

TEXTBOOK SELECTION AND ADOPTION FORM

Vital Information

Title Nachalo Price 98.00

Material (check one): Major text series Supplementary material

Instructional Course for which material will be used: Russian I

Author: Lubensky , Ervin, McCellan, Jarvis Publisher: McGraw-Hill

Place of Publication: New York

Year of Publication: 2001 Edition: 2nd

Current Text: N/A Year of Adoption: 2012

**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.	Content is in accordance with district standards as well as course goals.	3
The content addresses district, state and national standards.	Addresses all national, state, and district standards for Foreign Language Learning	3
The content flows in a logical progression appropriate for this course-- from simple to complex, chronological, topical, etc.	Content builds on itself every section, incorporating reading, writing, listening, and speaking skills.	3
Subtotal		<u>9</u>

Section A (continued)

Understanding: Critical Thinking / Assessment	Evidence / Comments	Points (1-3)
The content, including illustrations and examples, presents ethnic and gender diversity.	Content is taken from all aspects of Russian life, including different sub-cultures and compares it to other global cultures	3
The materials require learners to be thoughtful, reflective and use high level skills.	Students are required to think critically and make connections to prior knowledge about language and culture	3
The materials include valid and varied assessments-both traditional and performance based.	Assessments are traditional and performance based in Instructor's Manual	3
The assessment tools encourage both assessment of learning and assessment for learning to document student progress and achievement.	Assessment tools assess learning and encourage assessing for learning	3
The content develops critical 21 st century skills which will enable students to effectively participate in a global society.	Students have to cooperate with each other, think critically, and use problem-solving skills	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.	Easily accommodates various teaching approaches and learning styles	3
The materials include interdisciplinary connections and allow for application of skills to promote lifelong learning.	Content connects to all other disciplines: English, Math, Social Studies, Science, and Music/Art	3
The materials reflect a “developmentally appropriate” approach to student learning.	Adapts to varied learning styles and ability levels of students	3
Outside experiences, including family involvement, are part of the learning experience.	Students use life experiences and complete activities with family involvement	3

Subtotal 12

Total Points for Section A 36

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 has an introduction that describes upcoming content. Students can easily connect events in their own lives to the topic.	3
The materials build on the students' prior knowledge within the chapter subsections.	Consistently reviews previous material and accesses prior knowledge	3

Subtotal 6

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 has a list of objective statements	3
Section headings are specific enough so that students can convert them to focus questions which direct their reading.	Section headings are very specific and easy for students to focus on	3

Subtotal 6

Total Points for Section B 12

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 has a title that indicates the main idea	3
The main idea of each paragraph is clearly stated and easy to locate.	The main idea of each paragraph is clearly stated in the first sentence of the paragraph	3

Subtotal 6

Section C (continued)

Active Reading: Supporting Main Ideas	Evidence / Comments	Points (1-3)
Main idea explanations are thorough.	Examples in various situations are given to help explain the main ideas	3
Charts, pictures and other graphics support the main ideas and are appropriately located.	Charts, pictures, and graphics are located next to the text they modify	3
Interesting details are included to expand on the essential information in the text and to engage students.	Details are used to enrich cultural diversity and provide further explanations	3

Subtotal 9

Active Reading: Organization of Information	Evidence / Comments	Points (1-3)
The text is organized logically, so students can easily take notes.	Topics are presented in a logical sequence that students can easily follow	3
Signal words are provided to indicate how ideas in the section are related to one another.	The text uses signal words to help students make connections	3
The presentation of main ideas and details is consistent in each chapter.	Main ideas are presented the same way throughout	3

Subtotal 9

Active Reading: Vocabulary Development	Evidence / Comments	Points (1-3)
Important words/concepts are highlighted in the text (bold, italics, color).	New/important words and concepts are in bold	3
Important words/concepts are clearly defined or explained within the reading.	Each bold word is clearly defined/explained	3
Concrete examples or analogies are included to clarify abstract ideas.	The text draws on English examples or analogies to clarify abstract ideas	3

Section C (continued)

The author provides more than just a definition (e.g. pictures, examples, analogies, counter examples).	Pictures and further explanations in English are used	3
The number of highlighted vocabulary terms is appropriate for the concepts being explained. (Avoid too much jargon!)	The vocabulary words that are in bold are relevant to the section's main idea	3
Subtotal		<u>15</u>

