District Five OF LEXINGTON & RICHLAND COUNTIES

Agenda

Board of Trustees
Regular Meeting
Virtual Meeting – Public may listen live at:
https://lexrich5.rev.vbrick.com/#/webcasts/boardmeeting

April 27, 2020

1. Call to order at 6:00 p.m.

2. Approval of the agenda

3. Enter executive session to consider the following:
    a. Update from counsel and receipt of legal advice regarding Case No. 2013-CP-40-1897

4. Call to order at 7:00 p.m.

5. Welcoming remarks – Michael Cates, Chairman, Board of Trustees

6. Invocation – Robert Gantt, Secretary, Board of Trustees

7. Superintendent's Report

8. Approval of the minutes of the April 6, 2020 board meeting

ACTION AGENDA

9. Personnel
    a. Selected employment items (*Exhibit A*) (Action)
    b. Selected employment items (*Exhibit B*) (Information Only)

10. Approval of Textbook Adoptions (*Exhibit C*)

11. Approval of Proposed 2020-2021 School Board Meeting Schedule (*Exhibit D)*

12. Reinstate with modifications Board Policy BEDH, "Public Participation at Meetings"

DISCUSSION AGENDA

13. Adjourn

INFORMATION AGENDA

14. The next regular scheduled board meeting will be May 18, 2020. Location to be determined due to current mandated closure.

District Five OF LEXINGTON & RICHLAND COUNTIES

Minutes
Board Meeting – April 6, 2020

The Board of Trustees of School District Five of Lexington and Richland Counties conducted a virtual meeting with the following members present:

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

The following staff members 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

A livestream audio link was provided to the public for the meeting.

Chairman Cates called the meeting to order at 7:00 p.m. Chairman Cates confirmed attendance of board members with a verbal roll call to document a quorum ensuring that each board member's voice was heard over the public audio livestream.

The Invocation was given by Chairman Michael Cates, Board of Trustees.

During the Superintendent's Report, Dr. Christina Melton provided an update on the COVID-19 mandatory closure and the work that continues to take place throughout the district.

The minutes from the March 9, 2020 board meeting were approved.

An Emergency Resolution Re: 2019 Novel Coronavirus response was presented for approval.

The Temporary suspension of Board Policy BEDH "Public Participation at Meetings" was presented for approval. Board member, Ken Loveless, presented an amended motion for consideration.

Approval of Personnel items: a) selected employment items (Exhibit A) (Action); b) 2020-2021 Reappointments (Exhibit B) (Action); and c) selected employment items (Exhibit C) (Information Only).

Budget Addendum Projects (Exhibit D) was presented for final approval.

The next regular scheduled school board meeting will be May 18, 2020.

The meeting was adjourned at 8:23 p.m.

Record of Voting

School District Five of Lexington and Richland Counties Meeting of April 6, 2020	Cates	Gantt	Gardner	Hammond	Hutchison	Loveless	White
1. M. Hutchison S. Loveless Approve the agenda	X	X	X	X	X	X	X
2. M. Gantt S. Hutchison Approve the minutes of the March 9, 2020 board meeting	X	X	X	X	X	X	X
3. M. Cates S. Hutchison Emergency Resolution Re: 2019 Novel Coronavirus response WHEREAS, on March 13, 2020, Governor McMaster issued Executive Order No. 2020-08, declaring a State of Emergency in South Carolina based on a determination that the 2019 Novel Coronavirus poses an actual or imminent public health emergency for the State of South Carolina; and WHEREAS, on March 15, 2020, Governor McMaster issued Executive Order No. 2020-09, directing the closure of all public schools in the State of South Carolina and authorizing each school district to make any necessary and appropriate decisions or arrangements to account for local needs and other unique circumstances; and	X	X	X	N	X	N	X

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

WHEREAS, on March 17, 2020, Governor McMaster issued Executive Order No. 2020-10, authorizing and directing state agencies to waive or suspend provisions of existing regulations prescribing procedures for conduct of state business if strict compliance with the provisions thereof would in any way prevent, hinder, or delay necessary action in coping with the emergency, and further directing that, to the extent possible, state and local government bodies should utilize any available technology or other reasonable procedures to conduct necessary meetings and accommodate public participation via virtual or other remote or alternate means; and

WHEREAS, on March 28, 2020, Governor McMaster issued Executive Order No. 2020-15, directing the provisions of Orders Nos. 2020-08, 2020-09, and 2020-10 remain in full force and effect for the duration of the State of Emergency, and further directing that, to the extent any political subdivision of this State seeks to adopt or enforce a rule, regulation, or other restriction that conflicts with the applicable Executive Orders, the Governor's Executive Orders shall supersede and preempt any such local rule, regulation, or other restriction.

NOW, THEREFORE, the Board hereby adopts the following EMERGENCY RESOLUTION:

For the duration of the State of Emergency in South Carolina, and unless otherwise directed by subsequent action of the Board, the Board waives and/or suspends all policies, administrative procedures, and other rules that conflict with the aforementioned Executive Orders of Governor McMaster and any future applicable Executive Orders, any state and federal emergency laws such as the Families First Coronavirus Response Act (FFCRA) that may have or may be passed during the pandemic, any guidance issued by federal or state agencies, including but not limited to FEMA, the Department of Labor, the IRS, and the South Carolina Department of Education, and further authorizes the Board Chair in consultation with the Superintendent to waive or suspend provisions of existing policies, administrative procedures, and other rules, if compliance with the provisions thereof would in any way prevent, hinder, or delay necessary action by the Board or school district in coping with the emergency or otherwise in carrying out the applicable Executive Orders of the Governor, including making necessary and appropriate arrangements to account for the local needs and unique circumstances of the Board and school district.

