

TEXTBOOK SELECTION AND ADOPTION FORM

Vital Information

Title Economics Price Student Bundles, Essential questions Journal, \$100 per student (future subsequent consumable Essential questions Journals would be \$14 each); Vital and useful teacher resources (per set): approx. \$1,000)

Material (check one): Major text series Supplementary material

Instructional Course for which material will be used: Economics

Author: Wiggins, et al Publisher: Prentice Hall/Pearson

Place of Publication: New Jersey

Year of Publication: 2010 Edition: 1st

Current Text: Holt Economics Year of Adoption: 1999

**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.	Consulting Author is Grant Wiggins, UBD	3
The content addresses district, state and national standards.	"...uses the Voluntary National Content Standards in Economics... developed by National Council on Economic Education in partnership with the National Association of Economic Educators and the Foundation for Teaching Economics." Teacher's Edition (pages T52 to T55) enumerates content standards alignment	3

Section A (continued)

The content flows in a logical progression appropriate for this course-- from simple to complex, chronological, topical, etc.	Reading levels range from 6 th grade to 10-11-12 grade levels, according to the Lexile scores; Wall Street Journal contributions; multiple graphs; visuals superior; relevance is high; alternative text that follows same content progression is available to support lower - reading levels abilities to comprehend and to help struggling students to not fall behind	3
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Subtotal 9

Understanding: Critical Thinking / Assessment	Evidence / Comments	Points (1-3)
The content, including illustrations and examples, presents ethnic and gender diversity.	Yes. Images of diverse genders and ethnicities participating in productive economic activities. All generations are depicted in community-based economic activities	3
The materials require learners to be thoughtful, reflective and use high level skills.	Teaches how to use graphs and charts; Wall Street Journal reflections and analysis articles provide current event relevance; global impacts; cause and effect flow charts	3
The materials include valid and varied assessments-both traditional and performance based.	UBD Essential Questions Journals provided as a supplementary assessment tool; six year internet access to text updates and supplemental instructional activities and assessments and current events; document based assessments; self-test online access; remediation suggested assessments for struggling students	3
The assessment tools encourage both assessment of learning and assessment for learning to document student progress and achievement.	AYP Monitoring Assessments; Screening, Diagnostic, Progress Monitoring (benchmark tests), Summative	3
The content develops critical 21 st century skills which will enable students to effectively participate in a global society.	Self-assessments, self-evaluation rubrics; research skills; checks for understanding; internet support and interactive activities; personal finance management skills and knowledge	2

Subtotal 14

Understanding: Integration / Differentiation	Evidence / Comments	Points (1-3)
Materials and activities are differentiated to address the diverse abilities, interests and needs of students.	Strategies for specific student populations; strategies to engage all learners; supporting media literacy; visual glossary; teacher guide differentiated instruction key -- L1 Special Needs, L2 Basic (for ELL and Less Proficient Readers), L3 All Students, L4 Advanced Students.	3

Section A (continued)

The materials include interdisciplinary connections and allow for application of skills to promote lifelong learning.	Applying economic theory; decision-making; see importance of economics to their everyday lives; informed with tools to become effective and productive citizens	3
The materials reflect a “developmentally appropriate” approach to student learning.	"Financial literacy is not something you're born with. It's learned behavior. And you're either going to learn it from teachers or you're going to learn it the hard way." - Robert Duvall (NCEE President)	2
Outside experiences, including family involvement, are part of the learning experience.	Personal finance management and career exploration activities include bringing financial concerns of the family and community into the classroom	3

Subtotal 11

Total Points for Section A 34

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.	Essential Question for each unit and for each chapter; guiding question for each section of each chapter; each Lesson Overview includes a preface: "They will use their knowledge of... to create, analyze, etc." Each chapter begins with the same sub-heading: "Economics and You."	3
The materials build on the students' prior knowledge within the chapter subsections.	"Checkpoints" checking for understanding throughout subsections	2

Subtotal 5

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.	Strongest element of each chapter's organization	3
Section headings are specific enough so that students can convert them to focus questions which direct their reading.	Yes; e.g., "How can I explain the flow model of a mixed economy?" "What countries can I compare when I think about comparing Mixed Economies?"	2

Subtotal 5

Total Points for Section B 10

Section C

Active Reading: Main Ideas	Evidence / Comments	Points (1-3)
Titles of sections within the chapter indicate the main idea of each section.	Yes. e.g., "The Free Market:" "Economic freedom is the chief characteristic of a free market economy."	3
The main idea of each paragraph is clearly stated and easy to locate.	Generally o.k., but could be stronger in this area - - one could say that this is the case for all textbooks, however.	2
Subtotal		<u>5</u>

