

**Hanford Joint Union High School District
Curriculum Committee Meeting
District Office • March 10, 2011 (5-L-6)**

AGENDA

I. Welcome

II. Approval of February, 2011 Minutes

III. Additions to/Approval of the Agenda

IV. Curriculum Guides/Courses

Note: Any revision to the curriculum guide requires the curriculum guide to be brought forward for approval with the revised document.

No guides for review at this time.

Tabled Curriculum Guides/Courses

- *AP Statistics (new book) — Rebman, Nagatani (April)*
- *ASL 1 (new book) — Ayala (tabled from 2009-10) (September)*
- *Earth Science A (no guide) — Compagno, Dixon (April)*

V. Textbooks

New textbooks or new editions of a textbook require the curriculum guide to be brought forward for approval with the revised document.

- | | |
|--------|---|
| Action | A. Creative Activities – Booth (HW only) 10 th edition |
| Action | B. Art 1 – Blevins & Jones |
| Action | C. Art 2 – Blevins & Jones |
| Action | D. Art 3 – Blevins & Jones |
| Action | E. Ceramics – Blevins & Jones |

Tabled Textbooks

- *Honors World History – Revious-Uhlik, Caudillo (September)*

VI. Discussion/Reports

- | | |
|---------|--|
| Discuss | A. Benchmarks — Fishbough, Principals |
| Discuss | B. Pacing Guides — Fishbough, Principals |
| Discuss | C. Feeder School Articulation Update — members present |
| Discuss | D. Gail Robinette and Associates — Nagatani, Rebman |
| Discuss | E. Writing Partnership – members present <ul style="list-style-type: none"> a. Cadre 1: b. Cadre 2: c. Cadre 3: |
| Discuss | F. Professional Development — Fishbough <ul style="list-style-type: none"> a. 2011-12 PD: |
| Discuss | G. AP Testing — Fishbough, Principals |

VII. Department Updates

- English -
- Social Studies -
- Math -
- Science -
- Visual & Performing Arts -
- World Languages -
- PE -
- Special Education -
- CTE -

- Library -
- Site Administration -
- District Administration -
- Board –

VIII. 2010-2011 Curriculum Committee Meeting Dates at the District Office

March 10, 2011

- Last meeting for new textbook proposals for approval

April 14, 2011

May 12, 2011

- May 1—schedule all second semester finals in Measures
- Submit purchase orders for approved and replacement textbooks for 2010-2011

**Hanford Joint Union High School District
Curriculum Committee Meeting
District Office • February 10, 2011 (5-L-6)
MINUTES**

- I. Welcome** – Bill opened the meeting at 12:03 p.m. and welcomed everyone. HJUHS Board of Trustee, Sandra Dawson, was introduced.

Voting Members Present: Carol Bennetts, Jeana Heriman, Cheryl Hunt, Denine Jones, Brian Neves, Ellice Blevins, Renee Booth, Bobby Peters, Josephine Rebman, Brian Dull, Roger Hartman, Dorothy Crass, Cheryl Silva, Ward Whaley, Sandra Dawson and Bill Fishbough.

Non-voting Members Present:

Visitor(s) Present: None

- II. Approval of January, 2011 Minutes** – With no corrections, Renee motioned to approve the minutes and Bobby seconded the motion. The minutes were unanimously approved.

- III. Additions to/Approval of the Agenda** – With no additions, Carol motioned to approve the agenda and Ellice seconded the motion. The agenda was unanimously approved.

IV. Curriculum Guides/Courses

- Action A. Applied Animal Science (revised guide) – This guide returns to the committee for approval as presented last month. Jeana motioned to approve this item and Cheryl H. seconded the motion. This item was unanimously approved. It will be forwarded for Board approval.

Tabled **Tabled Curriculum Guides/Courses**

- *AP Statistics (new book) — Rebman, Nagatani (April)*
- *ASL 1 (new book) — Ayala (tabled from 2009-10) (September)*
- *Earth Science A (no guide) — Compagno, Dixon (April)*

V. Textbooks

- Info A. Creative Activities – Renee presented this 10th Edition textbook for a HWHS course. The current book in use is no longer available. With no questions, this textbook will return in March for approval.
- Info B. Art 1 – Ellice presented this new textbook and noted our current textbook is about ten years old. We will only purchase classroom sets. With no questions, this textbook will return in March for approval.
- Info C. Art 2 – Ellice presented this new textbook and noted the District does not have a textbook for this course. We will only purchase classroom sets. With no questions, this textbook will return in March for approval.
- Info D. Art 3 – Denine presented this new textbook and noted the District does not have a textbook for this course. We will only purchase classroom sets. With no questions, this textbook will return in March for approval.
- Info E. Ceramics – Denine presented this new textbook and noted the District does not have a textbook for this course. We will only purchase classroom sets. With no questions, this textbook will return in March for approval.

Tabled **Tabled Textbooks**

- *Honors World History – Revious-Uhlik, Caudillo (September)*

VI. Discussion/Reports

- Discuss A. Benchmarks — See report under item (F) below.
- Discuss B. Pacing Guides — See report under item (F) below.
- Discuss C. Feeder School Articulation Update — Josephine noted the January meeting was canceled and has not been rescheduled.

- Discuss D. Gail Robinette and Associates — Josephine reported they added about 80 documents into the DropBox program created to store common curriculum documents and they are happy to have the program up and running. Mr. Whaley shared he has rescheduled both the March and April GRA dates to March 2 and April 6 due to CAHSEE and CST testing. He will email staff later today to notify all.
- Discuss E. Writing Partnership
- a. Cadre 1: Jeana reported the first semester curriculum guides only have a few areas left to complete. These documents are currently stored in Google Docs. February 18 is the last day for all feedback on the next benchmark. Pacing guide work has also begun.
 - b. Cadre 2: Myndi Hardgrave was the presenter for this month's meeting.
 - c. Cadre 3: Ellice noted good information was shared by Shannon Johnson-Dull.
- Discuss F. Professional Development
- a. February 4, 2011 – Bill shared core teachers began the day with an Intel-Assess preview. English 1 and Algebra 1 staff followed with specific training as they are beginning use this semester. All other staff worked on pacing guides and benchmarks, which are progressing well. Bill stated we are working through the Intel-Assess password issues to get more staff on board. Both English and Math already have their long-term passwords. General discussion relative to Intel-Assess ensued. With our current DataWise contract expiring at yearend, Bill shared we are looking into other options. A common complaint relative to DataWise is that it is time-intensive. Principals are currently previewing a new company recommended by Intel-Assess. One concern is safely transferring current information over to a new company. Bobby noted staff can view current Intel-Assess draft benchmarks through DropBox. Bill noted one option for revising benchmarks and finals may be to have some staff come in over summer break to begin the process.
 - b. 2011-12 PD: Bill shared we are looking at our assessment process to ensure we are taking the right path. The SALT program (a secondary language program that also addresses language strategies for the general student population) is being considered; however, we are still in the discussion stage. Jeana noted learning strategies that can be applied across the curriculum would be beneficial.
- Discuss G. AP Testing – Bill noted this discussion links back to Pay to Play—charging fees. The District currently requires students to take the AP test to get the bump in grade; however, we have suspended the test requirement as this would require student payment for test fees. It was proposed that guides be revised stating students will get the grade bump if they successfully complete the course; however, in order to receive college credit the student would need to pay the test fee to take the AP test. Bill noted we need to consider setting a cut-off date across the curriculum that restricts transfers out of a class after a pre-determined date. After this date, students would not be allowed to transfer due to class impaction. Many districts have policies such as this. Cheryl H. quoted from page 29 of the Course Catalog, “A student who drops a course during the first six weeks of the semester may do so without entry in his/her permanent record. A student who drops a course after the first six weeks will receive a drop grade and variable units on his/her record”. She also noted that students who drop an AP class in second semester do not get the bump in grade for first semester either. This needs to be made very clear to students and parents. Jeana noted we could consider applying this rule to all honors classes. Bill noted we need to place students where they are best suited for success and stated this item will remain on future agendas for ongoing discussion.