	Cates	Gantt	Gardner	Hammond	Hutchison	Loveless	White
4. M. Hutchison S. Gantt Temporary suspension of Board Policy BEDH "Public Participation at Meetings"	X	X	N	N	X	N	X
5. M. Loveless S. Hammond Amended Motion – Temporary suspension of Board Policy BEDH "Public Participation at Meetings" (see attachment #1)	N	N	X	X	N	X	N
6. M. Cates S. Hammond Personnel: a. Selected employment items (*Exhibit A*)	X	X	X	X	X	X	X
7. M. Cates S. Hammond Personnel: b. 2020-2021 Reappointments (*Exhibit B*)	X	X	X	X	X	X	X
8. M. Cates S. Hammond Budget Addendum Projects (*Exhibit D)*	X	X	X	X	X	X	X
9. M. Gardner S. Hammond Adjourn the meeting at 8:23 p.m.	X	X	X	X	X	X	X

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

Amended Motion to agenda item 7. of the April 6, 2020 board meeting:

" In lieu of the Board meeting public participation policy as exists, during the time frame that virtual meetings are necessary because of Covid-19, the policy be changed to allow citizens to submit questions on-line thirty (30) minutes up until (via) 4-6-2020 ~~before~~ the start of the public regular meeting and questions be read aloud during the meeting while identifying the author. The district shall thereafter answer the questions publicly within the shortest timeframe possible, (via) 4-6-2020 ~~from the date~~ From the date of the meeting. "

Respectfully Submitted

Kenneth B. Loveless

Attachment 1 is included with the minutes of the 4/6/2020 meeting, at the request of Board member Ken Loveless pursuant to South Carolina Code Ann. Section 30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

EXHIBIT C

District Five
OF LEXINGTON & 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 21, 2020

Re: April 27, 2020 Board Meeting
Action Item: Approval of Textbook Adoptions
Textbook Adoptions FY 2020-2021 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.

Social Studies, Grade 3 (World Geography)
Social Studies, Grade 7 (World Geography)
Social Studies, Grade 4-5 (Parts I and II: SC Studies)
Math K-5
Math 6-8
Automotive Collision Repair Technology 1, 2, 3, 4
Cosmetology
Entrepreneurship
Health Science (Clinical Study, 1, 2, & 3)
Medical Terminology

Recommendation: The administration supports all textbook recommendations.

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: 3rd Grade Social Studies

Grade level/Cluster: 3rd Grade

Title: Geography Studies Weekly

Author: None Noted

Publisher: Studies Weekly

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)

- The content is current and accurate. There are up to date maps and resources included.
- The content is aligned to the South Carolina Social Studies College-and Career-Ready Standards. The teacher's edition includes a weekly standards check-in.
- The content connects to other disciplines such as ELA, Math, and Science. There are writing prompts and mini lesson ideas to help teachers connect to the other disciplines.
- The content provides a global perspective by including a weekly focus that transitions from a local to a global perspective. There are also virtual field trip opportunities provided.

II. Organization and Style (22 /25)

- The Lexile level is appropriate for 3rd Grade students.
- The text has consistent formatting which is student friendly. There are numerous illustrations, pictures, tables, and maps that support the information in the articles.
- The text supports different instructional levels by including leveled questions and readers to support the needs of students. There is also an audio feature available for students.
- The text has a clear learning progression of skills, and each lesson includes a review of prerequisite skills for students.
- There are multiple opportunities and adequate time for student learning through weekly lessons and activities.

III. Instructional Supports (17 /20)

- The materials include authentic and meaningful learning experiences such as hands-on activities, virtual tours, and printables for students.
- The materials provide an opportunity for interactive participation through the compatibility with Google classroom.
- The materials provide modifications and extensions for students through leveled questions and the assignment guide which includes extensions for emerging and proficient students.
- There is a detailed teacher's edition provided, a professional development section for teachers, and answer keys for student activity pages.

IV. Technology (19 /25)

- Online materials to the textbook and resources provide students the opportunity to enrich their learning through videos and virtual field trips.
- There is a vast online platform which can be updated by Studies Weekly.
- There is online professional development training for teachers as well as a technical support department.
- The technology components provide students an opportunity to take an active role in their learning through features such as games, annotation features, and analysis of primary source documents.
- There are technology features included for the creation of various student engagements.

V. Monitoring Student Progress (18 /25)

- The assessments are editable and include rubrics as well as online or printed assessment options.
- There are a variety of assessment options such as article questions, weekly quizzes, writing prompts, and unit assessments.
- The materials provide formative and summative assessments as well as self and peer assessments.
- The assessment options included provide teachers an opportunity to collect varied data to assist in informing their future instruction.
- Teachers have the capability to edit the assessments that are included by adding or deleting questions from the provided assessments.

Content Coordinator:
Melony Sanford
Social Studies

Date: March 24, 2020

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

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: 7th Grade Social Studies: Geography of World Regions Grade level/Cluster: 7th Grade

Title: National Geographic: World Cultures and Geography Author: Milson, A., Altoff, P., et al.
Publisher: 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 (18 /20)

- The copyright of the textbook is 2017, and the content of the book is up to date with current events and knowledge of geography.
- The content is aligned to the South Carolina Social Studies College and Career Ready Standards. The chapters are broken down by regions which match the standards, and lessons within chapters include information that aligns with the content of each indicator.
- There are numerous opportunities to connect to other disciplines such as reading, writing, and science.
- The text supports students in developing a global perspective by including regional case studies.

II. Organization and Style (23 /25)

- The Lexile level is appropriate for a 7th Grade level student and is also available in Spanish. The font is large and easy to read.
- There are a variety of visuals throughout the entire text such as images, maps, charts, graphs, and slides for instruction.
- The text is adaptable to different instructional levels. The online text includes a modified text feature which will adjust the reading level and also provides an audio text feature.
- The text is well organized. At the beginning of each lesson, there are essential questions. Throughout each section, there are questions that serve as ongoing assessments. At the end of each chapter, there is a review section with questions that include vocabulary, main ideas, and analysis.
- By having multiple assessment options in each chapter, there are numerous opportunities to assess student learning and provide feedback.

III. Instructional Supports (18 /20)

- The materials provide students with authentic and meaningful learning experiences. Each chapter provides an active participation activity that connects to the real world.
- Many of the lessons are interactive. There are interactive slides with content reading activities and higher order thinking skills.
- Lessons can be modified to suit the needs of students for all levels.
- There are print teacher guides which include all answers for questions in the student edition of the textbooks. In addition, there are assessments that teachers can use for each chapter that include answer keys.

IV. Technology (22 /25)

- The online resources offer students the opportunity to complete tasks and activities that build on the lessons included in the text.
- There is a digital edition of the textbook for students as well as access to National Geographic resources. These online resources can be updated as needed.
- Cengage provides ongoing professional development for teachers. There is a help section for online resources as well as a professional development section for teachers.
- There are many activities and lessons that teachers can assign students through the online textbook.
- The online resources include lessons which provide students opportunities to create new engagements and access to National Geographic's vast resources.