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.	Sentence structure does vary, with verbs in the active voice, and occasionally adds a complex phrase	3
The author uses imagery and concrete examples to help students visualize information.	Text makes great use of imagery and concrete examples to indicate information in the target language	3
Subtotal		<u>6</u>
Total Points for Section C		<u>45</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.	The questions reflect back to the main ideas, and the objective statements at the beginning of each chapter. The questions encourage critical thinking and discussions.	3

Section D (continued)

Signal words are provided to indicate how ideas in the section are related to one another.	Signal words are used to promote student connection between ideas	3
The summary accurately reflects the main ideas and key supporting information within the chapter.	The summary uses knowledge and main ideas presented in the chapter	3

Total Points for Section D 9

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.	Charts, organizers, and activities are provided in the Teacher's Edition. Online tools and interactive activities are also available.	3
The materials and instructional plans are well organized and easy to use (teacher friendly).	Well integrated and organized	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.	Workbook, cds, and videos expand content of text by bringing out main ideas	3
Ancillary materials meet the varying individual needs of students.	Easily accommodates various learning styles and needs of students	3
Ancillary materials incorporate state of the art technology resources to facilitate teacher use and support student learning.	Cds, videos, and online supplementary materials facilitate teacher use and student learning	3

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

Total Points for Section F 9

Total Points Section A = 36

Total Points Section B = 12

Total Points Section C = 45

Total Points Section D = 9

Total Points Section E = 6

Total Points Section F = 9

Total Points for Text

117

Final Recommendation and explanation:

I compared this text to other competitors, and found it to be superior. It also is easier for high school students to follow and understand because of the grammatical explanations and examples.

Submitted by:

Lanette Jennings
Teacher

Canyon del Oro High School
School

5/16/12
Date

Larisa McLean-Smith
Teacher

Canyon del Oro H.S.
School

5/16/12
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Maiala Reed
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Ironwood Ridge H.S.
School

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Teacher

Amphi High
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Teacher

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5/16/12
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Michael Byars
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IRHS
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5/18/12
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Administrator

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School

5/23/12
Date

TEXTBOOK SELECTION AND ADOPTION FORM

Vital Information

Title Nachalo Book II Price 101.00

Material (check one): Major text series Supplementary material

Instructional Course for which material will be used: Russian II

Author: Lubensky, Ervin, McCellan, Jarvis Publisher: McGraw-Hill

Place of Publication: New York

Year of Publication: 2002 Edition: 2nd

Current Text: N/A Year of Adoption: 2012

**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.	Content is in accordance with district standards as well as course goals for level II students.	3
The content addresses district, state and national standards.	Addresses all national, state, and district standards for Foreign Language Learning at level II	3
The content flows in a logical progression appropriate for this course-- from simple to complex, chronological, topical, etc.	Content builds on itself every section, as well as previous year's content, incorporating reading, writing, listening, and speaking skills.	3
Subtotal		<u>9</u>

Section A (continued)

Understanding: Critical Thinking / Assessment	Evidence / Comments	Points (1-3)
The content, including illustrations and examples, presents ethnic and gender diversity.	Content is taken from all aspects of Russian life, including different sub-cultures and compares it to other global cultures	3
The materials require learners to be thoughtful, reflective and use high level skills.	Students are required to think critically and make connections to prior knowledge about Russian and culture	3
The materials include valid and varied assessments-both traditional and performance based.	Assessments are traditional and performance based in Instructor's Manual	3
The assessment tools encourage both assessment of learning and assessment for learning to document student progress and achievement.	Assessment tools assess learning and encourage assessing for continued learning at a higher level	3
The content develops critical 21 st century skills which will enable students to effectively participate in a global society.	Students have to cooperate with each other, think critically, and use problem-solving skills	3
Subtotal		<u>15</u>

Understanding: Integration / Differentiation	Evidence / Comments	Points (1-3)
Materials and activities are differentiated to address the diverse abilities, interests and needs of students.	Easily accommodates various teaching approaches and learning styles in level II	3
The materials include interdisciplinary connections and allow for application of skills to promote lifelong learning.	Content connects to all other disciplines: English, Math, Social Studies, Science, and Music/Art	3
The materials reflect a "developmentally appropriate" approach to student learning.	Adapts to varied learning styles and ability levels of students in level II	3
Outside experiences, including family involvement, are part of the learning experience.	Students use life experiences, and prior year's knowledge of Russian, to complete activities with family involvement	3
Subtotal		<u>12</u>