VII. Department Updates

- English – Jeana noted the department is moving along. She proposed reviewing the English 3 textbook situation the District is facing, explaining we are currently dealing with different versions at the sites. The department would like to propose using the current textbook as a supplemental book, requiring only class sets. Carol suggests using the

novels as the core textbook in its place. Bill noted this would be discussed and considered.

- Math – Josephine noted GRA went well and has benchmarks complete and scheduled. Pacing Guides are getting done; however, is a bigger job than they first anticipated.
- Visual & Performing Arts – Denine and Ellice are pleased with the new textbook selections.
- PE – Brian Neves noted benchmarks are complete and they are working on the strength training pacing guide.
- CTE – Renee noted work continues on benchmarks, pacing guides and finals. All pathways are in the process or have met with Advisory groups. SkillsUSA and FFA students are doing very well in competition.
- Library – Carol noted the California Young Readers is going strong, with kids involved on the campuses.
- Site Administration
 - HHS – Cheryl H. shared the Academic Decathlon Team placed third and noted Curtis Wilson volunteered much time to this event. The Academic Awards and Talent Show went well, with 680 students honored on this night. She explained students earn academic cards and can obtain rewards throughout the business community using these cards. Eighth grade registration is going well and continues. Bill noted that by discontinuing parent appointments, we have reduced the time counselors are off of our sites. The eighth grade orientation went very well with standing room only. All freshmen teachers were on hand in the “Meet and Greet area”.
 - HWHS – Bobby noted they had their eighth grade orientation in the cafeteria and was well attended with standing room only. They invited all facilitators to participate and elective teachers presented class displays. Coaches were also available to meet with parents. It was a great night. Academic awards are scheduled for next Wednesday in the cafeteria along with scholarship night. The scheduling process is beginning. Bill shared that early intervention counseling has begun and is going well.
 - SPHS – Roger noted all is going well. They have their Dramatic Desserts Friday night in the multipurpose room. Honor Awards Night is March 14. They require 3.5 or above for three semesters to earn an academic letter. First semester award is a pen, second semester a t-shirt and third semester is their academic letter. Textbook acquisition may be an issue for this year and he is concerned this may be a bigger issue next year in getting the textbooks they need. He noted Algebra II textbooks may be out of print this year. They may be available through Follett; however, teacher resources are usually not available. Bill noted we will begin working on textbooks soon.
 - HNC – Dorothy shared they are doing well in their second semester with benchmark testing next week. They have lost some fifth year seniors as, unfortunately, they are no longer as interested in their education. The majority of students; however, are doing well and campus is fairly quiet.
- District Administration
 - Director of HR – Ward noted Cheryl, Bill and Ward are working with principals as the March 15 deadline approaches. We had many classified changes this year. He is happy to report that Ms. Avalos is on board. We are gearing up for our CPM visit in May. Cheryl S. and Ward have one more human resources class to attend and reports they are learning very much. He is also working on placement testing with incoming freshman and thanked the facilitators for their support and assistance with this project.
 - Director of Special Ed – Dorothy shared special education transitioning is going well, with Leslie assisting her with the transitional meetings. This change in our process allows staff to remain on campus working with our students. The migrant counselors are putting together state university and college trips for our students to provide a post-secondary school experience. Dorothy is happy to report our special education secretary is back to work making life much easier for all.
 - Assistant Superintendent – Cheryl S. noted we have no additional news regarding the budget at this time. School Services suggests districts may choose to prepare two

different budgets; however, it looks as though we may choose to take one position and build upon that with a fall-back plan of using the Jobs Bill funding. If we choose this direction, we could have to make cuts on the next year's budget depending how the state proceeds after the June elections.

- Superintendent – Bill appreciates this committee's leadership at the school sites. He notes the wide variety of input and appreciates the support. The Intel-Assess trainers were impressed with our staff during their training last Friday.
- Board – Sandra shared the meeting was interesting and commented today's discussions were very encouraging. She noted that creative solutions will make a difference during times such as these and she sees much dedication in working with our students.

The meeting was adjourned at 1:12 p.m.

2010-2011 Curriculum Committee Meeting Dates at the District Office

March 10, 2011

- Last meeting for new textbook proposals for approval

April 14, 2011

May 12, 2011

- May 1—schedule all second semester finals in Measures
- Submit purchase orders for approved and replacement textbooks for 2010-2011

HANFORD JOINT UNION HIGH SCHOOL DISTRICT
Textbook Selection Criteria

Discipline: CTE **Date Submitted:** January 13, 2011

HHS Principal: Cheryl Hunt **Signature:** 

HWHS Principal: Bobby Peters **Signature:** 

SPHS Principal: Roger Hartman **Signature:** 

Other: _____ **Signature:** _____

Title: Creative Activities for Young Children **Grade Level(s):** 11-12

Author: Mary Mayesky **Publisher:** Delmar Cengage Learning

ISBN Number: ISBN-10: 1111298092 ISBN-13: 9781111298098

Reading Level: College level **Edition/Copyright Date:** 10th Edition **Price:** \$81.00

Course(s) title(s) in which used: Creative Activities

Used as: **Basic** **Supplementary**

Binding: **Hardbound** **Stapled** **Paperback** **Spiral**

TEXTBOOK SELECTION COMMITTEE MEMBERS:

Proposed by: Renee Booth

Committee Members: 1) Shirley Blanchard **Site:** HW

2) _____ **Site:** _____

3) _____ **Site:** _____

HHS Curriculum Facilitator: _____

HWHS Curriculum Facilitator: _____

SPHS Curriculum Facilitator: _____

Note: Principal signature(s) – all comprehensive principals should sign, unless the course is site specific.
Facilitator signature(s) – if required, all should sign unless the course is site specific

HANFORD JOINT UNION HIGH SCHOOL DISTRICT

Textbook Selection Process

- I. The purchase of more than ten (10) copies of a book to be used as a classroom text requires board adoption.
- II. All new editions must go through the selection process.
- III. Consideration will be given for the adoption of a new textbook when one or more of the following criteria is met.
 - a) New course added to the curricula.
 - b) Present textbook has been in use at least five years.
 - c) Technological advancements/information that may make a text obsolete before five (5) years of use.