V. Monitoring Student Progress (20/25)

- There are assessments which are editable and can be arranged to suit the needs of students.
- Throughout the text and the online resources, there are a variety of assessments that focus on all levels of learning.
- The materials include pre-assessments, post assessments, formative, summative, and self-assessments.
- The assessments included will provide quality data for teachers to inform their instruction.
- There is an available assessment feature for teachers which includes ExamView assessment items.

Content Coordinator: Melony Sanford Date: March 18, 2020

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: 4th/5th Grade Social Studies
Supplemental Program to be used in conjunction with
McGraw Hill program adopted in 2016 Grade level/Cluster: 4th and 5th

Title: My World Interactive South Carolina History Part 1 and II Author: Bennett, Dr. Linda and Dr. James Kracht

Publisher: Pearson Copyright Date: 2021

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 current and has a copyright of 2021.
- The content is aligned to the South Carolina Social Studies College-and Career-Ready standards for 4th and 5th Grade Social Studies.
- The content connects to other disciplines such as ELA.
- The new South Carolina Social Studies College- and Career-Ready standards in 4th and 5th Grade include South Carolina within the study of United States history. The content helps students make connections to what was happening in South Carolina during certain parts of United States History

II. Organization and Style (20 /25)

- The Lexile level is appropriate for 4th and 5th Grade students.
- Throughout the materials, there are a variety of text features such as timelines, primary source documents, tables, and charts.
- The text scaffolds for students. There are also online leveled readers available for below level, on level, and above level readers.
- The text has a clear learning progression. The online portions, activities, and other resources provide an opportunity for students to connect to prior knowledge and demonstrate application of learning.
- The text sequence provides multiple opportunities and adequate time for student learning. Each lesson begins with the introduction of new content vocabulary. Each lesson also has a Big Question for students to uncover throughout the lesson. There are also reading checks throughout each lesson for students to check their understanding.

III. Instructional Supports (16 /20)

- The materials engage students in authentic and meaningful learning experiences such as Reader's Theatre, STEAM activities, interpretation of graphs and charts, and finding evidence from the text.
- There are a variety of materials to enhance interactive participation such as videos, primary sources, digital text, audio rap-songs, and vocabulary games.
- The materials provide modification and extensions for all students. There are activities to differentiate for ESOL students as well as leveled readers to support varying levels of readers.. There are also extension activities such as Project Based learning activities.
- Quality guides and answer keys are provided for teachers.

IV. Technology (15 /25)

- The technology components allow students the opportunity to enhance their learning through videos, songs, leveled readers, vocabulary games, and quests.
- The online components are found on the Pearson Realize platform which is able to be updated by the publisher as needed.
- There is program training available as well as technical support.
- Students have access to different learning modalities in songs, videos, reader's theatre, and projects.
- The activities that are set in the workbook and through digital means provide room for teacher differentiation and the activities provide alternate technological methods for redesign.

V. Monitoring Student Progress (15 /25)

- The materials include rubrics, scoring guidelines for assessing student progress, and answer keys for assessments.
- There are a variety of assessments such as multiple choice assessments, extended response questions, project based learning, and performance tasks for students.
- There are multiple formative and summative assessments for each unit.
- Assessments are based on activities, through a chapter review, and teachers can self create assessments digitally. This provides for a varied degree of data to help inform instruction.
- Teachers can build their own assessments through the online test feature which is customizable.

Content Coordinator: Melony Sanford
Social Studies Coordinator

Date: March 25, 2020

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

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Mathematics

Grade level/Cluster: K-5

Title: *enVision Mathematics*

Author: Randall I. Charles, et al.

Publisher: Pearson

Copyright Date: 2021

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 accurate with updated information. The copyright date is 2021.
- Content is aligned to the *South Carolina College and Career Ready Standards for Mathematics*. Standards are listed for each lesson, correlated, and include levels of rigor for teachers and students. Evidence can be found on page 2 of the Program Overview South Carolina, page xxxvi-xxxix, Practice Workbook, and Practice Teacher's Guide. Essential questions are available as well.
- The content supports connections to other disciplines. There are cross-curricular Literacy and STEM connections (found in the Teacher's Resource Masters), *3 Act Math Tasks* (Hook, Model, Solution), Arts Integration, and real-world application links presented on page 36A. Each topic has four options for a STEM Project. An example can be found on page 3. Posters are available to introduce the math topic for real life application.
- The content supports a global perspective of learning and ethnicities that are presented throughout the text. There are global representations of diverse people, places, and the use of multicultural names.

II. Organization and Style (20 /25)

- The readability is grade level appropriate and available in Spanish and English. The text uses Google Translate and provides an online version that will read aloud to students. The lexile varies between 600-1000. The problem solving mats are also leveled.
- Organization and style are consistent, grab students' attention, are easy to follow, and present multiple text features. A variety of visuals (graphs, tables), math models, application problems, *3-Act Tasks*, and QR codes are dispersed throughout the text to support all levels of student learning. The text has plenty of examples in each lesson for guided and independent practice. Real world photographs and diagrams are included in the word problems.
- The text is adaptable to a variety of different instructional levels. There are differentiated resources throughout the lessons to reach all learners, such as the Language Support Handbook. This text is strong in math vocabulary instruction and provides differentiated resources as seen on page 52A, higher order thinking on page S244, and Response to Intervention (RtI) is shown on page 16 of the Program Overview. There is a separate book for *below*, *above* and *beyond* to tier instruction. Reteaching is included in the student book per topic and by set. The program also includes a *Review What You Know* page of prerequisite skills, and a *Daily Review* page for spiraling the content.
- The text has a clear, logical, and easy to follow learning progression that builds in rigor and moves from guided to independent or small group practice. Each lesson begins with a *Solve and Share* to

connect to prior knowledge. Summary pages link prior knowledge and skills through the progression of the unit, while the *Warm Up* connects to the prior lessons.

- The progression of student learning is thoughtfully sequenced with adequate time for student learning. Some of the independent practice is leveled and aligns with our district pacing guide and sequence of instruction. The text includes project-based learning, practice at different depths of knowledge, and many examples in each lesson for guided and independent practice. Lessons are organized in small chunks to help with student processing.