Total Points for Section A i FORMTEXT

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 has an introduction that describes upcoming content. Students can easily connect events in their own lives to the topic.	3
The materials build on the students' prior knowledge within the chapter subsections.	Consistently reviews previous material and accesses prior knowledge, including level I material	3

Subtotal 6

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 has a list of objective statements that build on prior knowledge and skills	3
Section headings are specific enough so that students can convert them to focus questions which direct their reading.	Section headings are very specific and easy for students to focus on	3

Subtotal 6

Total Points for Section B 12

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 has a title that indicates the main idea	3
The main idea of each paragraph is clearly stated and easy to locate.	The main idea of each paragraph is clearly stated in the first sentence of the paragraph	3

Subtotal 6

Section C (continued)

Active Reading: Supporting Main Ideas	Evidence / Comments	Points (1-3)
Main idea explanations are thorough.	Examples in various situations are given to help explain the main ideas	3
Charts, pictures and other graphics support the main ideas and are appropriately located.	Charts, pictures, and graphics are located next to the text they modify	3
Interesting details are included to expand on the essential information in the text and to engage students.	Details are used to enrich cultural diversity and provide further explanations	3

Subtotal 9

Active Reading: Organization of Information	Evidence / Comments	Points (1-3)
The text is organized logically, so students can easily take notes.	Topics are presented in a logical sequence that students can easily follow at level II	3
Signal words are provided to indicate how ideas in the section are related to one another.	The text uses signal words to help students make connections	3
The presentation of main ideas and details is consistent in each chapter.	Main ideas are presented the same way throughout the text	3

Subtotal 9

Active Reading: Vocabulary Development	Evidence / Comments	Points (1-3)
Important words/concepts are highlighted in the text (bold, italics, color).	New/important words and concepts are in bold	3
Important words/concepts are clearly defined or explained within the reading.	Each bold word is clearly defined/explained	3
Concrete examples or analogies are included to clarify abstract ideas.	The text draws on English and Russian examples or analogies to clarify abstract ideas at the second level	3

Section C (continued)

The author provides more than just a definition (e.g. pictures, examples, analogies, counter examples).	Pictures and further explanations in English are used	3
The number of highlighted vocabulary terms is appropriate for the concepts being explained. (Avoid too much jargon!)	The vocabulary words that are in bold are relevant to the section's main idea	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.	Sentence structure does vary, with verbs in the active voice, and often adds a complex phrase or two at the level II	3
The author uses imagery and concrete examples to help students visualize information.	Text makes great use of imagery and concrete examples to indicate information in the target language	3

Subtotal 6

Total Points for Section C 45

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.	The questions reflect back to the main ideas, and the objective statements at the beginning of each chapter. The questions encourage critical thinking and discussions.	3

Section D (continued)

Signal words are provided to indicate how ideas in the section are related to one another.	Signal words are used to promote student connection between ideas	3
The summary accurately reflects the main ideas and key supporting information within the chapter.	The summary uses knowledge and main ideas acquired in the chapter	3

Total Points for Section D 9

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.	Charts, organizers, and activities are provided in the Teacher's Edition. Online tools and interactive activities are also available for level II.	3
The materials and instructional plans are well organized and easy to use (teacher friendly).	Well integrated and organized	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.	Workbook, cds, and videos expand content of text by bringing out main ideas	3
Ancillary materials meet the varying individual needs of students.	Easily accommodates various learning styles and needs of students at level II	3
Ancillary materials incorporate state of the art technology resources to facilitate teacher use and support student learning.	Cds, videos, and online supplementary materials facilitate teacher use and student learning	3

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

Total Points for Section F 9

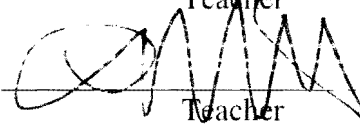
Total Points Section A = 36
 Total Points Section B = 12
 Total Points Section C = 45
 Total Points Section D = 9
 Total Points Section E = 6
 Total Points Section F = 9

Total Points for Text 117

Final Recommendation and explanation:

I compared this text to other competitors, and found it to be superior. It also is easier for high school students to follow and understand because of the grammatical explanations and examples.

