

TEXTBOOK SELECTION AND ADOPTION FORM

Vital Information

Title Environmental Science Price \$77.47

Material (check one): Major text series Supplementary material

Instructional Course for which material will be used: Environmental Science

Author: Withgott Publisher: Pearson

Place of Publication: Chandler,AZ; Boston Massachusetts; Glenview, Illinois; Upper SaddleRiver, New Jersey

Year of Publication: 2011 Edition: 1st

Current Text: none/newcourse Year of Adoption: n/a

**Please score each item 1 – 3 points. 1 = Poor 2 = Fair 3 = Excellent
 If an item is not applicable, please mark N/A.**

Please provide evidence and/or comments for each indicator.

Section A

Understanding: Content / Standards	Evidence / Comments	Points (1-3)
The materials support big ideas and/or essential questions that are aligned to the department/course curriculum.	The "central case" and "big question" format aligns with the course outline.	3
The content addresses district, state and national standards.	The ideas presented in this book meet the Arizona State Science Standards.	3
The content flows in a logical progression appropriate for this course-- from simple to complex, chronological, topical, etc.	The textbook provides students with the necessary background to analyze data (from the text and from the inquiry labs/activities) and apply it to the central case using the "Understanding by Design" framework.	3

Subtotal 9

Section A (continued)

Understanding: Critical Thinking / Assessment	Evidence / Comments	Points (1-3)
The content, including illustrations and examples, presents ethnic and gender diversity.	The illustrations in this textbook include individuals from multiple ethnic groups. Most of the pictures include many ethnic groups in the same photo: ex. pp. 265, 266, 248, 383.	3
The materials require learners to be thoughtful, reflective and use high level skills.	At the end of each chapter students are asked to "make your case" to apply what they have learned by connecting the big question to the central case.	3
The materials include valid and varied assessments-both traditional and performance based.	The materials provide summative assessments and suggest performance based assessments based on the labs and activities.	3
The assessment tools encourage both assessment of learning and assessment for learning to document student progress and achievement.	The test bank can be used to assess prior learning, thus allowing the teacher to document both progress and achievement.	3
The content develops critical 21 st century skills which will enable students to effectively participate in a global society.	The text is rich in hands-on activities indoor, outdoor, at home and in class that use technology, graphing, mapping, and mathematics to connect students with their local environment and address local and global environmental issues.	3

Subtotal 15

Understanding: Integration / Differentiation	Evidence / Comments	Points (1-3)
Materials and activities are differentiated to address the diverse abilities, interests and needs of students.	Digital editable lesson plans and labs/activities allow the flexibility to customize to the specific needs of the learner. Differentiated lesson instructions are suggested for portions of each lesson throughout the text.	3
The materials include interdisciplinary connections and allow for application of skills to promote lifelong learning.	This text explores scientific and ethical environmental issues faced locally, nationally, and globally which students will encounter throughout their lives.	3
The materials reflect a “developmentally appropriate” approach to student learning.	The text has a 9 th /10 th grade readability and has many colorful illustrations, graphs, maps, and photos that supplement the reading.	3

Section A (continued)

Outside experiences, including family involvement, are part of the learning experience.	Many of the "in your neighborhood" labs/activities involve including family discussions (examples: lesson 7.3 & lesson 9.3)	3
Subtotal		<u>12</u>
Total Points for Section A		<u>36</u>

Section B

Pre-Reading: Background Knowledge	Evidence / Comments	Points (1-3)
Chapter introductions help students relate their own life experiences and previously learned information to the topic.	Each chapter begins with a "case study" and asks the student to apply their chapter studies toward understanding and answering the chapter's "big question."	2
The materials build on the students' prior knowledge within the chapter subsections.	The material in each of the chapters builds upon topics taught in earlier chapters.	3
Subtotal		<u>5</u>

Pre-Reading: Purpose Setting	Evidence / Comments	Points (1-3)
Chapters begin with a list of objective statements or essential questions indicating what students will learn.	Each chapter begins with a "case study" and asks the student to apply their chapter studies toward understanding and answering the chapter's "big question."	3
Section headings are specific enough so that students can convert them to focus questions which direct their reading.	Section headings specifically indicate the content of the paragraphs that follow and key vocabulary is highlighted in the text.	3
Subtotal		<u>6</u>
Total Points for Section B		<u>11</u>

Section C

Active Reading: Main Ideas	Evidence / Comments	Points (1-3)
Titles of sections within the chapter indicate the main idea of each section.	Each section of the chapter is well labeled and a key symbol indicates the bold-faced sentence outlining the content of the section.	3
The main idea of each paragraph is clearly stated and easy to locate.	The main idea of each paragraph is clearly stated and easy to locate.	3
Subtotal		<u>6</u>