III. Instructional Supports (17 /20)

- Materials engage students in authentic and meaningful learning experiences through real-world connections and practices. The text provides home connections, extensions, *3 Act Math Tasks*, number routines, virtual tools, real-world problems, and STEM projects for authentic engagement. Different RtI levels are listed to support instruction, especially for advanced learners.
- Digital videos, project mats, real-world questions, e-book, and online resources provide a variety of meaningful learning experiences and approaches. The *Online Practice Buddy* and math games enhance interactive student participation and engagement.
- The extensions provide differentiation for all learners through the math centers and leveled assignments. Centers are easy to access and adaptable for easy classroom incorporation. Many examples of leveled problems and extended learning above grade level are included. There is online access for various levels and online language support (ESOL resources), and literacy enrichment. Intervention lessons, reteaching, and additional practice work are available, as well as various levels of homework and practice pages. Assignment guides, Depth of Knowledge (DOK) variations, and levels of complexity vary to meet the needs of diverse learners.
- The well-organized and user-friendly resource books provide detailed/explicit assessment solutions, rubrics, and *Reading to Math Connections*. Different levels of practice are available for differentiation.

IV. Technology (20 /25)

- There is online and mobile access to the textbook. The program resources give students real world examples, access to an on-line/live tutoring, and video tutorials to broaden and enrich learning experiences. The text provides students multiple learning perspectives, interactive Smartboard lessons, and online engagement with each lesson.
- The digital content is customizable (to keep it updated), which allows it to be current and directly aligned to individual student's learning needs and relevant to the student's study. Digital content has dynamic virtual resources that are excellent for data teams. The *Bounce* app is an online tool for parents. Students can take an active role in demonstrating their learning.
- Initial training and ongoing professional development is available, as well as ongoing tech support for the life of the adoption.
- Online assignments, dynamic activities, and assessments are available. Online course management software is individualized for each student with an interactive *Practice Buddy* for tests, Techbook with online homework, and an individual study plan.
- There are new technology applications included for customization, redesign, and creation of new engagements. Virtual math tools (*Visual Learning Bridge*) are available.

V. Monitoring Student Progress (20 /25)

- There is superior evidence of materials including benchmarks, readiness assessments and editable questions with detailed exemplars for guiding and assessing student performance.
- A variety of assessments are available: project-based, performance tasks, selected response, additional South Carolina assessment items, rigor within traditional assessments, and Spanish assessments. This variety of assessment options, even within the student workbook, provides opportunities for differentiated instruction assessing higher levels of rigor.
- The text provides pre and post assessments, as well as multiple opportunities for students to receive feedback through formative, summative, peer, and self-assessments. The online resources include the interactive *Practice Buddy* with online help including a glossary and math tools. Grouping resources provide feedback and promote student and teacher reflection.
- Teachers are able to track student progress through the Pearson *Realize* program. RTI is assigned based on assessments for individualized instruction. Online testing and data tracking by state standards and assignments are available to inform instruction.
- This text provides varied assessment data to inform instruction. Cumulative, online, and performance task assessments are included. Teacher resources include a large test bank of various customizable and rigorous assessment (cloneable) items, that include scenario-based questions with varying DOK levels (mostly around DOK 2-3). This variety of rigorous assessments can be edited online. Teachers can search by standard or keyword to find items.

Content Coordinator: Erika Cartledge Date: March 26, 2020

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

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Math 6 Grade level/Cluster: Grade 6

Title: Big Ideas Math - Modeling Real Life Grade 6 Author: Ron Larson & Laurie Boswell

Publisher: Big Ideas Learning, LLC Copyright Date: 2021

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 copyright is 2021. This selection contains content that is current and appropriate for the course level.
- Standards are listed and correlated to SC on pages 60-63 in the Program Review Guide
- Content helps students make connections to other disciplines with STEAM videos, chapter explorations, and clear connections to science.
- The content models real-life examples and a global perspective throughout the text. Such examples include real-life on page 262 and engineering on page 343.

II. Organization and Style (24/25)

- The Lexile level, 610L-800L, is appropriate for grade level students yet rigorous for the standards. Layout shows step-by-step instructions for solving problems and to help struggling readers.
- Formatting is consistent throughout the book and online platform. Examples, diagrams, and illustrations are provided to support student understanding.
- The text provides differentiated resources as seen on page T13 (emerging, proficient, advanced) and also includes pre-requisite skills.
- The text has clear learning objectives with connection to prior knowledge and skills. For example, the "Getting Ready" section (page 200) provides a snapshot of prior skills and concepts needed to successfully begin each unit of study.
- The materials provide pacing guides with adequate time for content. The progression of learning aligns with the district pacing guide. Differentiated resources are provided in the teacher materials.

III. Instructional Supports (19/20)

- Students are engaged in authentic and meaningful learning from the start of the lesson where there are real-world connections to mathematics and problems to be solved. For example, the jet-skiing example on page 111 is applicable to our students' daily lives.
- 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 STEAM videos
- The various types of assessment and practice problems allow for modification for struggling learners and extensions for higher-level learners. Levels of complexity are presented at the conclusion of each lesson (emerging, proficient, advanced). These levels allow for quick and easy grouping to

achieve each child's learning goals.

- Resource books provide step-by-step solutions, rubrics, assessment solutions, instructional strategies and activities based on Hattie's research, and a rich math tasks manual for teachers.

IV. Technology (23/25)

- Technology provides online and mobile access to the textbook and its resources. Online help is provided after school hours. Online content has oral reading for all questions in English and Spanish.
- Digital content is customizable to keep it updated. All content is included for the life of the adoption (6 years).
- Initial training is available as well as on-going text support for the life of the adoption (6 years). Technical support for the electronic resources may be accessed via the web or by phone.
- Technology resources provide students with online assignments as well as dynamic activities and assessments. For example, Skills Trainer is an online interactive tool for skill practice that provides teachers with detailed reports to gain insight into each student's proficiency. This interactive tool sends students a link and it syncs every device to the same place at the same time (formative assessments, examples, etc.)
- The text offers a program called the Dynamic Classroom which includes additional resources and support, i.e. interactive explorations and examples, Laurie's Notes, etc. Types of online assessments items are aligned with state testing.

