use any drug on or in the workplace. "Drug" means any of, but not limited to, the following.

- narcotic drug
- hallucinogenic drug
- amphetamine
- barbiturate
- marijuana
- any other controlled substance as defined by the act and regulation cited below, other than a valid prescription in an employee's possession for personal use only

"Workplace" means the site for the performance of work including, but not limited to, the following.

- any school building
- any school premises
- any school-owned vehicle
- any other school-approved vehicle used to transport students to and from school or school activities

It also includes off-school property during any school-sponsored or school-approved activity, event or function such as a field trip or athletic event where students are under the jurisdiction of the school district or where work on a federal grant is performed.

As a condition of employment, each employee will notify his/her supervisor of his/her conviction of any criminal drug statute for a violation occurring in the workplace as defined above. The employee must notify the supervisor no later than five days after such conviction.

As a condition of employment, each employee must abide by the terms of the school district policy respecting a drug-free workplace.

An employee who violates the terms of this policy may be subject to a requirement of satisfactory participation in a drug abuse assistance program. An employee who violates the terms of this policy may be subject to disciplinary action including, but not limited to, nonrenewal, suspension or termination at the discretion of the board.

The board will take such action in accordance with district policies and regulations as well as applicable state and federal law.

The board directs the administration to establish a drug-free awareness program in the district to include information on the dangers of drug abuse in the workplace, the district's policy on a drug-free workplace and any drug counseling available to employees as well as any available rehabilitation and employee assistance programs.

Students

No student, regardless of age, will possess, use, sell, purchase, barter, distribute or be under the influence of alcoholic beverages or other controlled substances in the following situations.

- on school property (including buildings, grounds, vehicles)
- at any school-sponsored activity, function or event whether on or off school grounds (including any place where an interscholastic athletic contest is taking place)
- during any field trip
- during any trip or activity sponsored by the board or under the supervision of the board or its authorized agents

No student will aid, abet, assist or conceal the possession, consumption, purchase or distribution of any alcoholic beverage by any other student or students in any of the circumstances listed above.

No student will market or distribute any substance which is represented to be or is substantially similar in color, shape, size or markings of a controlled substance in any of the circumstances listed above.

All principals will cooperate fully with law enforcement agencies and will report to them all information that would be considered pertinent or beneficial in their efforts to stop the sale, possession and use of controlled substances.

The administration will suspend students who violate this policy and the board may expel them. The board intends to expel all students who distribute any controlled substance on school grounds.

(Cf. JICH; also ADB)

Adopted 1973; Revised 3/29/82, 4/26/86, 11/12/90, 1/21/91, 4/26/92, 2/1/93, 12/6/93, 5/22/95, 9/22/97, 9/23/02, 4/27/09

Legal references:

Federal statutes:

Drug-Free Workplace Act 102 Stat. 4305-4308.

Controlled Substances Act (21 U.S.C. 812) - Schedules I through V of Section 202.

Federal regulations:

54 F.R. 4946 (1/31/89) - Relating to the Drug-Free Workplace Act.

21 CFR 1300.11 through 1300.15 - Defining controlled substances.

S.C. Code of Laws, 1976, as amended:

(Alcohol)

S.C. Constitution Article XVII, Section 14 - Must be over 21 to possess distilled liquors.

Section 16-17-530 - Students who come to school in an intoxicated condition or conduct themselves in a disorderly or boisterous manner could be arrested for a misdemeanor.

Section 59-67-150 - Drinking alcoholic liquors on a school bus is prohibited.

(Drugs)

Section 44-53-110, et seq. - Lists of illicit drugs.

Section 44-53-140 - Student addicted or dependent upon a drug may seek counseling concerning treatment or therapy from a guidance counselor or teacher without fear of legal action.

Section 44-53-370 - Unlawful for any person to possess scheduled drug unless obtained by valid prescription.

Section 44-53-440 - Person over 18 who distributes a controlled substance to person under 18 shall be guilty of felony and sentenced to no more than 20 years with no suspension or probation.

School District Five of Lexington and Richland Counties

RECOMMENDED REVISIONS – FIRST READING: APRIL 8, 2019

Exhibit

NOTICE TO EMPLOYEES

Code GBEC-E Issued _____

You are hereby notified that it is a violation of the policy of this District for any employee to unlawfully manufacture, distribute, dispense, possess or use, or be under the influence of, on or in the workplace any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcohol or any other controlled substance as defined in Schedules I through V of Section 2020 of the Controlled Substances Act (21 U.S. C. 812) and as further defined by Regulations 21 CFR 1300.11 through 1300.15.