Submitted by:

Danielle Jennings Teacher	Canyon del Oro High School School	5/16/12 Date
Larina McIndlish Teacher	Canyon del Oro High School School	5/16/12 Date
Larina McIndlish Teacher	Ironwood Ridge High School School	5/17/12 Date
 Teacher	Amphih High School School	 Date
Teacher	School	Date
Larina McIndlish Administrator	Canyon del Oro School	5/16/12 Date
Michael Byars Administrator	IRHS School	5/18/12 Date
Amanda St Administrator	AHS School	5/22/12 Date

TEXTBOOK SELECTION AND ADOPTION FORM

Vital Information

Title History of the Americas: Course Companion Price \$40.42

Material (check one): Major text series Supplementary material

Instructional Course for which material will be used: History of the Americas

Author: Berliner, Leppard, Mamaux, Rogers, Smith Publisher: Oxford

Place of Publication: Oxford University

Year of Publication: 2011 Edition: 1

Current Text: American Odyssey Year of Adoption: 2012-2013

**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.	At the beginning of each chapter it outlines specific objectives and questions to be answered within that chapter.	3
The content addresses district, state and national standards.	The national standards match the main topics throughout the textbook; however, it is lacking with connection to AZ. state standards.	2
The content flows in a logical progression appropriate for this course-- from simple to complex, chronological, topical, etc.	Topics are in chronological order, but then break into specific case studies to complete the topical order.	3
Subtotal		<u>8</u>

Section A (continued)

Understanding: Critical Thinking / Assessment	Evidence / Comments	Points (1-3)
The content, including illustrations and examples, presents ethnic and gender diversity.	This book does a great job expressing diversity. For main topics, it includes viewpoints from several historians.	3
The materials require learners to be thoughtful, reflective and use high level skills.	Within each chapter, there are critical thinking and discussion questions which challenge readers to analyze the information	3
The materials include valid and varied assessments-both traditional and performance based.	The textbook gives ideas for performance-based assessments like role plays and research project, but lacks questions for traditional IB assessments.	2
The assessment tools encourage both assessment of learning and assessment for learning to document student progress and achievement.	I think it does a better job at presenting assessments of learning, but could propose more possibilities for assessment for learning.	2
The content develops critical 21 st century skills which will enable students to effectively participate in a global society.	Encourages use of technology (research projects, film, etc.) and a lot of groupwork for collaboration.	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.	This book does a great job expressing diversity. For main topics, it includes viewpoints from several historians.	3
The materials include interdisciplinary connections and allow for application of skills to promote lifelong learning.	Each chapter includes a link to TOK, and can also use historical information to format essays in IB English classes.	3
The materials reflect a “developmentally appropriate” approach to student learning.	The approach to learning is very appropriate, it starts with general concepts, but breaks each one into more detail. It does this while addressing all levels of learning from comprehension to analysis to synthesis.	3
Outside experiences, including family involvement, are part of the learning experience.	It encourages students to use outside experiences by relating topics of history to problems in modern society.	3
Subtotal		12

Total Points for Section A **33**

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.	Before each chapter, it includes modern examples and connections. For instance, on foundations of political parties, it asks about the modern implications of liberalism vs. conservatism.	3
The materials build on the students' prior knowledge within the chapter subsections.	It does connect the learning between chapters, but it is not particularly clear. It could be better.	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.	Every chapter starts with objectives: "By the end of this chapter, students will be able to..." It is very clear what the students will learn.	3
Section headings are specific enough so that students can convert them to focus questions which direct their reading.	The section headings are extremely specific. Each chapter starts with a general title, but breaks into separate titles for the more specific events. It is very clear and organized.	3

Subtotal 6

Total Points for Section B 11

Section C

Active Reading: Main Ideas	Evidence / Comments	Points (1-3)
Titles of sections within the chapter indicate the main idea of each section.	The section headings are extremely specific. Each chapter starts with a general title, but breaks into separate titles for the more specific events. It is very clear and organized.	3
The main idea of each paragraph is clearly stated and easy to locate.	Main ideas are very clear; however, it isn't on a paragraph-by-paragraph basis. These could be a little more clear.	2

Subtotal 5

Section C (continued)