V. Monitoring Student Progress (23/25)

- 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.
- There are pre and posttests (called Benchmarks) available with prerequisite skills practice problems.
- Teachers are able to track student progress through the Skills Trainer program. 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. Teachers can create customizable homework and assessments using the Big Ideas bank.

Content Coordinator: Amy Taylor Date: 3/18/2020

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

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Pre Algebra 6 Honors Grade level/Cluster: Grade 6

Title: Big Ideas Math - Modeling Real Life Grade 7 Accelerated Author: Ron Larson & Laurie Boswell

Publisher: Big Ideas Learning, LLC Copyright Date: 2021

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 copyright is 2021. This selection contains content that is current and appropriate for the course level.
- The content contains both seventh and eighth grade standards to meet the compacted nature of this course to prepare students for Algebra 1 Honors 7th grade.
- Content helps students make connections to other disciplines with STEAM videos, chapter explorations, and clear connections to science
- The content models real-life examples and a global perspective throughout the text. QR codes are present for STEAM video connections followed by problem solving activities relating the math to the real-world example or occupation.

II. Organization and Style (24/25)

- The Lexile level, 610L-800L, is appropriate for grade level students yet rigorous for the standards. Layout shows step-by-step instructions for solving problems and to help struggling readers.
- Formatting is consistent throughout the book and online platform. Examples, diagrams, and illustrations are provided to support student understanding.
- The text provides differentiated resources as seen on page T-10 (emerging, proficient, advanced) and also includes pre-requisite skills.
- The text has clear learning objectives with connection to prior knowledge and skills. For example, the "Getting Ready" section (page 48) provides a snapshot of prior skills and concepts needed to successfully begin each unit of study.
- The progression of learning aligns with the district pacing guide. The progression charts show at what point a standard is in its development from preparing, to learning, to complete, to extending.

III. Instructional Supports (19/20)

- Students are engaged in authentic and meaningful learning from the start of the lesson where there are real-world connections to mathematics and problems to be solved. QR codes are available for easy access to the real-world STEAM videos.
- 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 STEAM videos
- The various types of assessment and practice problems allow for modification for struggling learners and extensions for higher-level learners. Levels of complexity are presented at the conclusion of

each lesson (emerging, proficient, advanced). These levels allow for quick and easy grouping to achieve each child's learning goals.

- Resource books provide step-by-step solutions, rubrics, assessment solutions, instructional strategies and activities based on Hattie's research, and a rich math tasks manual for teachers.

IV. Technology (23/25)

- Technology provides online and mobile access to the textbook and its resources. Online help is provided after school hours. Online content has oral reading for all questions in English and Spanish.
- Digital content is customizable to keep it updated. All content is included for the life of the adoption (6 years).
- Initial training is available as well as on-going text support for the life of the adoption (6 years). Technical support for the electronic resources may be accessed via the web or by phone.
- Technology resources provide students with online assignments as well as dynamic activities and assessments. For example, Skills Trainer is an online interactive tool for skill practice that provides teachers with detailed reports to gain insight into each student's proficiency. This interactive tool sends students a link and it syncs every device to the same place at the same time (formative assessments, examples, etc.)
- The text offers a program called the Dynamic Classroom which includes additional resources and support, i.e. interactive explorations and examples, Laurie's Notes, etc. Types of online assessments items are aligned with state testing.

V. Monitoring Student Progress (21/25)

- 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.
- There are pre and posttests (called Benchmarks) available with prerequisite skills practice problems.
- Teachers are able to track student progress through the Skills Trainer program. 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. Teachers can create customizable homework and assessments using the Big Ideas bank.

Content Coordinator: Amy C Taylor Date: 3/18/2020

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

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Math 7 Grade level/Cluster: Grade 7

Title: Big Ideas Math - Modeling Real Life Grade 7 Author: Ron Larson & Laurie Boswell

Publisher: Big Ideas Learning, LLC Copyright Date: 2021

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 copyright is 2021. This selection contains content that is current and appropriate for the course level.
- Standards are listed and correlated to SC on pages 64-67 in the Program Review Guide
- Content helps students make connections to other disciplines with STEAM videos, chapter explorations, and clear connections to science.
- The content models real-life examples and a global perspective throughout the text. QR codes are present for STEAM video connections followed by problem solving activities relating the math to the real-world example or occupation.

II. Organization and Style (24/25)

- The Lexile level, 610L-800L, is appropriate for grade level students yet rigorous for the standards. Layout shows step-by-step instructions for solving problems and to help struggling readers.
- Formatting is consistent throughout the book and online platform. Examples, diagrams, and illustrations are provided to support student understanding.
- The text provides differentiated resources as seen on page T13 (emerging, proficient, advanced) and also includes pre-requisite skills.
- The text has clear learning objectives with connection to prior knowledge and skills. For example, the "Getting Ready" section at the beginning of each chapter provides a snapshot of prior skills and concepts needed to successfully begin each unit of study.
- The materials provide pacing guides with adequate time for content. The progression of learning aligns with the district pacing guide. Differentiated resources are provided in the teacher materials.

III. Instructional Supports (19/20)

- Students are engaged in authentic and meaningful learning from the start of the lesson where there are real-world connections to mathematics and 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 STEAM videos
- The various types of assessment and practice problems allow for modification for struggling learners and extensions for higher-level learners. Levels of complexity are presented at the conclusion of each lesson (emerging, proficient, advanced). These levels allow for quick and easy grouping to achieve each child's learning goals.

- Resource books provide step-by-step solutions, rubrics, assessment solutions, instructional strategies and activities based on Hattie's research, and a rich math tasks manual for teachers. Laurie's Notes provide vital information to teachers of how to approach each lesson along with vocabulary to be taught and how.

IV. Technology (23/25)

- Technology provides online and mobile access to the textbook and its resources. Online help is provided after school hours. Online content has oral reading for all questions in English and Spanish.
- Digital content is customizable to keep it updated. All content is included for the life of the adoption (6 years).
- Initial training is available as well as on-going text support for the life of the adoption (6 years). Technical support for the electronic resources may be accessed via the web or by phone.
- Technology resources provide students with online assignments as well as dynamic activities and assessments. For example, Skills Trainer is an online interactive tool for skill practice that provides teachers with detailed reports to gain insight into each student's proficiency. This interactive tool sends students a link and it syncs every device to the same place at the same time (formative assessments, examples, etc.)
- The text offers a program called the Dynamic Classroom which includes additional resources and support, i.e. interactive explorations and examples, Laurie's Notes, etc. Types of online assessments items are aligned with state testing.