"Workplace" means the site for the performance of work. ~~done in connection with a federal grant.~~ That includes any District or school building or ~~any school~~ premises and any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities. It also includes off-school property during any school-sponsored or school-approved activity, event or function such as a field trip or athletic event where students are under the jurisdiction of the school district.

You are further notified that it is a condition of your continued employment ~~on any federal grant~~ that you will comply with the above policy of the ~~school~~ District and will notify your supervisor immediately of your arrest or conviction of any criminal drug or alcohol statute. ~~for a violation occurring in the workplace. You must notify your supervisor no later than five days after such conviction.~~

An employee who violates the terms of this policy ~~may be subject to a requirement of satisfactory participation in a drug abuse assistance program. An employee who violates the terms of this policy~~ may be subject to disciplinary action including, but not limited to, nonrenewal administrative leave, suspension or termination at the discretion of the board.

Adopted 4/27/09; Revised __/19

File GBEC-E Notice to Employees

You are hereby notified that it is a violation of the policy of this district for any employee to unlawfully manufacture, distribute, dispense, possess or use on or in the workplace any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance as defined in Schedules I through V of Section 2020 of the Controlled Substances Act (21 U.S. C. 812) and as further defined by Regulations 21 CFR 1300.11 through 1300.15.

"Workplace" means the site for the performance of work done in connection with a federal grant. That includes any school building or any school premises and any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities. It also includes off-school property during any school-sponsored or school-approved activity, event or function such as a field trip or athletic event where students are under the jurisdiction of the school district.

You are further notified that it is a condition of your continued employment on any federal grant that you will comply with the above policy of the school district and will notify your supervisor of your conviction of any criminal drug statute for a violation occurring in the workplace. You must notify your supervisor no later than five days after such conviction.

An employee who violates the terms of this policy may be subject to a requirement of satisfactory participation in a drug abuse assistance program. An employee who violates the terms of this policy may be subject to disciplinary action including, but not limited to, nonrenewal, suspension or termination at the discretion of the board.

Adopted 4/27/09

School District Five of Lexington and Richland Counties



MEMORANDUM

To: Members of the Board of Trustees

Through: Dr. Christina S. Melton, Superintendent

From: Michael Guliano *MG*
Chief Instructional Officer

Date: April 3, 2019

Re: April 8, 2019 Board Meeting
Approval: Locally Designed Elective Courses

Item: Proposed Locally Designed Elective Courses.

- Journalism 4: Newspaper Production, College Preparatory
- Journalism 4: Newspaper Production, Honors
- Journalism 4: Yearbook Production, College Preparatory
- Journalism 4: Yearbook Production, Honors
- Student Government/Leadership 1
- Student Government/Leadership 2
- Student Government/Leadership 3
- Student Government/Leadership 4

Recommendation: The administration recommends the proposed Locally Designed Elective Courses be approved.

I will be present to answer any questions you may have regarding the addition of these new items.

Attachment: Course Descriptions

Journalism 4: Newspaper Production, College Preparatory

Journalism 4 Newspaper College Preparatory is designed to give journalism students continued experience in newspaper design, writing, editing, typography, and photography without the additional responsibilities as an editor or manager. Students will contribute to the publication and support the overall work of the newspaper as experienced journalists. These students will work closely with the editors and graphic designers to contribute ideas and provide feedback to the newspaper leadership.

Journalism 4: Newspaper Production, Honors

Journalism 4 Newspaper Honors is designed to give serious journalism students experience in leadership and management. These students will hold positions as editors-in-chief and/or business managers, section editors, graphic designers, etc. Students will be required to have advanced skills in design, writing, editing, typography, and photography and will oversee many layers of publication. Students in this level should also be producing content suitable for publication and should be submitting work for contests, too. These students will also work closely with the teacher/adviser and section editors. Extensive work outside of class is required, which may include, but is not limited to: entering local, regional, and national contests and preparing a portfolio of work completed through the year. This honors course is the capstone course in the Journalism 2-4 (Newspaper) program.

Journalism 4: Yearbook Production, College Preparatory

Journalism 4 Yearbook College Preparatory is designed to give journalism students continued experience in yearbook design, copywriting, editing, design, and photography without the additional responsibilities as an editor or manager. Students will contribute to the publication and support the overall work of the yearbook as experienced journalists. These students will work closely with the editors and graphic designers to contribute ideas and provide feedback to the yearbook leadership.