NOTE: When framework or model curriculum standards have been provided by the California Department of Education, **alignment of the corresponding course** with those frameworks or model curriculum standards **must be completed and approved** by the District Curriculum Committee **prior to beginning the textbook selection process.**

- IV. The teacher requesting textbook adoption will be responsible for forming a review committee to examine at least four textbooks when considering a new textbook for a course.
- V. The Textbook Committee will evaluate each text based on the textbook selection criteria established by the District Curriculum Committee.
- VI. The textbook selected for adoption by the Textbook Committee will then be sent with all documentation to the following:
 - a) Appropriate Facilitator(s) and Discipline Team Members by the first Thursday of November.
 - b) District Curriculum Committee's Recording Secretary by the first Wednesday of December.
- VII. Curriculum Committee will begin to review textbook proposals at the January meeting. March is the final meeting to consider new textbooks.
- VIII. Upon recommendation of the District Curriculum Committee, textbook selections will be presented to the District Board of Trustees for information by the end of April and for adoption in May.

TEXTBOOK SELECTION JUSTIFICATION FORM

Directions: Please submit the text and any supplementary materials along with this form and your responses.

ADDRESS EACH ITEM IN NARRATIVE FORM ON A SEPARATE SHEET FOR SUBMISSION

1. Is the proposed text presently being used in any feeder district? No If yes, please describe how use of this text will not be a duplication.
2. Briefly describe how the need for this proposed text was determined.
The library could not replace the books. We have to go to the latest version. The book is the same book that is used at West Hills Community College. The course is articulated.
3. Explain the alignment of this text with the model curriculum framework, State standards, **Exit Exam** standards, **STAR** test, and other courses (within and outside the department – *give examples.*)
It aligns with the Child Development and education Career Pathway standards
4. How does this text deal with the Central Intellectual Purpose? Same as before
5. Readability:
 - What is the reading level by grade level? AP level textbook but my students are not having problems with it now.
6. What teacher teaching materials are available? (Lesson approaches, background, bibliographies, critical thinking issues.)

Early Childhood Education CourseMate with eBook Instant Access Code

Instant Access Code

Collection of nearly 100 videos covering a wide range of topics in Early Childhood Education showing teachers and children in real classrooms and child care settings, providing your students with an accurate picture of teaching challenges and situations.

Online Instructor's Manual

The Instructor's Manual provides chapter overviews, objectives, key terms and concepts, suggested teaching strategies, forms, supplemental instructional resources and experiences, and answers to chapter review questions. The Test Bank contains a combination of true/false, multiple-choice, completion, and short-answer questions for each chapter.

PowerLecture with ExamView®

This digital library includes new preassembled Microsoft® PowerPoint® lecture slides, an image library with visuals from the book, and new TeachSource Video Cases. In addition to the Instructor's Manual and Test Bank, PowerLecture™ also includes ExamView® testing software with all the test items from the Test Bank in electronic format to create customized tests in print or online.

WebTutor™ on Blackboard® Instant Access Code or WebTutor™ on WebCT™ Instant Access Code

Helps to Web-enable the class or put an entire course online and offers a wide array of resources including videos, quizzes, Web links, and more.

7. Technology:
 - What technology support does the publisher provide with the text? Links to websites, PowerPoint lecture slides, an image library, Exam View, and WebTutor on Blackboard if purchased – see above
 - How does the textbook integrate technology? Links to websites and class assignments

HOW ARE THE FOLLOWING AREAS ADDRESSED?

8. CONTENT:

- appeal to the interest of the pupils-yes

- cover the essentials in this field-yes
- any bias of the materials-no It has a section in the book where it discusses promoting antibias curriculum
- suitable vocabulary-yes
- material adequate in scope and interest-yes
- material factually correct and up to date-yes This newer version has current philosophies and practices.
- illustrations appropriate to the textbook materials-yes
- ELL instructional support- Includes sections in text on working with English Language Learners, lots of hands on activities, and language development.

9. INSTRUCTIONAL AIDS AND AUTHORSHIP:

- Is the bibliography adequate? -yes
- Describe instructional aids such as suggested problems or projects, tests, bibliographies, appendixes, glossaries, maps, etc.
Includes several learning activities suggestions, lists of helpful websites, suggestions for further readings, graphs, pictures, charts etc that are fun and easy to use
- Describe the suitability of the book in general (i.e., binding, size, attractiveness, cost, etc..)
The bad thing about this book is that it is paperback. However, it is user friendly and has lots of color and great charts



Cost Proposal for Hanford West High School

**McDougal Littell/Houghton Mifflin
Series**

ISBN#	Qty.	Price	Total Cost	Cost to School
978-1-111-29809-8	35	\$108.00	\$ 3,780.00	\$3,780.00
978-1-111-30608-3	1	\$50.00	\$ 50.00	No Charge
SUBTOTAL			\$ 3,830.00	\$3,780.00
Ship/Hand (10%)			\$ 383.00	\$ 378.00
TOTAL			\$ 4,213.00	\$ 4,158.00

Creative Activities for Young Children, 10th ed., ©2012

Pupil's Edition

PowerLecture with Examview DVD

Companion website is at www.cengage.com/highered

Companion website includes the following: Online Instructor's Manual, Test Bank, Power Point Lecture Slides

Free Materials Approved By:

Shane Bichl
AP & Electives Sales Representative
Phone: 800-479-9799, ext. 3500
e-mail: shane.bichl@hmhco.com

We reserve the right to correct errors.
Implementation offer applies to first year of the adoption only.
Prices are valid thru 10/31/2011.

Total Cost of Materials **\$4,213.00**
Total Cost to School District **\$4,158.00**
Savings to School District **\$55.00**

HANFORD JOINT UNION HIGH SCHOOL DISTRICT
Textbook Selection Criteria

Discipline: VAPA – Art 1 **Date Submitted:** Jan. 25, 2010

HHS Principal: Cheryl Hunt **Signature:** 

HWHS Principal: Bobby Peters **Signature:** 

SPHS Principal: Roger Hartman **Signature:** 

Other: _____ **Signature:** _____

Title: The Visual Experience Third Edition **Grade Level(s):** 9-12

Author: Jack Hobbs, Richard Salome, Ken Vieth **Publisher:** Davis

ISBN Number: 0-87192-627-x

Reading Level: 9-12 **Edition/Copyright Date:** Third / 2004 **Price:** \$65.95

Course(s) title(s) in which used: Art 1

Used as: **Basic** **Supplementary**

Binding: **Hardbound** **Stapled** **Paperback** **Spiral**

TEXTBOOK SELECTION COMMITTEE MEMBERS:

Proposed by: Denine Jones, Ellice Blevins

Committee Members: 1) Denine Jones/ Vanessa Bejarano **Site:** HHS

2) Ellice Blevins / James Case / Bill Brauckman **Site:** HWHS

3) Tom Sowers **Site:** SPHS

HHS Curriculum Facilitator: Denine Jones

HWHS Curriculum Facilitator: Ellice Blevins

SPHS Curriculum Facilitator: _____

Note: Principal signature(s) – all comprehensive principals should sign, unless the course is site specific.
Facilitator signature(s) – if required, all should sign unless the course is site specific

HANFORD JOINT UNION HIGH SCHOOL DISTRICT

Textbook Selection Process

- I. The purchase of more than ten (10) copies of a book to be used as a classroom text requires board adoption.
- II. All new editions must go through the selection process.
- III. Consideration will be given for the adoption of a new textbook when one or more of the following criteria is met.
 - a) New course added to the curricula.
 - b) Present textbook has been in use at least five years.
 - c) Technological advancements/information that may make a text obsolete before five (5) years of use.