Active Reading: Supporting Main Ideas	Evidence / Comments	Points (1-3)
Main idea explanations are thorough.	They explain everything in detail, while including extra explanations and links to prior knowledge.	2
Charts, pictures and other graphics support the main ideas and are appropriately located.	The use of visuals is great! Every main idea includes pictures and graphs; as well as, questions pertaining to those visuals.	3
Interesting details are included to expand on the essential information in the text and to engage students.	Each section has interesting facts/stories in the margin to build on student learning.	3

Subtotal 8

Active Reading: Organization of Information	Evidence / Comments	Points (1-3)
The text is organized logically, so students can easily take notes.	The section headings are extremely specific. Each chapter starts with a general title, but breaks into separate titles for the more specific events. It is very clear and organized.	3
Signal words are provided to indicate how ideas in the section are related to one another.	They constantly use the same words to provide consistency to students, such as, origin, purpose, value, and limitations. This will make it easier for students to understand.	3
The presentation of main ideas and details is consistent in each chapter.	There is a very clear layout that is followed throughout the entire book.	3

Subtotal 9

Active Reading: Vocabulary Development	Evidence / Comments	Points (1-3)
Important words/concepts are highlighted in the text (bold, italics, color).	All vocabulary words are highlighted within the text, but the definition is included in the margins.	3
Important words/concepts are clearly defined or explained within the reading.	All vocabulary words are defined in simplistic terms, very clearly to the reader	3
Concrete examples or analogies are included to clarify abstract ideas.	With each vocabulary word, they provide an example to increase understanding.	3

Section C (continued)

The author provides more than just a definition (e.g. pictures, examples, analogies, counter examples).	The authors provide several pictures, charts, examples relating to important terminology.	3
The number of highlighted vocabulary terms is appropriate for the concepts being explained. (Avoid too much jargon!)	The authors highlight just the right amount of vocabulary. There is not too much jargon.	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.	The structure is very organized, however some sentences tend to be too complex without any explanation.	2
The author uses imagery and concrete examples to help students visualize information.	This is one of the best things about the book! The authors use specific examples from past and present to illustrate important concepts.	3

Subtotal 5

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.	The questions at the end of each chapter really focus on meeting the objectives, as set out at the beginning of the chapters. Besides questions for comprehension, it also includes higher-level questions, and points for discussions. It provides several examples and viewpoints to help the reader "think outside the box."	3

Section D (continued)

Signal words are provided to indicate how ideas in the section are related to one another.	They use a lot of vocabulary references, but not any specific "signal words"	2
The summary accurately reflects the main ideas and key supporting information within the chapter.	The summaries are presented very well. They include the main points, as outlined in the objectives. This really allows students to check their understanding.	3
Total Points for Section D		<u>8</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 groups.	The teachers' guide includes several activities per chapter to expand on learning. These include possible discussion questions, research opportunities, possible projects, critical thinking questions, group debates, etc.	3
The materials and instructional plans are well organized and easy to use (teacher friendly).	They are very teacher friendly and organized. They correspond specifically to the student edition. Very easy to navigate!	3
Total Points for Section E		<u>6</u>

Section F

Ancillary Materials* for Students	Evidence / Comments	Points (1-3)
Ancillary materials expand knowledge of content by focusing on essential ideas.	The materials relate to important points within the textbook, to further encourage student participation.	3
Ancillary materials meet the varying individual needs of students.	I wish there was more variation; however, they do address the primary needs of students.	2
Ancillary materials incorporate state of the art technology resources to facilitate teacher use and support student learning.	The materials do encourage the use of technology.	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 = 33

Total Points Section B = 11

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:

I think this textbook would be an excellent resource in my class. The overall layout is organized and easy to understand. The authors provide several extended learning possibilities, as well as, discussion questions, analysis, debate opportunities, project examples, biographies, vocabulary terms, pop culture, etc. Everything corresponds to the national standards and my personal IB curriculum.

Submitted by:

Elizabeth Bruggeman

Teacher

Canyon del Oro

School

4/30/2012

Date

~~Handwritten signature~~ (SS Dept Head)

Teacher

AHS

School

5.17.12

Date

Jane Strickland

Teacher

JHS

School

5-23-12

Date

Teacher

School

Date

Teacher

School

Date

Marian Kelly

Administrator

Handwritten signature

School

Handwritten signature

Date

Michelle Ryan

Administrator

JHS

School

5/7/12

Date

Handwritten signature

Amphitheater

5/7/12