Journalism 4: Yearbook Production, Honors

Journalism 4 Yearbook Honors is designed to give serious journalism students experience in leadership and management. Students at this level will be expected to produce content suitable for publication and will hold positions as editors-in-chief, business managers, section editors, graphic designers, photographers, etc. Students will be required to have advanced skills in design, writing, editing, typography, and photography and will oversee many layers of publication. Students will also work closely with the adviser, other editors, and the staff. Extensive work outside of class is required, which may include, but is not limited to: entering local, regional, and national contests and preparing a portfolio of work completed through the year. This honors course is the capstone course in the Journalism 2-4 (Yearbook) program.

Student Government/Leadership 1

This course is designed to develop leadership skills that can be utilized both personally and externally in the school community. Emphasis will be placed on building school culture through developing school pride and community service activities. The learning goals of Student Government/Leadership students are to understand various roles of the staff, learn how the council functions throughout the school, and understand specific job expectations. This course provides the training and time to be successful in leadership. The synergy that results from this class helps to create cohesive student leadership and build capacity in students.

Eligible Students: All student body officers and class officers. This is not designed to be an elective class for the general student body. Students must be enrolled in this class to hold Student Council or class offices.

Student Government/Leadership 2

This course is designed to develop leadership skills that can be utilized both personally and externally in the school community. Emphasis will be placed on building school culture through developing school pride and community service activities. Students will have an understanding of how the council functions. The students will be given opportunities to learn new roles as leaders with support from Leadership 3 and 4 students. This course provides the training and time to be successful in leadership. The synergy that results from this class helps to create cohesive student leadership and build capacity in students.

Eligible Students: All student body officers and class officers. This is not designed to be an elective class for the general student body. Students must be enrolled in this class to hold Student Council or class offices.

Student Government/Leadership 3

This course is designed to develop leadership skills that can be utilized both personally and externally in the school community. Emphasis will be placed on building school culture through developing school pride and community service activities. Students will assist Leadership 4 students in the implementation and planning of school pride and community service activities. The synergy that results from this class helps to create cohesive student leadership and build capacity in students.

Eligible Students: All student body officers and class officers. This is not designed to be an elective class for the general student body. Students must be enrolled in this class to hold Student Council or class offices.

Student Government/Leadership 4

This course is designed to develop leadership skills that can be utilized both personally and externally in the school community. Emphasis will be placed on building school culture through developing school pride and community service activities. Students will determine the agenda and goals for the year. Students will oversee and are accountable for school pride and community service activities. The synergy that results from this class helps to create cohesive student leadership and build capacity in students.

Eligible Students: All student body officers and class officers. This is not designed to be an elective class for the general student body. Students must be enrolled in this class to hold Student Council or class offices.



MEMORANDUM

To: Members of the Board of Trustees

Through: Christina S. Melton, Ed.D., Superintendent

From: A. Len Richardson 
Chief Finance & Operations Officer

Date: April 3, 2019

Re: Board Meeting – April 8, 2019
Discussion Reading - Proposed 2019-2020 General Fund Budget

The proposed FY 2019-2020 General Fund Budget will be presented.

ALR:tl



MEMORANDUM

To: Members of the Board of Trustees

Through: Dr. Christina S. Melton, Superintendent

From: Michael Guliano *MG*
Chief Instructional Officer

Date: April 3, 2019

Re: April 8, 2019 Board Meeting
Discussion: Recommended Revised Policy
• Board Policy IHAE "Physical Education"

Item: Proposed revised Board Policy IHAE "Physical Education".

Recommendation: The administration recommends the proposed revised Board Policy (IHAE "Physical Education) move to First Reading.

I will be present to answer any questions you may have regarding the revision of this policy.

Attachments: Revised Board Policy IHAE "Physical Education"

PHYSICAL EDUCATION

Code **IHAЕ DRAFT**

Purpose: To establish the board's vision for physical education in the schools.

The board believes that one goal of public education is to assist all students in reaching their full academic potential and that a student's health impacts his/her school attendance, readiness to learn, potential learning and achievement.

Therefore, the school district is committed to a sound, comprehensive health education program that is an integral part of each student's general education. One component of health education is physical education.

The district will do the following.

- Provide students in grades K through five with the appropriate amount of physical activity and physical education as required by law and based on the South Carolina Physical Education Curriculum Standards including an appropriate student-to-PE physical education teacher ratio.
- Ensure that each school designates a physical education teacher as the physical education activity director to plan and coordinate opportunities for additional physical activity for students to exceed the designated weekly PE physical education instruction.
- Provide professional development to teachers and volunteers on the importance of physical activity for young children and the relationship of activity and good nutrition to academic performance and healthy lifestyles.
- Report an individual student's fitness status to his/her parent/legal guardian during the student's fifth grade, eighth grade and high school physical education courses.