NOTE: When framework or model curriculum standards have been provided by the California Department of Education, **alignment of the corresponding course** with those frameworks or model curriculum standards **must be completed and approved** by the District Curriculum Committee **prior to beginning the textbook selection process.**

- IV. The teacher requesting textbook adoption will be responsible for forming a review committee to examine at least four textbooks when considering a new textbook for a course.
- V. The Textbook Committee will evaluate each text based on the textbook selection criteria established by the District Curriculum Committee.
- VI. The textbook selected for adoption by the Textbook Committee will then be sent with all documentation to the following:
 - a) Appropriate Facilitator(s) and Discipline Team Members by the first Thursday of November.
 - b) District Curriculum Committee's Recording Secretary by the first Wednesday of December.
- VII. Curriculum Committee will begin to review textbook proposals at the January meeting. March is the final meeting to consider new textbooks.
- VIII. Upon recommendation of the District Curriculum Committee, textbook selections will be presented to the District Board of Trustees for information by the end of April and for adoption in May.

TEXTBOOK SELECTION JUSTIFICATION FORM

Directions: Please submit the text and any supplementary materials along with this form and your responses.

ADDRESS EACH ITEM IN NARRATIVE FORM ON A SEPARATE SHEET FOR SUBMISSION

1. Is the proposed text presently being used in any feeder district? NO If yes, please describe how use of this text will not be a duplication.
2. Briefly describe how the need for this proposed text was determined.
The current textbook is outdated and hard to read. As a department we felt that The Visual Experience was easy to read, has current vocabulary and a better progression of the arts for a beginning class.
3. Explain the alignment of this text with the model curriculum framework, State standards, **Exit Exam** standards, **STAR** test, and other courses (within and outside the department – *give examples.*)
The Visual Experience follows all State Standards and the Framework for the Arts in California
4. How does this text deal with the Central Intellectual Purpose?
5. Readability:
 - What is the reading level by grade level?
6. What teacher teaching materials are available? (Lesson approaches, background, bibliographies, critical thinking issues.) Teachers addition, studio rubrics, vocabulary masters, chapter review worksheets, digital images of fine art, PowerPoint presentations, there is a teacher resource package available for \$199.95
7. Technology:
 - What technology support does the publisher provide with the text?
Optional The Visual Experience Digital (cost is extra) some online imagery available on website
 - How does the textbook integrate technology?
Digital imagery, power points, History of Art

HOW ARE THE FOLLOWING AREAS ADDRESSED?

8. CONTENT:

- appeal to the interest of the pupils
The images used are very colorful and would catch the eye of the students. The use of imagery will help engage the students into reading about each Element.
- cover the essentials in this field
The book follows a good progression of the Elements of Art and Principles of Design. There are many activities including drawing, painting, sculpture, 2-D and 3-D work. It is an excellent introduction to Art as a whole
- any bias of the materials
No
- suitable vocabulary
The vocabulary is current and follows the California State Standards Framework for the Arts
- material adequate in scope and interest
Yes
- material factually correct and up to date
Yes
- illustrations appropriate to the textbook materials
Yes
- ELL instructional support
Easily accommodating

9. INSTRUCTIONAL AIDS AND AUTHORSHIP:

- Is the bibliography adequate? Yes
- Describe instructional aids such as suggested problems or projects, tests, bibliographies, appendixes, glossaries, maps, etc.

The book is full of suggested studio work with more than one option for each Element of Art and Principle of Design. The vocabulary is easy to understand and there is a lot of suggestions on how you can implement more vocabulary into everyday lessons. The chapter review questions are meaningful and will help students understand how to use the vocabulary they learned

- Describe the suitability of the book in general (i.e., binding, size, attractiveness, cost, etc.)
The book is good size with lots of colorful imagery inside. The font is easy to read and clear. The cover is very pleasing to the eye and would attract a students interest.



The Visual Experience, 3rd Edition

For

Hanford Joint Union High School District

02/22/2011

Price List and Order Form



High School Order Summary

The Visual Experience	\$15,828.00
Subtotal	\$15,828.00
Shipping and Handling 10% (\$8.00 minimum)	\$1,582.80
Sales Tax (Please add your local sales tax) 8.25%	\$1,305.81
HS Order Total	\$18,716.61

Representative Info:
Janis Wolpert
559-225-2665

Mail Orders To:
Davis Publications
50 Portland Street
Worcester, MA 01608
Phone: (800) 533-2847
FAX: (508) 753-3834

6 class sets

The Visual Experience, 3rd Edition

Grades 9-12

Title/Description	Code	Price	Quantity	Total
Student Book	627-X	\$65.95	X 240	\$15,828.00
e-Book	000-1	\$1,673.75	X	
e-Book + 25 printed student books	001-8	\$2,250.95	X	
Student Access (25 students)	012-4	\$100.00	X	
Student Access (200 students)	013-1	\$600.00	X	
Student Handbook (Set of 6) English	702-0	\$27.95	X	
Student Handbook (Set of 6) Spanish	703-9	\$27.95	X	
Teacher's Edition	640-7	\$86.95	X	
Teacher's Resource Package (Print)	633-4	\$199.95	X	
Teacher's Resource Package (CD-ROM)	697-0	\$199.95	X	
Teacher's Resource Package Booklets				
Graphic Organizers, Timelines, Maps	673-3	\$20.95	X	
Careers in Art	682-2	\$20.95	X	
Studio Support	674-1	\$20.95	X	
Computer Options & Electronic Research	675-X	\$20.95	X	
ESL Support	676-8	\$20.95	X	
Vocabulary & Writing About Art	677-6	\$20.95	X	
Assessment	678-4	\$20.95	X	
Interdisciplinary Support	679-2	\$20.95	X	
Guide to Art and Artists	680-6	\$20.95	X	
Art History Criticism & Aesthetics	681-4	\$20.95	X	
Fine Art Images				
Large Reproductions (Set of 26)	657-1	\$283.95	X	
Shorewood Large Reproductions (Set of 79)	658-X	\$591.50	X	
Overhead Transparencies (Set of 20)	639-3	\$67.95	X	
Digital Image Deluxe Set Chapters 1-16 (155 Images)	8-D101CC	\$395.00	X	
Digital Image Chapters 1-8 (62 Images)	8-D101BCC	\$162.00	X	
Digital Image Chapters 9-11 (43 Images)	8-D101CCC	\$112.00	X	
Digital Image Chapters 13-14 (25 Images)	8-D101DCC	\$65.00	X	
Digital Image Chapters 15-16 (25 Images)	8-D101ECC	\$65.00	X	
Slides (Set of 211)	644-X	\$549.95	X	

