



COMMITTEE RECOMMENDATION AND RATIONALE

Keller ISD Mission Statement

The Keller Independent School District, with an unwavering commitment to excellence and in partnership with our community, will achieve the highest standards of performance by providing exceptional educational opportunities for all students.

Grade Level/Subject

6th Grade Mathematics

Subcommittee Members:

Ben Tuten

SKI

Ben Tuten

Luke Campbell

Parkwood Hill

[Signature]

Inia Umpierre

CTI

Inia Umpierre

Karen Reed

CTI

Karen Reed

Ann Pugh

BCI

Ann Pugh

Committee Choice 1

#1 Choice Publisher Name:

Glencoe/McGraw-Hill

Title:

Texas Math Course 1

Vendor ISBN:

0078740436

Committee Choice 2

#2 Choice Publisher Name:

Holt, Rinehart and Winstron

Title:

Mathematics Course 1

Vendor ISBN:

0030930642

Specific reasons for selection (see attached narrative)

- Organization of text, student work
- technology/student activities
- student reflection and analysis,
- teacher work
- assessments

Rationale: 6th grade Mathematics Textbook Adoption

The committee determined the Glencoe Series comprehensively addressed the TEKS with stronger problem solving methodology and student activities than the other textbook options. Text was organized with a consistent model of instruction with a variety of approaches to develop concepts outlined in the state standards. Activities included hands-on applications and technology connections for objectives. Program encompasses multiple opportunities for student self-reflection and analysis with teacher diagnostic and remediation tools. Teacher support and ancillary resources suggest ways to differentiate instruction and adapt for special needs students. A variety of formative, summative, performance based assessments and projects allow teachers and students to interpret student performance and progress. Higher order thinking problems, writing, TAKS test practice and spiraling reviews are prevalent throughout the program.



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Grade Level/Subject

7TH Grade- Math

Subcommittee Members:
(Name and Campus)

Kim Tarpenning-FHMS

Kim McCollum-KMS

Audrey Ellis- HMS

Shannon Bryant-TSMS

Suzy Ragsdale-ISMS

Committee Choice 1

#1 Choice Publisher Name: Glencoe/McGraw-Hill

Title: Glencoe Texas Mathematics Course 2

Vendor ISBN: 0078740479

Committee Choice 2

#2 Choice Publisher Name: Holt, Rinehart & Winston

Title: Holt Mathematics Course 2

Vendor ISBN: 0030930650

Specific reasons for selection (see attached narrative)

- Organization of text, student work
- technology/student activities
- student reflection and analysis,
- teacher work
- assessments

Rationale: 7th grade Mathematics Textbook Adoption

The committee determined the Glencoe Series comprehensively addressed the TEKS with stronger problem solving methodology and student activities than the other textbook options. Text was organized with a consistent model of instruction with a variety of approaches to develop concepts outlined in the state standards. Activities included hands-on applications and technology connections for objectives. Program encompasses multiple opportunities for student self-reflection and analysis with teacher diagnostic and remediation tools. Teacher support and ancillary resources suggest ways to differentiate instruction and adapt for special needs students. A variety of formative, summative, performance based assessments and projects allow teachers and students to interpret student performance and progress. Higher order thinking problems, writing, TAKS test practice and spiraling reviews are prevalent throughout the program.



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Grade Level/Subject 8th Grade/Course

Subcommittee Members: *Kimberly D. Green*
(name and campus) Kimberly Green (KMS) *M. Killian*
Sydney Bramer (HMS) *Strand* Mike Glenn (TSMS) *Michelle Glenn*
Erin Prescott (ISMS) *Erin Prescott*

Committee Choice 1

#1 Choice Publisher Name: Glencoe/McGraw-Hill, a division of The McGraw-Hill Companies, Inc.

Title: Glencoe Texas Mathematics Course 3

Vendor ISBN: 0078740517

Committee Choice 2

#2 Choice Publisher Name: Holt, Rinehart, and Winston, a division of Harcourt, Inc.

Title: Holt Mathematics, Course 3

Vendor ISBN: 0030930669

Specific reasons for selection (see attached narrative)

- Organization of text, student work
- technology/student activities
- student reflection and analysis,
- teacher work
- assessments

Rationale: 8th grade Mathematics Textbook Adoption

The committee determined the Glencoe Series comprehensively addressed the TEKS with stronger problem solving methodology and student activities than the other textbook options. Text was organized with a consistent model of instruction with a variety of approaches to develop concepts outlined in the state standards. Activities included hands-on applications and technology connections for objectives. Program encompasses multiple opportunities for student self-reflection and analysis with teacher diagnostic and remediation tools. Teacher support and ancillary resources suggest ways to differentiate instruction and adapt for special needs students. A variety of formative, summative, performance based assessments and projects allow teachers and students to interpret student performance and progress. Higher order thinking problems, writing, TAKS test practice and spiraling reviews are prevalent throughout the program.