Active Reading: Supporting Main Ideas	Evidence / Comments	Points (1-3)
Main idea explanations are thorough.	The main ideas in each paragraph are well-written and easily accessible by the student via highlighted text and the key symbols.	3
Charts, pictures and other graphics support the main ideas and are appropriately located.	Every section of every chapter includes graphics that support the main ideas in a useful, colorful and interesting manner.	3
Interesting details are included to expand on the essential information in the text and to engage students.	The "find out more", "success story" and "closer look" sections found throughout and at the end of each chapter bring interesting details of local, national, and global issues that are engaging and informative.	3
Subtotal		<u>9</u>

Active Reading: Organization of Information	Evidence / Comments	Points (1-3)
The text is organized logically, so students can easily take notes.	Each chapter introduces the main ideas at the beginning of the chapter and builds on those key concepts throughout the chapter, giving local, national or global examples to help students understand the content's meaning.	3
Signal words are provided to indicate how ideas in the section are related to one another.	Guiding questions are listed at the beginning of each lesson and the key words in the text are highlighted and related to the section and chapter headings.	3

The presentation of main ideas and details is consistent in each chapter.	Guiding questions, key knowledge and skills lists, key section topics, and highlighted vocabulary are consistently provided for each lesson of each chapter.	3
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Subtotal 9

Section C (continued)		
Active Reading: Vocabulary Development	Evidence / Comments	Points (1-3)
Important words/concepts are highlighted in the text (bold, italics, color).	The highlighted text is yellow making it easy to find.	3
Important words/concepts are clearly defined or explained within the reading.	The definition of the boldface word is defined in the next sentence after the word is first introduced.	3
Concrete examples or analogies are included to clarify abstract ideas.	Concrete examples are given to clarify abstract ideas. In contrasting climate and weather the text reads: For example: London has a moist temperate climate, but the weather on summer days in London can sometimes be hot, dry, and sunny.	3
The author provides more than just a definition (e.g. pictures, examples, analogies, counter examples).	Throughout the text the author provides examples that students can relate to and provides illustrations of those examples.	3
The number of highlighted vocabulary terms is appropriate for the concepts being explained. (Avoid too much jargon!)	This text has highlighted appropriate numbers of vocabulary terms - outlining the vocabulary at the beginning of each lesson and using the vocabulary throughout the text.	2

Subtotal 14

Active Reading: Author's Writing/Student Engagement	Evidence / Comments	Points (1-3)
The author's style engages students— sentence structure is varied and not overly complex, verbs are mostly in the active voice.	In introducing the concept of biodiversity the author writes in his typically engaging style: "Scientists worldwide are confirming what most people have suspected for a long time: many once-thriving species are disappearing. This suggests the question, "Does it matter?"....To formulate your own answer, it is important to understand just how much life there is on our planet and what might happen if it is lost forever."	3

The author uses imagery and concrete examples to help students visualize information.	Throughout each chapter there are illustrations, pictures, graphs and maps to help students visualize the concepts.	3
Subtotal		<u>6</u>
Total Points for Section C		<u>44</u>

Section D

Post Reading: Metacognition	Evidence / Comments	Points (1-3)
The author provides quality questions within and at the end of each chapter. They correlate to the chapter objectives, help students check their understanding as they read, encourage higher order thinking, and promote class or small group discussions.	"Guiding questions", "connect to the central case", "quick labs", "point counterpoints", lesson assessments and chapter assessments all correlate to the chapter objectives and help the students to check their understanding.	3
Signal words are provided to indicate how ideas in the section are related to one another.	Each lesson is divided into sections which are further divided, starting with a signal word that outlines the key concepts to be discussed under that section. example: pg 324 - Lesson - Resource Management; Section - Renewable Resource Management; Signal Words - Soil, Fresh Water, Wild Animals (fishing, poaching), and Timber.	3
The summary accurately reflects the main ideas and key supporting information within the chapter.	Each chapter summary is outlined with a concept map relating the "big question" and the "guiding questions" and then reviews the key concepts from each lesson in the chapter.	3
Total Points for Section D		<u>9</u>

Section E

Teacher's Guide and other Resources	Evidence / Comments	Points (1-3)
The teacher's guide includes activities for helping students to organize information, to lead their own discussions, and to work in cooperative	The teacher's guide provides study aids and Web links for students that can reinforce or extend the subject matter being taught.	3

groups.		
The materials and instructional plans are well organized and easy to use (teacher friendly).	The textbook comes with a variety of course planning tools and suggestions for presentation of the material using different pedagogical techniques.	3

Total Points for Section E 6

Submitted by:

_____ Teacher	_____ School	_____ Date
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