V. Monitoring Student Progress (23/25)

- 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.
- There are pre and posttests (called Benchmarks) available with prerequisite skills practice problems.
- Teachers are able to track student progress through the Skills Trainer program. 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. Teachers can create customizable homework and assessments using the Big Ideas bank.

Content Coordinator: Amy C. Taylor Date: 3/18/2020

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

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Pre Algebra 7 Acc Grade level/Cluster: Grade 7

Title: Into Math Accelerated 7 Author: Burger, Dixon, Kanold, 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 the expectations for accelerated level. Copyright 2020.
- Content is aligned to the South Carolina College and Career Ready Standards for Mathematics. This course contains modules to be able to complete 7th and 8th grade standards in order to be ready for Algebra 1 Honors in the 8th grade.
- The examples and problems throughout the text make connections to other disciplines.
- Many of the contextual problems provide a global perspective for students. STEAM task and project cards are available to incorporate real-world connections.

II. Organization and Style (23/25)

- Readability is appropriate. Formatting is consistent. Modules are presented with a structure which progresses from Build Conceptual Understanding to Connect Concepts and Skills and then Apply and Practice before the material is assessed.
- The content provides problems at all levels with a teaching for depth and mathematical progressions section which supports all learners but also reaches the accelerated learner.
- The content provides differentiated assignments to adapt to different instructional levels. There is an emphasis on language development and common errors to watch out for in the teacher's edition. Math talk is encouraged and differentiated for various levels of understanding. Data Driven Intervention is also provided for each concept/skill/objective to build understanding for all students.
- The "Are You Ready?" Diagnostic Assessment diagnoses prerequisite mastery, identifies intervention needs, and helps to modify or set up leveled groups.
- The text provides a plan for differentiated instruction with small group options and math center options in addition to a unit project all to help with learning and retention of material in a natural progression for all learners.

III. Instructional Supports (18/20)

- Content provides real-world connections through tasks that are engaging and that will be of interest to students.
- There are a variety of 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 interventions in the online "Ed" program. Content provides

3-Tier, Response to Intervention suggestions for differentiated instruction and support and differentiated small group instruction possibilities.

- Teacher edition includes answer keys and a variety of options for lesson planning in addition to the online resources.

IV. Technology (23/25)

- Students can access all content grades 4 through Algebra 1 can be assigned to students in an online portal.
- "Ed" can automatically adjust based on any changes that occur with standards. All online content is included for the life of the adoption.
- Teachers can contact HMH so that their team can help correlate our pathway standards to their textbooks to meet the district pacing guides and sequencing of units.
- Students can complete their textbook problems in an online environment. Online problems include drag and drop, multiple select, drawing, and open response included with Ed
- Are You Ready? Online assessment grades and groups students in homogeneous groups for you based on scores. (Groups can be changed by teacher) Test can be re-assigned. There are 2 versions to alternate

V. Monitoring Student Progress (23/25)

- Content includes Depth of Knowledge (DOK) leveled questions with information as to what this tells you about student learning.
- Problem sets are divided into spark your learning, build understanding, check understanding, on your own, explore relationships, test prep, and spiral review to scaffold the learning while maintaining rigor in the student work.
- 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.
- Teacher resources have assessments which are customizable and have large test banks with cloneable items as well.

Content Coordinator: Amy C. Taylor Date: 3/18/2020

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

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Pre Algebra 8 Grade level/Cluster: Grade 8

Title: Into Math Grade 8 Author: Burger, Dixon, Kanold, 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 the expectations for accelerated level. Copyright 2020.
- Content is aligned to the South Carolina College and Career Ready Standards for Mathematics. This course contains modules to be able to complete 8th grade standards in order to be ready for Algebra 1 in the 9th grade.
- The examples and problems throughout the text make connections to other disciplines.
- Many of the contextual problems provide a global perspective for students. STEAM task and project cards are available to incorporate real-world connections.

II. Organization and Style (23/25)

- Readability is appropriate. Formatting is consistent. Modules are presented with a structure which progresses from Build Conceptual Understanding to Connect Concepts and Skills and then Apply and Practice before the material is assessed.
- The content provides problems at all levels with a teaching for depth and mathematical progressions section which supports all learners but also reaches the accelerated learner.
- The content provides differentiated assignments to adapt to different instructional levels. There is an emphasis on language development and common errors to watch out for in the teacher's edition. Math talk is encouraged and differentiated for various levels of understanding. Data Driven Intervention is also provided for each concept/skill/objective to build understanding for all students.
- The "Are You Ready?" Diagnostic Assessment diagnoses prerequisite mastery, identifies intervention needs, and helps to modify or set up leveled groups.
- The text provides a plan for differentiated instruction with small group options and math center options in addition to a unit project all to help with learning and retention of material in a natural progression for all learners.

III. Instructional Supports (18/20)

- Content provides real-world connections through tasks that are engaging and that will be of interest to students.
- There are a variety of 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 interventions in the online "Ed" program. Content provides 3-Tier, Response to Intervention suggestions for differentiated instruction and support and differentiated small group instruction possibilities.
- Teacher edition includes answer keys and a variety of options for lesson planning in addition to the online resources.

IV. Technology (23/25)

- Students can access all content grades 4 through Algebra 1 can be assigned to students in an online portal.
- "Ed" can automatically adjust based on any changes that occur with standards. All online content is included for the life of the adoption.
- Teachers can contact HMH so that their team can help correlate our pathway standards to their textbooks to meet the district pacing guides and sequencing of units.
- Students can complete their textbook problems in an online environment. Online problems include drag and drop, multiple select, drawing, and open response included with Ed
- Are You Ready? Online assessment grades and groups students in homogeneous groups for you based on scores. (Groups can be changed by teacher) Test can be re-assigned. There are 2 versions to alternate

V. Monitoring Student Progress (23/25)

- Content includes Depth of Knowledge (DOK) leveled questions with information as to what this tells you about student learning.
- Problem sets are divided into spark your learning, build understanding, check understanding, on your own, explore relationships, test prep, and spiral review to scaffold the learning while maintaining rigor in the student work.
- 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.
- Teacher resources have assessments which are customizable and have large test banks with cloneable items as well.