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Grade Level/Subject 9th grade; Algebra I

Subcommittee Members:
(Name and Campus)

Cindy Barker *Central High C Barker*
Wendi Jones *Fossil Ridge H.S.* *Wendi Jones*
Stephanie Taylor *Keller High School* *Stephanie Taylor*

Committee Choice 1

#1 Choice Publisher Name: Glencoe/McGraw-Hill
Title: Glencoe Texas Algebra I
Vendor ISBN: 0078738237

Committee Choice 2

#2 Choice Publisher Name: Holt, Rinehart and Winston
Title: Holt Algebra I
Vendor ISBN: 0030930677

Specific reasons for selection (see attached narrative)

- Organization of text, student work
- technology/student activities
- student reflection and analysis,
- teacher work
- assessments

After reviewing all of the conforming Algebra I textbooks, we suggest that the Glencoe Texas Algebra I textbook is the appropriate choice based on the following reasons:

- Organization of text, student work
 - Scope and sequence is logical
 - Provides conceptual development
 - Integrates problem solving and spiraling of previous content
 - Instant feedback provided at appropriate pacing
- Technology/student activities
 - Interactive labs that relate concepts with real-world applications
 - Computers and graphing calculator applications
 - Modeling examples provided for teachers and students
 - Virtual manipulatives and data collection devices
 - Editable power point lessons, worksheets, and tests
- Student reflection and analysis
 - Appropriate level of questions in relation to content standards
 - Clear and stated purpose of examples and assignments
 - Students can check their own work, diagnose their errors, and take remediation steps on their own
- Teacher work
 - Supports new and inexperienced teachers
 - Provide content support and resources
 - Clearly defines instructional objectives
 - Suggests ways to differentiate instruction with specific strategies to adapt or modify for special education, ELL, GT, AP students
- Assessments
 - Provides a variety of assessments: pre- and post-knowledge checks
 - Aligned to TEKS and TAKS 8th and 9th grade objectives
 - Modifications for all level learners
 - Provides interpretation of student performance



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Grade Level/Subject Algebra 2

Subcommittee Members:
(Name and Campus)

Lianna Gantz - Central High School

Sandee Haight Keller High School

Adrien Stauskas Fossil Ridge High School

Committee Choice 1

#1 Choice Publisher Name: Holt, Rinehart and Winston

Title: Algebra 2

Vendor ISBN: 0-03-041667-1

Committee Choice 2

#2 Choice Publisher Name: Pearson Prentice Hall

Title: Texas Algebra 2

Vendor ISBN: 0-13-134023-9

Specific reasons for selection (see attached narrative)

- Organization of text, student work
- technology/student activities
- student reflection and analysis,
- teacher work
- assessments

Rationale for Textbook Selection

The Algebra 2 committee has selected the Holt, Rinehart, and Winston Algebra 2 textbook. In our professional opinions, this textbook provides the best alignment with respect to the current district goals and updated curriculum. We have come to the following conclusions about the Holt textbook based on our rigorous evaluations of all available conforming textbooks:

- In addressing every Algebra 2 TEK, the primary emphasis is on **problem solving** and **higher level thinking** skills. Holt offered more problem solving strategies and opportunities, utilizing them consistently throughout the textbook.
- A **variety of approaches** are used to develop a student focus on **conceptual understanding** rather than memorization of procedures.
- The textbook and additional resources offer assignments and activities that will **reach all learners** at every skill level.
- In comparison to the other textbook options, Holt incorporates **more technology** activities, including graphing calculators and computers.
- Students are asked to **express concepts** verbally, graphically, and algebraically given a variety of **real-life situations**. In comparison to the other textbooks, Holt provides more opportunities for students to **diagnose their own performance** and offers specific remediation options.
- The Holt textbook fosters **vertical alignment** by offering assessments before, during, and after instruction. The textbook also offers an abundance of common error alerts, teacher tips, guided instruction suggestions, and activities that support all of the **multiple intelligences**.
- Holt's **ongoing assessment** and intervention stands above its competitors by including formative and summative assessment aligned to **content standards** with an emphasis on **problem solving**.