One unit of high school physical education is required for high school graduation. The district will offer the required unit of physical education that meets statutory requirements including the personal fitness and wellness component and the lifetime fitness component.

Exemptions

The superintendent or his/her designee may grant a waiver to a student exempting him/her from physical education requirements based on one of the following criteria.

- The student presents a physician's statement indicating that participation in physical education will jeopardize the student's health and well-being.
- The parent/legal guardian or student must be a member of a recognized religious faith that objects to physical education as part of its official doctrine or creed. Further, the parent/legal guardian and student must show that attending these classes would violate their religious beliefs and not be merely a matter of personal objection.
- JROTC may be substituted for physical education.
- Marching band may be substituted for physical education if the instruction incorporates the South Carolina Academic Standards for physical education.

Adopted 9/12/11

School District of Lexington and Richland Counties

(see next page)

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Legal references:

A. Federal Law:

1. Healthy, Hunger-Free Kids Act of 2010, Pub. L. No. 111-296, 124 Stat. 3183.

B. S.C. Code, 1976, as amended:

1. Sections 59-10-10 through 60 - Physical education standards.
2. Section 59-29-100 - Supervision of administration of physical education program.

a. State Board of Education Regulations:

1. R43-234 - Defined program, grades 9-12.



MEMORANDUM

To: Members of the Board of Trustees

Through: Dr. Christina S. Melton, Superintendent

From: Michael Guliano *MG*
Chief Instructional Officer

Date: April 3, 2019

Re: April 8, 2019 Board Meeting
Discussion: Recommended Revised Policy
• Board Policy IKF "Graduation Requirements"

Item: Proposed revised Board Policy IKF "Graduation Requirements".

Recommendation: The administration recommends the proposed revised Board Policy (IKF "Graduation Requirements) move to First Reading.

I will be present to answer any questions you may have regarding the revision of this policy.

Attachments: Revised Board Policy IKF "Graduation Requirements"

GRADUATION REQUIREMENTS

Code **IKF DRAFT**

Purpose: To establish the basic structure for high school graduation.

The South Carolina State Board of Education (SBE) regulates the South Carolina State High School Diploma. A state high school diploma from this district is based upon the satisfactory completion of the number of units required by state law. A unit of work is the amount of credit earned when the student satisfactorily completes 120 hours of instruction in a given subject area.

Endorsements

Students will have the opportunity to earn endorsements within their personalized high school diploma pathway, which will identify a particular area of focus. Endorsements may be in the form of seals added to a student's uniform diploma; however, earning an endorsement is not a requirement for graduation. To earn a graduation endorsement, the student's program of study must meet certain criteria, including SBE-approved pathways, specific courses, and other South Carolina Department of Education (SCDE) guidelines.

Students in the district may graduate from high school by meeting the requirements outlined in administrative rule IKF-R.

In order to participate in School District Five graduation exercises, students must have earned one of the following.

- SC High School Diploma
- district certificate

Principals will have the discretion to prohibit a student from participating in graduation exercises in the following circumstances.

- The student has engaged in misconduct on or off school grounds.
- The student has monetary debt to the district.
- The student fails to participate in graduation practice without making prior arrangements with the principal.
- The principal otherwise determines that it would not be in the best interest for the student to participate in graduation exercises. The principal's decision will be final.

Adopted 2/6/89; Revised 4/22/96, 4/13/98, 6/11/01, 5/28/04, 11/19/12, 1/26/15

Legal references:

A. S.C. Code, 1976, as amended:

1. Section 50-29-110 - Accelerated program of study.
2. Section 59-17-130 - American sign language as world language credit.
3. Section 59-26-70 - No commission or agency to require foreign language as a prerequisite to receive a regular high school diploma.
4. Section 59-29-80 - Courses in physical education; ROTC program.
5. Section 59-29-190 - Advanced placement courses for academically talented students.
6. Section 59-38-10 - South Carolina Education Bill of Rights for Children in Foster Care.
7. Section 59-39-100 - Diplomas to be uniform in every respect; units required to earn a diploma.

- B. State Board of Education Regulations:
1. R43-234 - Defined program, grades 9-12.
 2. R43-259 - Graduation requirements.

School District Five of Lexington and Richland Counties



MEMORANDUM

To: Members of the Board of Trustees

Through: Dr. Christina S. Melton, Superintendent

From: Michael Guliano *MG*
Chief Instructional Officer

Date: April 3, 2019

Re: April 8, 2019 Board Meeting
Information: Revised Administrative Rule

- Administrative Rule IKF-R "Graduation Requirements"

Information: Revised Administrative Rule IKF-R "Graduation Requirements".