Content Coordinator: Amy C Taylor Date: 3/18/2020

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

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Automotive Collision Repair

Grade level/Cluster: 10-12

Title: I-Car

Author: Online course

Publisher: PDP-Education Edition Curriculum

Copyright Date: Updated as needed

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)

- This course is aligned with State Standards.
- The content prepares students for industry certifications.
- The course materials provide for real-world application of industry standards.
- The content material prepares students for entry-level positions at an auto body shop.

II. Organization and Style (25/25)

- This is an on-line course. There are no printed materials.
- The course is easy to follow and to use.
- The course provides for multiple learning styles.
- There are quizzes and assessments throughout each section to assess task understanding.

III. Instructional Supports (20 /20)

- Teaching aids are easy for the instructor to use.
- Materials allow for repetition and regular reinforcement of key concepts.
- Students can take quizzes multiple times to assist with knowledge retention.
- When students complete the course work, they are issued their certification.

IV. Technology (25/25)

- Use of current technology is critical since it is an e-curriculum.
- The course works can be accessed across multiple platforms and multiple devices.
- Videos and audio are used to illustrate keys concepts.

- Cloud storage gives students access anytime /anywhere they can access the internet.

V. Monitoring Student Progress (25/25)

- Each student has an individual profile.
- The teacher can monitor and adjust lessons for student as needed.
- The teacher has access to all certifications and test results when tests are completed.

Content Coordinator: W. McGinty Date: March 13, 2020

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

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Automotive Technology

Grade level/Cluster: 9-12

Title: Modern Automotive Technology for Maintenance and Light Repair

Author: James E. Duffy

Publisher: Goodheart-Wilcox Company

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)

- All content for ASE student certification is contained.
- This book is aligned with MLR curriculum.
- This book contains instructor Power Point presentations.
- This book contains NATEF correlations.

II. Organization and Style (25/25)

- Information is presented using building block approach.
- This book starts simple and progressively becomes more complex.
- The textbook is available in hard copy and digital.
- The work book and shop manual are available in hard copy and digital.

III. Instructional Supports (20/20)

- This book includes online workbook.
- This book contains online DVOM simulations.
- This book contains lesson plans.
- This book contains online shop manual.

IV. Technology (25/25)

- This book includes instructor presentations for power point.
- Includes exam view assessment suite software with answer banks.
- This book is current with today's automobiles.
- This book contains videos and animations.

25

V. Monitoring Student Progress (25/25)

- This book includes assessment files.
- This book contains NATEF correlations.
- This book has online assessments.
- Assessment suite software with banks.

Content Coordinator: W. McGinty Date: March 13, 2020

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

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Cosmetology 1, 2, 3, 4

Grade level/Cluster: 9-12

Title: Milady Standard Cosmetology, 13 Edition

Author: Milady

Publisher: Cengage Learning, Inc

Copyright Date: Updated as needed

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 aligns with the State Standards for Cosmetology 1-4.
- The curriculum is listed as approved for a reference by the National Interstate Council (NIC) of State Boards of Cosmetology.
- The content aligns with the learning objectives of the class.
- The content aligns with the Industry Standards.

II. Organization and Style (25/25)

- The content is organized into 6 portions.
- Each section is specific to a different area of the content.
- The content is organized to allows student to locate information easily.
- The information is clear and easy to understand.

III. Instructional Supports (20/20)

- The materials include an Instructor Course Management Guide binder.
- Theory/ Practical, Study Guide, and situational problems resources are provided for students.
- A course Management Guide CD and Instructor Power Points are included.
- Exam reviews and online Licensing prep is included.

IV. Technology (25/25)

- Resources are available online 24/7.
- Students have access to the content at home or school.
- Remediation tools are available if necessary.

- Exam reviews and online Licensing prep is available.

V. Monitoring Student Progress (25/25)

- Educators are allowed to customize assessments using Examview.
- Remediation tools are available if necessary.
- Aids to assist with mastery techniques and procedures includes games, quizzes, and tests.
- Results are immediate upon completing the content.

Content Coordinator: W. McGinty Date: March 13, 2020

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

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Entrepreneurship

Grade level/Cluster: 9-12

Title: Entrepreneurship, 2nd Edition

Author: Clark and Commers

Publisher: 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 (20/20)

- There are great application exercises in each chapter allow for real world connections.
- The content is aligned with SC Standards.
- The content provides educators a lot of options from which to design lesson plans -Flexibility
- The content is accurate and examples are current.
- The text correlates to the standards along with College and Career Readiness guidelines.

II. Organization and Style (25/25)

- Good pictures and visuals that are relevant to the material in the chapter. Captions make a point.
- The text has a good "flow" to the material.
- The text has a logical arrangement of chapters on various topics.
- The reading level is appropriate.
- The table of contents is clear and concise.

III. Instructional Supports (20/20)

- Power Point presentations are easy to use and to adapt to teacher lesson plans.
- Instructional materials include quality supplemental materials.
- Activities for content mastery are sufficient.
- There are a diverse number of illustrations, chart, tables, and graphs.

IV. Technology (25/25)

- The content has QR codes for students to extend their learning opportunities.
- The user materials online allow for a seamless integration with the textbook.

- Technology is integrated through certifications that are accessible through Precision Exams.
- Online student textbooks and workbooks are available to accommodate various learning styles.

V. Monitoring Student Progress (25/25)

- The content provides a wide variety of assessment options: multiple choice, objective questions, and essay.
- Exam View is included to allow for assessment construction and adaptability.
- The text provides a structure format to evaluate and monitor student progress.
- The text provides student assessment as an authentic and integral part of instruction.
- The text has a section review for each section within the chapter.

Content Coordinator: W. McGinty Date: March 13, 2020

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

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Health Science Clinical Study | Grade level/Cluster: 9-12

Title: Health Center 21- South Carolina Clinic Study | Author: Online course

Publisher: Applied Educational Systems, Inc. | Copyright Date: Updated as needed

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 and National Standards.
- Modules are updated in real-time so there is no need for new editions.
- The course is designed to enhance the learning experiences of the students.
- Content incorporates the use of technology and traditional teaching methods.