Multimedia Collections				
Ken Vieth Studio in Action DVD (Set of 2)	662-8	\$73.95	X	
Ken Vieth Studio in Action Video (Set of 2)	661-X	\$62.95	X	
Elements & Principles of Design DVD	664-4	\$41.95	X	
Elements & Principles of Design Video	663-6	\$41.95	X	
Art History and Criticism DVD	671-7	\$41.95	X	
Art History and Criticism Video	670-9	\$41.95	X	
Art Media DVD	705-5	\$41.95	X	
Art Media Video	704-7	\$41.95	X	

The Visual Experience, 3rd Edition
Grades 9-12

Title/Description	Code	Price	Quantity	Total
Art:21: Art in the 21st Century (PBS Series)				
Season I Video (Set of 2)	7928	\$29.95	X	
Season II Video (Set of 2)	7929	\$34.95	X	
Season III Video (Set of 2)	7974	\$34.95	X	
Seasons I & II (DVD)	7949	\$49.95	X	
Season III (DVD)	7973	\$34.95	X	
Season IV (DVD)	1020	\$34.95	X	
Seasons I Digital Image Set (29 Images)	8-D111ACC	\$174.00	X	
Season II Digital Image Set (26 Images)	8-D064ACC	\$156.00	X	
Season III Digital Image Set (67 Images)	8-D051ACC	\$402.00	X	
Season IV Digital Image Set (28 Images)	8-D126ACC	\$168.00	X	
Season I Slides (Set of 48)	8-741	\$145.00	X	
Season II Slides (Set of 44)	8-743	\$133.00	X	
Season III Slides (Set of 68)	8-811	\$204.00	X	
Art Careers DVD	746-2	\$199.95	X	
Free Art Resources with the purchase of class sets (25 Student Books)				
Student Handbooks (Set of 6) English	702-0	FREE	X	9
Student Handbooks (Set of 6) Spanish	703-9	FREE	X	9
Teacher's Edition	640-7	FREE	X	9
Teacher's Resource Package (CD-ROM)	697-0	FREE	X	9

Large Reproductions (Set of 26)	657-1	FREE	x	9	
Overhead Transparencies (Set of 20)	639-3	FREE	x	9	
Davis DVD Series					
Ken Vieth Studio in Action DVD (Set of 2)	662-8	FREE	x	9	
Elements and Principles of Design DVD	664-4	FREE	x	9	
Art History and Criticism DVD	671-7	FREE	x	9	
Art Media DVD	705-5	FREE	x	9	
Art Careers DVD	746-2	FREE	x	9	
Learning to Compare & Contrast	738-1	FREE	x	9	
Hispanic Fine Art Showcase (10 fine art prints)	7963	FREE	x	9	
Total FREE TVE materials				135	
THE VISUAL EXPERIENCE SUBTOTAL					\$15,828.00



Order Summary



Bill To: School Address Home Address

Ship To: (if different than billing address)

School (if applicable)

Name

Name

School (if applicable)

Street

Street

City

City

State Zip

State Zip

Telephone

Telephone

Email

Email

Method of Payment:

Credit Card:

Please bill: _____
Purchase order #
(must include copy of purchase order)

Visa Master Card AMEX _____
Exp Date

Payment enclosed: _____
Check #

Card #

Name printed on card

Signature

The Visual Experience		\$15,828.00
	Subtotal	\$15,828.00
	Shipping and Handling 10% (\$8.00 minimum)	\$1,582.80
	Sales Tax (Please add your local sales tax)	8.25% \$1,305.81
	Grand Total	\$18,716.61

Rep Info:

Janis Wolpert
559-225-2665

Mail To:

Davis Publications
50 Portland Street, Worcester, MA 01608
(800) 533-2847 Fax: (508) 753-3834

HANFORD JOINT UNION HIGH SCHOOL DISTRICT
Textbook Selection Criteria

Discipline: VAPA Art 2 Date Submitted: Jan, 25, 2010

HHS Principal: Cheryl Hunt Signature: Cheryl Hunt

HWHS Principal: Bobby Peters Signature: B.P.

SPHS Principal: Roger Hartman Signature: R. Hartman

Other: _____ Signature: _____

Title: Discovering Drawing Second Edition Grade Level(s): 9-12

Author: Ted Rose, Sallye Mahan-Cox Publisher: Davis

ISBN Number: 0-87192-720-9

Reading Level: 9-12 Edition/Copyright Date: 2007 Price: \$53.95

Course(s) title(s) in which used: Art 2

Used as: Basic Supplementary

Binding: Hardbound Stapled Paperback Spiral

TEXTBOOK SELECTION COMMITTEE MEMBERS:

Proposed by: Denine Jones, Ellice Blevins

Committee Members: 1) Denine Jones / Vanessa Bejarano Site: HHS

2) Ellice Blevins / James Case / Bill Brauckman Site: HWHS

3) Tom Sowers Site: SPHS

HHS Curriculum Facilitator: Denine Jones

HWHS Curriculum Facilitator: Ellice Blevins

SPHS Curriculum Facilitator: _____

Note: Principal signature(s) – all comprehensive principals should sign, unless the course is site specific.
Facilitator signature(s) – if required, all should sign unless the course is site specific

HANFORD JOINT UNION HIGH SCHOOL DISTRICT

Textbook Selection Process

- I. The purchase of more than ten (10) copies of a book to be used as a classroom text requires board adoption.
- II. All new editions must go through the selection process.
- III. Consideration will be given for the adoption of a new textbook when one or more of the following criteria is met.
 - a) New course added to the curricula.
 - b) Present textbook has been in use at least five years.
 - c) Technological advancements/information that may make a text obsolete before five (5) years of use.

NOTE: When framework or model curriculum standards have been provided by the California Department of Education, alignment of the corresponding course with those frameworks or model curriculum standards must be completed and approved by the District Curriculum Committee prior to beginning the textbook selection process.

- IV. The teacher requesting textbook adoption will be responsible for forming a review committee to examine at least four textbooks when considering a new textbook for a course.
- V. The Textbook Committee will evaluate each text based on the textbook selection criteria established by the District Curriculum Committee.
- VI. The textbook selected for adoption by the Textbook Committee will then be sent with all documentation to the following:
 - a) Appropriate Facilitator(s) and Discipline Team Members by the first Thursday of November.
 - b) District Curriculum Committee's Recording Secretary by the first Wednesday of December.
- VII. Curriculum Committee will begin to review textbook proposals at the January meeting. March is the final meeting to consider new textbooks.
- VIII. Upon recommendation of the District Curriculum Committee, textbook selections will be presented to the District Board of Trustees for information by the end of April and for adoption in May.

TEXTBOOK SELECTION JUSTIFICATION FORM

Directions: Please submit the text and any supplementary materials along with this form and your responses.

