
Manheim Township School District

Board Agenda Item

	Information Only	Work Session April 9, 2015	Regular Session Action Item	Regular Session Consent Item April 16, 2015
Subject:	New Textbook Approval for AP Psychology			
Contact Person:	Matt Johns, Kevin Baker, and Tim Williams			
Policy / Code:	Board Policy #108, Adoption of Textbooks			
Board Goal:				
Summary:	AP Psychology is currently being taught using a text from 2005 that is no longer published. Adopting <i>Myers Psychology for AP</i> has the added benefit of providing consistency between MTHS' brick and mortar classes and the Open Campus AP Psychology course.			
Attachments:	Proposal for the adoption of <i>Myers Psychology for AP</i>			
Recommendation:	Approve the adoption of <i>Myers Psychology for AP</i> for the AP Psychology course.			

MANHEIM TOWNSHIP SCHOOL DISTRICT

PROPOSAL FOR ADOPTION NEW TEXTBOOK

Text Title: Myers Psychology for AP

Author(s): Davis Myers

Copyright: 2011 Publisher: Worth Publishers

Course: AP Psychology Grade Level: 12th

Date Proposal Submitted: 3/1/15

Required Signatures:

Building Principal

Thomas Coleman
Curriculum Consultant /
Department Representative

Presentation to Board of School Directors: _____

Date

Disposition (please circle): Approve Reject

Date of Disposition: _____

School term course will be introduced: 2015-2016

MANHEIM TOWNSHIP SCHOOL DISTRICT

PROPOSAL FOR ADOPTION NEW TEXTBOOK

Textbook Title: Myers Psychology for AP

Date Proposal Submitted: 3/1/15

It is the responsibility of the Board to adopt all textbooks, programs, and core trade books used for instruction in the educational program of this district. For purposes of this policy, **textbooks** shall be defined as books, other printed resources, or electronic materials used as the basic source of information and reading in class. Programs shall be defined as core instructional materials that rely upon a combination of hands-on, audiovisual, technological or print resources. **Core trade books** shall be defined as books used as core content for whole class or group instruction.

Guidelines for selecting textbooks, programs, and core trade books may include the following:

1. Professional staff members selected by the Superintendent or designee shall participate in the selection process.
2. Textbooks, programs, and core trade books currently in use shall be periodically evaluated for their continuing usefulness and relevance. Textbooks and programs with copyright dates more than five years old shall be reviewed annually for their continuing suitability.
3. The staff shall continually research and evaluate new textbooks, programs, and core trade books.

Although many factors must be examined, the Board directs the staff to apply the following considerations in the evaluation process. The textbook, program, or core trade book should:

1. Provide for the needs of all learners, including, but not limited to, the disabled, slow learner, English language learner and exceptionally able.
2. Suit the maturity level of students who will be using the book.
3. Reflect the diverse beliefs, attitudes, values, and practices across genders, and among ethnic and socioeconomic groups, within our society.
4. Reflect the diverse beliefs, attitudes, values, and practices within genders, ethnic groups, and socioeconomic groups.
5. Lead the student and teacher into a variety of other materials and educational experiences.
6. Support the examination of ideas, events, issues, problems, and solutions from multiple perspectives.
7. Use book design and page layout characteristics that support student engagement.

Because textbooks and core trade books are selected for several years' use, the physical characteristics, durability, format, and price shall be evaluated.

The Board directs the staff to exercise professional discretion in the selection of additional resources to supplement textbooks, programs, and core trade books. Building principals or curriculum consultants should provide guidance in the selection of supplemental materials that are appropriate within the Board-adopted curriculum.

A list of all approved textbooks shall be prepared and maintained. It shall be reviewed periodically by the Superintendent and made available for the information of the professional staff, Board members, students and parents.

Staff members responsible for review of proposed text:

Matt Davis and Kevin Baker

Rationale for recommended text:

The current textbook *Psychology and Life* is no longer published. The new textbook, Myers *Psychology for AP*, was adopted by Manheim Township, Hempfield and Penn Manor as the chosen text for the Online AP Course. This would bring our online curriculum and brick and mortar classroom curriculum into line with each other regarding the textbook.

Cost of Book: \$110.00 Projected Enrollment: 160

The proposed text is a **replacement text** for *Psychology and Life*, copyright 2005

A list of all approved textbooks shall be prepared and maintained. It shall be reviewed periodically by the Superintendent and made available for the information of the professional staff, Board members, students and parents.

**Manheim Township School District
Curriculum Revision
Materials Selection Process**

Resource Evaluation

Text A: *Meyers for AP*-David Meyer

Text B: *The Science of Psychology*-Laura King

Subject/Grade Level: AP Psychology/12 Evaluator(s) Davis/Baker

Directions: Use the rating scale at the bottom of the page to indicate how each textbook or major resource being reviewed supports the learning objectives for the course.

Learning Objectives (Not a Complete List)	Text A	Text B	Text C	Text D	Text E
Describe the Theoretical Approaches in explaining behavior	3	2			
Differentiate types of research	3	3			
Identify basic processes and systems in the biological basis of behavior	3	3			
Distinguish general differences between principles of classical and operant cond.	3	2			
Discuss the interaction of nature and nurture	3	2			
Discuss how culture influences the definition of intelligence	2	3			
Apply attribution theory to explain motives	3	3			
General Concerns (Related to Social Studies)					
Critical Thinking	3	3			
Social Understanding	3	3			
Interpreting Evidence	3	3			
Partial Totals	2.9/3	2.7/3			

Rating Scale: Learning Objectives

3: Strongly addresses the topic

2: Adequately addresses the topic

1: Mentions the topic, but not adequately addressed

0: Topic not mentioned