II. Organization and Style (25/25)

- Learn/Practice terminology with power points, videos, worksheets, quizzes and tests.
- There are separate modules for Health Science 1 and Health Science 2.
- There is a separate Module for a Nursing Assistant.
- The content allows for reflection with Q/A sessions, critical thinking, and journaling.

III. Instructional Supports (20/20)

- Lessons are interactive with lesson plans or worksheets.
- The content provides for formal assessments.
- The content includes reflective exercises to reinforce the learning.
- Technical support is available if necessary. (Help Desk)

IV. Technology (25/25)

- The content is an online-based program that can be accessed using Chromebooks or laptops or cell phones.
- The content has online interactive lessons.
- The content has online worksheets.

- The curriculum/ lessons are updated automatically to reflect changes in the industry.

V. Monitoring Student Progress (25/25)

- Grades are calculated in real-time and posted on the computer.
- The instructor may assign group projects or activities to reinforce teaching.
- The online content can be used solely or in combination with traditional teaching methods.
- The content contains summative questions, which can be retaken if necessary.

Content Coordinator: W. McGinty Date: March 13, 2020

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

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Health Science 1, 2

Grade level/Cluster: 9-12

Title: Health Science Fundamentals, 2nd Edition

Author: Badasch and Chesebro

Publisher: Pearson K12 Learning LLC

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 material covers professional standards of care for various professions.
- The content is aligned to the State and National Standard.
- The text comes with student workbooks and lab manual activities.
- The content provides the scope of practice by medical professionals.

II. Organization and Style (25/25)

- Health care history is covered along with Health care worker career paths.
- Each chapter has a "Bell Ring Activity".
- The book is organized in an easy to follow format.
- The text provides case studies for student reflection.

III. Instructional Supports (20/20)

- Medical Terminology is addressed throughout the text.
- The text provides a quality as online Instructor Resource Center with test bank, answer keys, rubrics and PowerPoints.
- Online supports for student and teachers are available.
- Skill Check off-sheet to assess retention and competency are provided.

IV. Technology (25/25)

- An online resource centers are available for additional support.
- Online supports for student are available.
- Online supports for teachers are available.

- The resources provide electronic medical records for documentation.

V. Monitoring Student Progress (25/25)

- There are chapter review questions
- Student workbooks are available.
- Lab activities are available.
- Care studies present real-life scenarios units with question and answer sessions
- Each chapter contains a review test along with as formal assessment of test bank of questions.

Content Coordinator: W. McGinty Date: March 13, 2020

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

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Health Science 3 | Grade level/Cluster: 9-12

Title: Anatomy, Physiology and Disease, 4th Edition | Author: Colbert, Ankney, Lee, Brown

Publisher: Pearson K12 Learning LLC | 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)

- Text covers all body systems and basic structures as well as diseases.
- The content is aligned to the State Standard for Health Science 3.
- Medical terminology is incorporated in chapters to reinforce the language.
- The text is rich in ethical dilemmas and discussion, connection to pathology, pharmacology and careers.

II. Organization and Style (25/25)

- The text follows a logical progression starting with body planes and cavities.
- It proceeds well to tissues and then to major systems.
- The text contains visuals such as charts, graphs, and diagraphs to enhance the students learning experience.
- The text contains learning strategies and classroom activities to assist the instructor.

III. Instructional Supports (20/20)

- It is very customizable and allows for differentiated instruction.
- Key terms are highlighted for the learner.
- Ethical Dilemmas scenarios and questions for students to consider are provided.
- There are a wide range of instructional activities.

IV. Technology (15/25)

- There are limited technology resources with this text.
- Resources are available to study terminology such as word roots, prefixes, and suffixes using

Quizlet.

- Some online PowerPoints are available to instructors.
- Some online interactive lesson are available as well.

V. Monitoring Student Progress (25/25)

- Formative assessments are provided at the end of each chapter.
- A student workbook is provided to enhance the students' learning experience.
- Formal assessments include true/false, essay, short answer, matching questions.
- Clinical applications and case studies are provided.

Content Coordinator: W. McGinty Date: March 13, 2020

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

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Medical Terminology

Grade level/Cluster: 9-12

Title: Medical Terminology Systems:
A Body Systems Approach, 8th Edition

Author: Gylys and Wedding

Publisher: B.E. Publishing

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 text is aligned to the Medical Terminology standards.
- The text provides healthcare documenting activities.
- The content reviews diseases, diagnostics, surgical, conditions, therapeutic, and pharmacology terms and abbreviations.
- The text covers Anatomy and Physiology concepts.

II. Organization and Style (25/25)

- The text has an overall body systems approach.
- Healthcare activities and resources are included.
- The text is divided into 16 chapters with 8 additional appendices.
- Chapter reviews and chapter assessments are included.

III. Instructional Supports (20/20)

- PowerPoint slides are provided.
- Additional insights are provided in the Instructor's Guide for teachers.
- Instructional activities are provided for students.
- The content provides an online Resource Center for teachers.

IV. Technology (25/25)

- The content provides an online Resource Center for students.
- There is an online Medical Language lab for students with audio tutorial and pronunciation guidelines.

- The text provides a test bank for teachers and students.
- The text is compatible with Blackboard, Angel, Moodle, and SCORM platforms.

V. Monitoring Student Progress (25/25)

- The text contains a test bank for formal assessments.
- The text contains mini quizzes and section reviews for monitoring student progress.
- The text contains Critical Thinking exercises with discussion topics in each chapter.
- This book contains building medical word assessments.

Content Coordinator: W. McGinty Date: March 13, 2020

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

EXHIBIT D

DRAFT

Please note this is a draft. A final version of the calendar will be approved by the Board of Trustees.

2020-2021 Meeting Schedule
School District Five of Lexington and Richland Counties
Board of Trustees

Date	Location
July 13, 2020	District Office
August 10, 2020	District Office
August 24, 2020	District Office
September 14, 2020	Irmo High School
September 28, 2020	District Office
October 12, 2020	Center for Advanced Technical Studies
November 16, 2020	Dutch Fork High School
December 14, 2020	Center for Advanced Technical Studies
January 25, 2021	Center for Advanced Technical Studies
February 22, 2021	District Office
March 8, 2021	Spring Hill High School
March 22, 2021	Irmo Middle School
April 26, 2021	Center for Advanced Technical Studies
May 10, 2021	Center for Advanced Technical Studies
June 14, 2021	District Office
June 28, 2021	District Office