ADDRESS EACH ITEM IN NARRATIVE FORM ON A SEPARATE SHEET FOR SUBMISSION

1. Is the proposed text presently being used in any feeder district? ___No_ If yes, please describe how use of this text will not be a duplication.
2. Briefly describe how the need for this proposed text was determined.
As a department we decided that Art 2 should focus on drawing and a textbook would give the class a good foundation of vocabulary and history of drawing. The text would be a resource for the teacher to bring new ideas and lessons into the class
3. Explain the alignment of this text with the model curriculum framework, State standards, **Exit Exam** standards, **STAR** test, and other courses (within and outside the department – *give examples.*)
Discovering Drawing follows all California State Standards and Framework of the Arts
4. How does this text deal with the Central Intellectual Purpose?
5. Readability:
 - What is the reading level by grade level?
6. What teacher teaching materials are available? (Lesson approaches, background, bibliographies, critical thinking issues.) Studio experiences, history, imagery, some digital images available online, teacher resource package available for \$99.95
7. Technology:
 - What technology support does the publisher provide with the text?
Optional Discovering Drawing digital available for a cost
 - How does the textbook integrate technology?
Digital imagery, power points, History of Art

HOW ARE THE FOLLOWING AREAS ADDRESSED?

8. CONTENT:

- appeal to the interest of the pupils
The images used are very colorful and would catch the eye of the students. The use of imagery will help engage the students into reading about drawing.
- cover the essentials in this field
Discovering Drawing addresses what drawing actually is and its purpose. Using the Elements of Art and Principles of Design the Book follows a nice progression of drawing techniques
- any bias of the materials
No
- suitable vocabulary
Yes
- material adequate in scope and interest
Yes
- material factually correct and up to date
Yes
- illustrations appropriate to the textbook materials
Yes
- ELL instructional support
Easily adaptable

9. INSTRUCTIONAL AIDS AND AUTHORSHIP:

- Is the bibliography adequate? Yes
- Describe instructional aids such as suggested problems or projects, tests, bibliographies, appendixes, glossaries, maps, etc.
The book is full of suggested studio work with more than one option for each drawing technique. The vocabulary is easy to understand and there is a lot of suggestions on how you can implement more vocabulary into everyday lessons. The chapter review questions are meaningful and will help students understand how to use the vocabulary they learned

- Describe the suitability of the book in general (i.e., binding, size, attractiveness, cost, etc.)
The book is good size with lots of colorful imagery inside. The font is easy to read and clear. The cover is very pleasing to the eye and would attract a students interest.



Discovering Drawing, 2nd Edition

Hanford Joint Union High School District

02/22/11

Price List and Order Form



High School Order Summary

Discovering Drawing	\$8,632.00
Drawing Assessment Program	
Subtotal	\$8,632.00
Shipping and Handling 10% ((\$8.00 minimum))	\$863.20
Sales Tax (Please add your local sales tax) 8.25%	\$712.14
HS Order Total	\$10,207.34

Representative Info:

Janis Wolpert
559-225-2665

Mail Orders To:

Davis Publications
50 Portland Street
Worcester, MA 01608
Phone: (800) 533-2847
FAX: (508) 753-3834

4 class sets

Discovering Drawing, 2nd Edition

Title/Description	Code	Price	Quantity	Total
Student Book	720-9	\$53.95	X 160	\$8,632.00
Teacher's Edition	724-1	\$61.95	X	
Studio Support Masters	726-8	\$19.95	X	
Vocabulary Masters, Art & Artist Profiles	727-6	\$19.95	X	
Assessment Masters	725-X	\$19.95	X	
Overhead Transparencies (Set of 12)	728-4	\$27.95	X	
Digital Image Deluxe Set (74 Images)	8-D099CC	\$190.00	X	
Digital Image Set Elements & Principles (25 Images)	8-D099BCC	\$65.00	X	
Digital Image Set Subject Matter (49 Images)	8-D099CCC	\$130.00	X	
Slides (Set of 40)	723-3	\$99.95	X	
Free Art Resources				
with the purchase of class sets (25 Student Books)				
Teacher's Edition	724-1	FREE	X 6	
Studio Support Masters	726-8	FREE	X 6	
Vocabulary Masters, Art & Artist Profiles	727-6	FREE	X 6	
Assessment Masters	725-X	FREE	X 6	
Total FREE Disc. Drwng. Materials			24	
DISCOVERING DRAWING SUBTOTAL				\$8,632.00

Drawing Assessment Program

Drawing Assessment Program (5 Charts & Guide)	690-3	\$99.95	X	
Drawing Assessment Charts (5 Charts only)	689-X	\$71.50	X	
Teacher's Guide only	709-8	\$39.95	X	
DRAWING ASSESSMENT SUBTOTAL				



Order Summary



Bill To: School Address Home Address

Ship To: (if different than billing address)

School (if applicable) _____

Name _____

Name _____

School (if applicable) _____

Street _____

Street _____

City _____

City _____

State _____ Zip _____

State _____ Zip _____

Telephone _____

Telephone _____

Email _____

Email _____

Method of Payment:

Credit Card:

Please bill: _____
Purchase order # _____
(must include copy of purchase order)

Visa Master Card AMEX _____
Exp Date

Payment enclosed: _____
Check # _____

Card # _____

Name printed on card _____

Signature _____

Discovering Drawing, 2nd Edition	\$8,632.00
Drawing Assessment Program	
Subtotal	\$8,632.00
Shipping and Handling 10% (\$8.00 minimum)	\$863.20
Sales Tax (Please add your local sales tax) 8.25%	\$712.14
Grand Total	\$10,207.34

Rep Info:
Janis Wolpert
559-225-2665

Mail To: **Davis Publications**
50 Portland Street
Worcester, MA 01608
(800) 533-2847 Fax: (508) 753-3834

HANFORD JOINT UNION HIGH SCHOOL DISTRICT
Textbook Selection Criteria

Discipline: VAPA Art 3 Date Submitted: Jan, 25, 2010

HHS Principal: Cheryl Hunt Signature: Cheryl Hunt

HWHS Principal: Bobby Peters Signature: Bobby Peters

SPHS Principal: Roger Hartman Signature: R. Hartman

Other: _____ Signature: _____

Title: Exploring Painting Third Edition Grade Level(s): 9-12

Author: Gerald F. Brommer, Nancy K. Kinne Publisher: Davis

ISBN Number: 0-87192-600-8

Reading Level: 9-12 Edition/Copyright Date: 2003 Price: \$53.95

Course(s) title(s) in which used: Art 3

Used as: Basic Supplementary

Binding: Hardbound Stapled Paperback Spiral

TEXTBOOK SELECTION COMMITTEE MEMBERS:

Proposed by: Denine Jones, Ellice Blevins

Committee Members: 1) Denine Jones / Vanessa Bejarano Site: HHS

2) Ellice Blevins / James Case / Bill Brauckman Site: HWHS

3) Tom Sowers Site: SPHS

HHS Curriculum Facilitator: Denine Jones

HWHS Curriculum Facilitator: Ellice Blevins

SPHS Curriculum Facilitator: _____

Note: Principal signature(s) – all comprehensive principals should sign, unless the course is site specific.
Facilitator signature(s) – if required, all should sign unless the course is site specific

HANFORD JOINT UNION HIGH SCHOOL DISTRICT

Textbook Selection Process

- I. The purchase of more than ten (10) copies of a book to be used as a classroom text requires board adoption.
- II. All new editions must go through the selection process.
- III. Consideration will be given for the adoption of a new textbook when one or more of the following criteria is met.
 - a) New course added to the curricula.
 - b) Present textbook has been in use at least five years.
 - c) Technological advancements/information that may make a text obsolete before five (5) years of use.

