

TEXTBOOK SELECTION AND ADOPTION FORM

Vital Information

Title Mathematics SL 2nd edition Price 61.00

Material (check one): Major text series Supplementary material

Instructional Course for which material will be used: Introduction to Calculus/Math Standard Level (International Baccalaureate)

Author: Marjut Mäenpää, John Owen, Michael Haese, Robert Haese, Sandra Haese, Mark Humphries
 Publisher: Haese and Harris Publications

Place of Publication: Australia

Year of Publication: 2009 Edition: 2nd

Current Text: None Year of Adoption: _____

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 book was written specifically for the IB Mathematics Standard Level curriculum.	3
The content addresses district, state and national standards.	The content addresses the International Baccalaureate standards.	3
The content flows in a logical progression appropriate for this course--from simple to complex, chronological, topical, etc.	Yes, topics are arranged in logical order so tougher concepts build on easier concepts.	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.	Yes, including international diversity as well.	3
The materials require learners to be thoughtful, reflective and use high level skills.	Absolutely. Students must use critical thinking and high level reasoning.	3
The materials include valid and varied assessments-both traditional and performance based.	The book includes mostly traditional assessments.	2
The assessment tools encourage both assessment of learning and assessment for learning to document student progress and achievement.	Adequate.	2
The content develops critical 21 st century skills which will enable students to effectively participate in a global society.	Yes, the book focuses on developing critical thinking skills for use in a global society.	3

Subtotal 13

Understanding: Integration / Differentiation	Evidence / Comments	Points (1-3)
Materials and activities are differentiated to address the diverse abilities, interests and needs of students.	The text includes easier and harder exercises, but expects students to have decent mathematical ability to begin with.	2
The materials include interdisciplinary connections and allow for application of skills to promote lifelong learning.	There are connections made to other subjects, especially science.	2
The materials reflect a “developmentally appropriate” approach to student learning.	The development of concepts is appropriate for high school students.	3
Outside experiences, including family involvement, are part of the learning experience.	Very little evidence.	1

Subtotal 8

Total Points for Section A 30

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.	minimal	1
The materials build on the students' prior knowledge within the chapter subsections.	adequate	2

Subtotal 3

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.	Not provided in text, but included in IB curriculum materials	1
Section headings are specific enough so that students can convert them to focus questions which direct their reading.	Adequate	2

Subtotal 3

Total Points for Section B 6

Section C

Active Reading: Main Ideas	Evidence / Comments	Points (1-3)
Titles of sections within the chapter indicate the main idea of each section.	Very clear.	3
The main idea of each paragraph is clearly stated and easy to locate.	Very little narrative.	2

Subtotal 5

Section C (continued)

Active Reading: Supporting Main Ideas	Evidence / Comments	Points (1-3)
Main idea explanations are thorough.	Explanations are clear, but brief	2
Charts, pictures and other graphics support the main ideas and are appropriately located.	Appropriate charts and graphs.	3
Interesting details are included to expand on the essential information in the text and to engage students.	Some are included.	2

Subtotal 7

Active Reading: Organization of Information	Evidence / Comments	Points (1-3)
The text is organized logically, so students can easily take notes.	Very well organized.	3
Signal words are provided to indicate how ideas in the section are related to one another.	Connections between sections are clear.	3
The presentation of main ideas and details is consistent in each chapter.	Very consistent.	3

Subtotal 9

Active Reading: Vocabulary Development	Evidence / Comments	Points (1-3)
Important words/concepts are highlighted in the text (bold, italics, color).	Very consistently.	3
Important words/concepts are clearly defined or explained within the reading.	Very consistently.	3
Concrete examples or analogies are included to clarify abstract ideas.	Many examples are included in each section.	3

Section C (continued)

The author provides more than just a definition (e.g. pictures, examples, analogies, counter examples).	Yes, there are many examples to illustrate key concepts and terms.	3
The number of highlighted vocabulary terms is appropriate for the concepts being explained. (Avoid too much jargon!)	Appropriate.	3

Subtotal 15

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.	Not much narrative.	2
The author uses imagery and concrete examples to help students visualize information.	Good examples.	3

Subtotal 5

Total Points for Section C 41

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.	Many questions that require higher order thinking.	3

Section D (continued)

Signal words are provided to indicate how ideas in the section are related to one another.	Adequate.	2
The summary accurately reflects the main ideas and key supporting information within the chapter.	No summary included in each chapter.	1

Total Points for Section D 6

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 groups.	Very little teacher resources.	1
The materials and instructional plans are well organized and easy to use (teacher friendly).	Very little teacher resources.	1

Total Points for Section E 2

Section F

Ancillary Materials* for Students	Evidence / Comments	Points (1-3)
Ancillary materials expand knowledge of content by focusing on essential ideas.	Few ancillaries.	1
Ancillary materials meet the varying individual needs of students.	Few ancillaries.	1
Ancillary materials incorporate state of the art technology resources to facilitate teacher use and support student learning.	Few ancillaries.	1

*Workbooks, blackline masters, skill sheets, CDs, videos, DVDs, multi-level libraries, and primary resource documents.

Total Points for Section F 3

Total Points Section A = 30

Total Points Section B = 6

Total Points Section C = 41

Total Points Section D = 6

Total Points Section E = 2

Total Points Section F = 3

Total Points for Text 88

Final Recommendation and explanation:

This text is specifically written to cover the broad requirements of the International Baccalaureate Standard Level Mathematics course. It is also the most commonly used book for the IB Math SL course. The notation is consistent with IB standards and the level of questions will help prepare students for success on the IB exam. There are plenty of exercises and examples to make sure students have adequate practice.

Submitted by:

Amy SWIDERSKI

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Canyon del Oro

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5/9/2011

Date



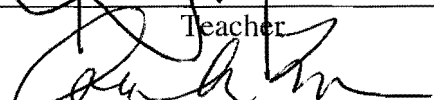
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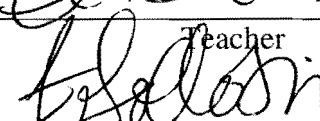
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