Active Reading: Supporting Main Ideas	Evidence / Comments	Points (1-3)
Main idea explanations are thorough.	Very; e.g., "Self-regulating nature of marketplace: subheadings = Self-Interest, Competition, Invisible Hand" Effectively organized and clear.	3
Charts, pictures and other graphics support the main ideas and are appropriately located.	Excellent design and well applied: e.g., Circular Flow Chart, Mary Kay Ash sidebar as an innovator -- well done	3
Interesting details are included to expand on the essential information in the text and to engage students.	Sidebars labeled "Future Watch" illustrate "Career Center" descriptions of jobs within categories of economic activity (e.g., construction and maintenance)	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.	With natural challenges as is the case with any textbook, it is organized well enough for adequate note-taking -- not easy, but still somewhat useful	2
Signal words are provided to indicate how ideas in the section are related to one another.	Yes, absolutely; good use of transitions, and main ideas of each paragraph provide a good narrative: e.g., create, promote, ensure, enjoy, keep, appoint, represent, etc.	3
The presentation of main ideas and details is consistent in each chapter.	Yes.	3
Subtotal		<u>8</u>

Section C (continued)

Active Reading: Vocabulary Development	Evidence / Comments	Points (1-3)
Important words/concepts are highlighted in the text (bold, italics, color).	Yes, bold, blue, red, variety of fonts, quotes of relevant stakeholders bold and indented within a paragraph	3
Important words/concepts are clearly defined or explained within the reading.	Definition usually in first or second sentence following term, clearly stated, e.g., A public good is...Market Failure describes... An externality is... (consistent through entire book)	3
Concrete examples or analogies are included to clarify abstract ideas.	Example: How are public goods created? Illustration and flow chart (visual timeline of sequence of events) shows and identifies recognized problem -- shows outcome, and further asks the question, "Is the outcome an example of a market failure or a public good?"	3
The author provides more than just a definition (e.g. pictures, examples, analogies, counter examples).	Consistently throughout entire book (some examples already described above)	3
The number of highlighted vocabulary terms is appropriate for the concepts being explained. (Avoid too much jargon!)	Public/private sector, infrastructure, welfare, costs, benefits, principles, demand, supply, demographics... (However, there are also numerous "jargon" terms highlighted, but it is easy to work around those -- again, all Economics textbooks (save lower reading and comprehension level texts) have this issue	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.	Yes -- "Suppose that you have had your eye on a new bicycle for several months. One day you walk into the store to look at the bike, and the salesperson mentions that the store will be raising the price in one week..."	3
The author uses imagery and concrete examples to help students visualize information.	Consistently	3

Subtotal 6

Total Points for Section C 42

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.	Check points, previously mentioned... e.g., "How will an anticipated rise in price affect current demand for a good?"	3
Signal words are provided to indicate how ideas in the section are related to one another.	Yes: e.g., "change, shift, tastes, expectations, related goods, etc."	2
The summary accurately reflects the main ideas and key supporting information within the chapter.	Nicely illustrated "Quick Study Guides" at the end of each chapter.	3

Total Points for Section D 8

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.	Excellent support, guides, and differentiated resources... e.g., Working with a revenue table: "Make a decision: Direct students' attention to the revenue table in figure 4.6. Tell them to assume that they own the pizza shop. Instruct them to determine how much they would charge for a slice of pizza and to explain their choice. Then tell students to look at figure 4.7 on page 104. Have them review their decision in light of the information provided. After looking at that, would they now change their minds? Why or why not?, etc."	3
The materials and instructional plans are well organized and easy to use (teacher friendly).	Very teacher-friendly, and very valuable, tied to curriculum, standards, metacognition standards, content standards, methodologies, enhancing background knowledge, etc.	3

Total Points for Section E 6

Section F

Ancillary Materials* for Students	Evidence / Comments	Points (1-3)
Ancillary materials expand knowledge of content by focusing on essential ideas.	Essential Questions Journal, Personal Finance Workbooks available, On-Line access for six years...	3
Ancillary materials meet the varying individual needs of students.	Most ancillary materials meet these requirements	2
Ancillary materials incorporate state of the art technology resources to facilitate teacher use and support student learning.	Comprehensively	3

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

Total Points for Section F **8**

Total Points Section A = 34

Total Points Section B = 10

Total Points Section C = 42

Total Points Section D = 8

Total Points Section E = 6

Total Points Section F = 8

Total Points for Text 108

Final Recommendation and explanation:

Perfectly suited for district approach to curriculum by following the principles of Understanding By Design, led by the contributions of author Grant Wiggins (co-author of "UBD..."). 6th grade reading level for alternative text, perfectly alligned with regular ed text. Publisher also has an AP textbook available as part of a package deal. Ancillary materials are vital and worth the investment. Accessible to all learning levels throughout the district, not just at Amphi High. Material is current (2010) and text updates and on-line interactive support are guaranteed to be in place for six years from original purchase date of textbooks. An economically efficient attractive offering made by the Prentice Hall/Pearson publisher -- well worth the investment...

Submitted by:

Teacher	School	Date
Teacher	School	Date
Teacher	School	Date
Teacher	School	Date
Teacher	School	Date
Administrator	School	Date
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