NOTE: When framework or model curriculum standards have been provided by the California Department of Education, **alignment of the corresponding course** with those frameworks or model curriculum standards **must be completed and approved** by the District Curriculum Committee **prior to beginning the textbook selection process.**

- IV. The teacher requesting textbook adoption will be responsible for forming a review committee to examine at least four textbooks when considering a new textbook for a course.
- V. The Textbook Committee will evaluate each text based on the textbook selection criteria established by the District Curriculum Committee.
- VI. The textbook selected for adoption by the Textbook Committee will then be sent with all documentation to the following:
 - a) Appropriate Facilitator(s) and Discipline Team Members by the first Thursday of November.
 - b) District Curriculum Committee's Recording Secretary by the first Wednesday of December.
- VII. Curriculum Committee will begin to review textbook proposals at the January meeting. March is the final meeting to consider new textbooks.
- VIII. Upon recommendation of the District Curriculum Committee, textbook selections will be presented to the District Board of Trustees for information by the end of April and for adoption in May.

TEXTBOOK SELECTION JUSTIFICATION FORM

Directions: Please submit the text and any supplementary materials along with this form and your responses.

ADDRESS EACH ITEM IN NARRATIVE FORM ON A SEPARATE SHEET FOR SUBMISSION

1. Is the proposed text presently being used in any feeder district? ___No_ If yes, please describe how use of this text will not be a duplication.
2. Briefly describe how the need for this proposed text was determined.
As a department we decided that Art 2 should focus on Painting and a textbook would give the class a good foundation of vocabulary and history of Painting. The text would be a resource for the teacher to bring new ideas and lessons into the class
3. Explain the alignment of this text with the model curriculum framework, State standards, **Exit Exam** standards, **STAR** test, and other courses (within and outside the department – *give examples.*)
Discovering Drawing follows all California State Standards and Framework of the Arts
4. How does this text deal with the Central Intellectual Purpose?
5. Readability:
 - What is the reading level by grade level?
6. What teacher teaching materials are available? (Lesson approaches, background, bibliographies, critical thinking issues.) Studio experiences, history, imagery, some digital images available online, teacher resource package available for \$99.95
7. Technology:
 - What technology support does the publisher provide with the text?
Optional Exploring Painting digital available for a cost
 - How does the textbook integrate technology?
Digital imagery, power points, History of Art

HOW ARE THE FOLLOWING AREAS ADDRESSED?

8. CONTENT:

- appeal to the interest of the pupils
The images used are very colorful and would catch the eye of the students. The use of imagery will help engage the students into reading about painting.
- cover the essentials in this field
Exploring Painting addresses what painting actually is, its purpose and how to communicate through it. Using the Elements of Art and Principles of Design the Book follows a nice progression of painting techniques and types of paint.
- any bias of the materials
No
- suitable vocabulary
Yes
- material adequate in scope and interest
Yes
- material factually correct and up to date
Yes
- illustrations appropriate to the textbook materials
Yes
- ELL instructional support
Easily adaptable

9. INSTRUCTIONAL AIDS AND AUTHORSHIP:

- Is the bibliography adequate? Yes
- Describe instructional aids such as suggested problems or projects, tests, bibliographies, appendixes, glossaries, maps, etc.
The book is full of suggested studio work with more than one option for each painting technique and using color. The vocabulary is easy to understand and there is a lot of suggestions on how you can implement more vocabulary into everyday lessons. The chapter review questions are meaningful and will help students understand how to use the vocabulary they learned

- Describe the suitability of the book in general (i.e., binding, size, attractiveness, cost, etc.)
The book is good size with lots of colorful imagery inside. The font is easy to read and clear. The cover is very pleasing to the eye and would attract a students interest.



Exploring Painting

Hanford Joint Union High School District

02/22/11

Price List and Order Form



High School Order Summary

Exploring Painting	\$6,474.00
Subtotal	\$6,474.00
Shipping and Handling 10% (\$8.00 minimum)	\$647.40
Sales Tax (Please add your local sales tax) 8.25%	\$534.11
HS Order Total	\$7,655.51

Representative Info:
Janis Wolpert
559-225-2665

Mail Orders To:
Davis Publications
50 Portland Street
Worcester, MA 01608
Phone: (800) 533-2847
FAX: (508) 753-3834

Exploring Painting

Student Book	600-8	\$53.95	x	120	\$6,474.00
Teacher's Edition	601-6	\$61.95	x		
Studio Support Masters	606-7	\$19.95	x		
Vocabulary Masters, Art & Artist Profiles	608-3	\$19.95	x		
Assessment Masters	607-5	\$19.95	x		
Overhead Transparencies (Set of 12)	609-1	\$27.95	x		
Digital Image Set Deluxe (165 images)	8-D117CC	\$420.00	x		
Digital Image Set Chapt. 1-3 (56 images)	8-D117BCC	\$146.00	x		
Digital Image Set Chapt. 4-8 (49 images)	8-D117CCC	\$128.00	x		
Digital Image Set Chapt. 9-12 (60 images)	8-D117DCC	\$157.00	x		
Slides (Set of 18)	615-6	\$45.95	x		
Free Art Resources					
with the purchase of class sets (25 Student Books)					
Teacher's Edition	601-6	FREE	x	4	
Studio Support Masters	606-7	FREE	x	4	
Vocabulary Masters, Art & Artist Profiles	608-3	FREE	x	4	
Assessment Masters	607-5	FREE	x	4	
Total FREE Expl. Painting Materials				16	
EXPLORING PAINTING SUBTOTAL					\$6,474.00

3 class sets

HANFORD JOINT UNION HIGH SCHOOL DISTRICT
Textbook Selection Criteria

Discipline: VAPA – Ceramics 1 **Date Submitted:** Jan. 25, 2010

HHS Principal: Cheryl Hunt **Signature:** 

HWHS Principal: Bobby Peters **Signature:** 

SPHS Principal: Roger Hartman **Signature:** 

Other: _____ **Signature:** _____

Title: Experiencing Clay Second Edition **Grade Level(s):** 9-12

Author: Maureen Mackey **Publisher:** Davis

ISBN Number: 978-1-61528-030-8

Reading Level: 9-12 **Edition/Copyright Date:** Second / 2011 **Price:** \$53.95

Course(s) title(s) in which used: Ceramics 1

Used as: **Basic** **Supplementary**

Binding: **Hardbound** **Stapled** **Paperback** **Spiral**

TEXTBOOK SELECTION COMMITTEE MEMBERS:

Proposed by: Denine Jones, Ellice Blevins

Committee Members: 1) Denine Jones / Vanessa Bejarano **Site:** HHS

2) Ellice Blevins / James Case / Bill Brauckman **Site:** HWHS

3) Tom Sowers **Site:** SPHS

HHS Curriculum Facilitator: Denine Jones

HWHS Curriculum Facilitator: Ellice Blevins

SPHS Curriculum Facilitator: _____

Note: Principal signature(s) – all comprehensive principals should sign, unless the course is site specific.
Facilitator signature(s) – if required, all should sign unless the course is site specific

HANFORD JOINT UNION HIGH SCHOOL DISTRICT

Textbook Selection Process

- I. The purchase of more than ten (10) copies of a book to be used as a classroom text requires board adoption.
- II. All new editions must go through the selection process.
- III. Consideration will be given for the adoption of a new textbook when one or more of the following criteria is met.
 - a) New course added to the curricula.
 - b) Present textbook has been in use at least five years.
 - c) Technological advancements/information that may make a text obsolete before five (5) years of use.