Attachments: Revised Administrative Rule IKF-R "Graduation Requirements"

GRADUATION REQUIREMENTS

Code **IKF-R DRAFT**

A student must earn 24 units of credit in state-approved courses for graduation.

The unit requirements are distributed as follows.

Subject	Credit units
English language arts	4
Mathematics	4
Science	3
U.S. History and Constitution	1
Economics	½
U.S. Government	½
Other social studies	1
PE, or Junior ROTC, or Marching Band	1
Computer science (including keyboarding)	1
Foreign language or Career and technology education	1
Electives	7
Total	24

The student must pass a classroom examination on the provisions and principles of the United States Constitution, the Declaration of Independence, the Federalist papers and American institutions and ideals. This instruction must be given for a period of at least one year or its equivalent, either within the required course U.S. History and Constitution or within another course.

The student must take the U.S. Citizenship and Immigration test as part of the U.S. Government course, provided there is no cost to the school or district for administering the test. Students are not required to meet a minimum score.

The student must pass a high school credit course in science in which an end-of-course examination is administered.

The student must be enrolled for a minimum of one semester immediately preceding his/her graduation except in case of a bona fide change of residence. Units earned in a summer school program do not satisfy this requirement.

The student must earn the required number of prescribed units.

Awarding of high school credit

A school also may award and accept credit towards a high school diploma for the following:

- in units of one-fourth, one-half and a whole; for example, an academic standards-based course that required a minimum of 120 hours of instruction (one unit), 60 hours of instruction (one-

half unit) and 30 hours of instruction (one-fourth unit)

- a course that has been approved by the South Carolina Department of Education in a proficiency-based system
- those gateway courses that are a part of the end-of-course examination program only if the student takes the course approved by the school in which he/she is enrolled and meets all the stipulated requirements of the program
- courses in summer programs that meet all the regulatory requirements for courses offered for students in grades nine through 12
- a course that is approved by the district, whether the school offers the particular course or not, if the student receives prior approval
- a course that the student takes in an approved adult education program if the course is approved by the superintendent or his/her designee
- locally designed subject-area courses, elective courses and CATE courses under conditions as outlined in ~~state board~~ State Board of Education regulations
- the PE credit if the PE course meets all statutory requirements including the personal fitness and wellness component and the lifetime fitness component
- the one-half unit of credit carried by the keyboarding course for half the required computer science credit
- if offered, the American Sign language course as a required unit in a foreign language
- a college course that a student in grades nine through 12 takes under the district's dual credit arrangement

Adult education

For adult education students receiving a diploma, the unit requirements are distributed as follows.

Subject	Credit units
English language arts	4
Mathematics	4
Science	3
U.S. History and Constitution	1
Economics	½
U.S. Government	½
Other social studies	1
Computer science (including keyboarding*)	1
Electives	9
Total	24

** Keyboarding ~~may count up to~~ can no longer be substituted for one-half of the computer science requirement for incoming freshman in the 2018-2019 school year.*

A student may transfer credit earned in the adult education program to a secondary school to count
School District Five of Lexington and Richland Counties

towards the units of credit required for a state high school diploma if, for each unit being transferred, the student has spent a minimum of 120 hours in class time in that subject at that level and the teacher was properly certified to teach the course.

High school credit for college work

Students in grades nine through 12 and/or adult education programs can earn credits for college course work that can be applied to the required number of units for a state high school diploma.

The following conditions apply.

- Courses may be offered through distance learning and cooperative agreements with institutions of higher education. One quality point will be added to the CP weighting for dual credit courses that are applicable.
- Only courses applicable to baccalaureate degrees or to associate degrees offered by institutions accredited by the board of education of that state or the appropriate regional accrediting agency [the New England Association of Colleges and Schools, Middle States Association of Colleges and Schools, Southern Association of Colleges and Schools Council on Accreditation and School Improvement (AdvancED/SACS CASI), North Central Association of Colleges and Schools, Western Association of Colleges and Schools or Northwest Association of Colleges and Schools] qualify.
- Tuition costs and any other fees will be the responsibility of the student or his/her parent/legal guardian unless otherwise indicated by the district.

Issued 11/17/86; Revised 2/6/89, 6/11/01, 11/19/12, 1/26/15

Related Policies

IJNDAA Distance, Online, and Virtual Education

IKA Grading/Assessment Systems

IKA-R Grading/Assessment Systems Administrative Rule

IKADD Content and Credit Recovery

IKADD-R Content and Credit Recovery Administrative Rule

IKE Promotion and Retention of Students

IKE-R Promotion and Retention of Students Administrative Rule