NOTE: When framework or model curriculum standards have been provided by the California Department of Education, **alignment of the corresponding course** with those frameworks or model curriculum standards **must be completed and approved** by the District Curriculum Committee **prior to beginning the textbook selection process.**

- IV. The teacher requesting textbook adoption will be responsible for forming a review committee to examine at least four textbooks when considering a new textbook for a course.
- V. The Textbook Committee will evaluate each text based on the textbook selection criteria established by the District Curriculum Committee.
- VI. The textbook selected for adoption by the Textbook Committee will then be sent with all documentation to the following:
 - a) Appropriate Facilitator(s) and Discipline Team Members by the first Thursday of November.
 - b) District Curriculum Committee's Recording Secretary by the first Wednesday of December.
- VII. Curriculum Committee will begin to review textbook proposals at the January meeting. March is the final meeting to consider new textbooks.
- VIII. Upon recommendation of the District Curriculum Committee, textbook selections will be presented to the District Board of Trustees for information by the end of April and for adoption in May.

TEXTBOOK SELECTION JUSTIFICATION FORM

Directions: Please submit the text and any supplementary materials along with this form and your responses.

ADDRESS EACH ITEM IN NARRATIVE FORM ON A SEPARATE SHEET FOR SUBMISSION

1. Is the proposed text presently being used in any feeder district? No If yes, please describe how use of this text will not be a duplication.
2. Briefly describe how the need for this proposed text was determined.
The current Ceramics curriculum does not include a textbook. Using a book in the beginning class will help implement more history and writing.
3. Explain the alignment of this text with the model curriculum framework, State standards, **Exit Exam** standards, **STAR** test, and other courses (within and outside the department – *give examples.*)
Experiencing Clay follows all California State Standards and Framework of the Arts
4. How does this text deal with the Central Intellectual Purpose?
5. Readability:
 - What is the reading level by grade level?
6. What teacher teaching materials are available? (Lesson approaches, background, bibliographies, critical thinking issues.)
Studio experiences, history, imagery, some digital images available online
7. Technology:
 - What technology support does the publisher provide with the text?
Optional Experience Clay Digital available for a cost
 - How does the textbook integrate technology?
Digital imagery, power points, History of Ceramics

HOW ARE THE FOLLOWING AREAS ADDRESSED?

8. CONTENT:

- appeal to the interest of the pupils
The images used are very colorful and would catch the eye of the students. The use of imagery will help engage the students into reading about ceramics and its history.
- cover the essentials in this field
Experience Clay covers the introduction to clay and how to work with it. The book follows a nice progression building on each technique.
- any bias of the materials
No
- suitable vocabulary
Yes
- material adequate in scope and interest
Yes
- material factually correct and up to date
Yes
- illustrations appropriate to the textbook materials
Yes
- ELL instructional support
Easily adaptable

9. INSTRUCTIONAL AIDS AND AUTHORSHIP:

- Is the bibliography adequate? Yes
- Describe instructional aids such as suggested problems or projects, tests, bibliographies, appendixes, glossaries, maps, etc.

The book is full of suggested studio work for each building technique. The vocabulary is easy to understand and there is a lot of suggestions on how you can implement more vocabulary into everyday lessons. The chapter review questions are meaningful and will help students understand how to use the vocabulary they learned

- Describe the suitability of the book in general (i.e., binding, size, attractiveness, cost, etc..)
The book is good size with lots of colorful imagery inside. The font is easy to read and clear. The cover is very pleasing to the eye and would attract a students interest.



Experience Clay

Hanford Joint Union High School District

02/22/11

Price List and Order Form



High School Order Summary

Experience Clay	\$4,316.00
------------------------	------------

Subtotal	\$4,316.00
-----------------	------------

Shipping and Handling 10% (<small>\$8.00 minimum</small>)	\$431.60
---	----------

Sales Tax (Please add your local sales tax) 8.25%	\$356.07
---	----------

HS Order Total	\$5,103.67
-----------------------	-------------------

Representative Info:

Janis Wolpert
559-225-2665

Mail Orders To:

Davis Publications
50 Portland Street
Worcester, MA 01608
Phone: (800) 533-2847
FAX: (508) 753-3834

Experience Clay

Title/Description	Code	Price	Quantity	Total
Student Book	598-2	\$53.95	x 80	\$4,316.00
Teacher's Edition	599-0	\$61.95	x	
Ceramic Innovations Timeline Ceramic Innovations Timeline & Guide (3 panels, 60"x12" each)	320-3	\$48.95	x	
Ceramic Innovations Timeline Ceramic Innovations Slide Set (Set of 40)	736-5	\$95.50	x	
Studio Support Masters	602-4	\$19.95	x	
Vocabulary Masters, Art & Artist Profiles	604-0	\$19.95	x	
Assessment Masters	603-2	\$19.95	x	
Overhead Transparencies (Set of 12)	605-9	\$27.95	x	
Digital Image Deluxe Set (45 Images)	8-D105CC	\$118.00	x	
Slides (Set of 18)	614-8	\$45.95	x	
Free Art Resources with the purchase of class sets (25 Student Books)				
Teacher's Edition	599-0	FREE	x 3	
Studio Support Masters	602-4	FREE	x 3	
Vocabulary Masters, Art & Artist Profiles	604-0	FREE	x 3	
Assessment Masters	603-2	FREE	x 3	
Total FREE Exp. Clay Materials			12	
EXPERIENCE CLAY SUBTOTAL				\$4,316.00



Order Summary



Bill To: School Address Home Address

Ship To: (if different than billing address)

School (if applicable) _____

Name _____

Name _____

School (if applicable) _____

Street _____

Street _____

City _____

City _____

State _____ Zip _____

State _____ Zip _____

Telephone _____

Telephone _____

Email _____

Email _____

Method of Payment:

Credit Card:

Please bill: _____
Purchase order # _____
(must include copy of purchase order)

Visa Master Card AMEX _____
Exp Date _____

Payment enclosed: _____
Check # _____

Card # _____

Name printed on card _____

Signature _____

Experience Clay		\$4,316.00
	Subtotal	\$4,316.00
	Shipping and Handling 10% (\$8.00 minimum)	\$431.60
	Sales Tax (Please add your local sales tax)	8.25% \$356.07
	Grand Total	\$5,103.67

Rep Info:

Janis Wolpert
559-225-2665

Mail To:

Davis Publications
50 Portland Street, Worcester, MA 01608
(800) 533-2847 Fax: (508) 753-3834