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Grade Level/Subject Geometry (9th and 10th grade)

Subcommittee Members:
(Name and Campus)

Lisa Bonar  Fossil Ridge High School

Nicole Hervey  Central High School

Mary Windham  Keller High School

Committee Choice 1

#1 Choice Publisher Name: Holt / Rinehart / Winston

Title: Geometry

Vendor ISBN: 0-03-041663-9

Committee Choice 2

#2 Choice Publisher Name: Pearson Prentice Hall

Title: Texas Geometry

Vendor ISBN: 0-13-134022-0

Specific reasons for selection (see attached narrative)

- Organization of text, student work
- technology/student activities
- student reflection and analysis,
- teacher work
- assessments

Rationale: Geometry by Holt, Rinehart, and Winston

We choose Geometry by Holt, Rinehart, and Winston over all other Geometry textbooks present to us by other publishers because it is better aligned with the new curriculum. It uses a variety of approaches to develop concepts for students from a skills-based approach through a higher level thinking problem solving approach, such as technology labs, practice problems for problem solving, activities for hands-on application and plenty of TAKS practice also. This book also addresses the many different levels of learners in the classroom, by offering three different levels of every assignment, along with options in the technology for additional steps done for them. There are also options in the technology for English Language Learners in translation help.

The book and ancillaries are very student friendly. All resources are available online for students and parents. What is offered online is everything from the textbook itself to individual lesson tutorials that both student and parent can take advantage of. Also online, a graphing calculator is offered for use. The textbook gives students plenty of opportunities to practice and reflect on a concept through the "Are you ready..." pages and the "Study-Guide Review"(SGR) at the end of each chapter. The SGR provides additional problems and examples for each student to use to prepare for assessment.

Each section of the textbook has clear precise objectives and aligns itself with the Texas Essential Knowledge and Skills (TEKS). It also gives opportunities for TAKS practice using "TAKS Tackler" and "TAKS Prep" problems embedded throughout and the "Multi-step TAKS Prep" for problems solving and process skills are also found in the practice section of each lesson.

Holt Geometry offers ease for teachers in implementing the book in the new schedule by offering a "Pacing Guide" to use in a 45-minute or 90-minute block class. It also offers teachers many resources to remediate and enrich student progress, both online and in the classroom. This in turn allows a first year teacher to come in and begin teaching without complications and confusion about curriculum.

In closing we recommend Holt Geometry for adoption by Keller ISD, because it conforms to all standards that were presented to use by the district.



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Grade Level/Subject Math Models with Applications

Subcommittee Members:
(Name and Campus)

Michelle Overton
Michelle Overton Central

Scott Goodwin
Scott Goodwin Central

Bobby Mabry Keller
Bobby Mabry

Todd Lacey Fossil Ridge
Todd Lacey

Committee Choice 1

#1 Choice Publisher Name: Bedford, Freeman and Worth Publishing Group

Title: Modeling with Mathematics: A Bridge to Algebra II

Vendor ISBN: 0716707802

Committee Choice 2

#2 Choice Publisher Name: Pearson Educational Inc. Publishing as Pearson Prentice Hall

Title: Mathematical Models with Applications (Texas Edition)

Vendor ISBN: 0131747940

Specific reasons for selection (see attached narrative)

- Organization of text, student work
- technology/student activities
- student reflection and analysis,
- teacher work
- assessments

After reviewing all of the choices, the textbook selection committee (for math models with applications) feels that Modeling with Mathematics: A Bridge to Algebra II (from Bedford, Freeman and Worth) is more focused on concepts and problem-solving than any of the other choices. The decision was based upon the following:

1. Each unit starts with conceptual development of an idea and then extends the application to other circumstances.
2. There are many opportunities throughout the chapters which provide students with “real world” situations which can be used by the students daily.
3. Technology is incorporated for student use in all situations throughout the activities.
4. The “5 E” lesson model that has been successfully incorporated in science classes is extended to math applications to provide a bridge between the subjects.
5. Various methods of data collection allow students to build their analysis and interpretive skills.
6. ESC Region IV has created and used these materials over the past several years with great success for both TAKS preparation and student success.
7. The problem-solving components allow students both challenging and thorough practice of concepts and skills.
8. Reflection and analysis is built in throughout the entire book.
9. Technology use and understanding are incorporated during practice sessions, investigations, and demonstrations throughout the chapters.
10. Teachers are provided with step-by-step instructions to better integrate technology within each chapter.
11. Teachers are provided with many practical examples and methods for student instruction and practice.
12. Assessment is continual in each lesson and throughout the chapter.
13. Teachers are provided with prescriptive methods to determine progress of each student and then provide remediation and extension where applicable.

In conclusion, the committee felt that these vital concepts were more thoroughly represented than any other textbook offered. The committee believes that this textbook provides the greatest opportunity for all students to be successful in the math models course and beyond.



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Grade Level/Subject 11-12 Precalculus

Subcommittee Members: Dawn Minke CHS *Dawn Minke* Rhonda Newkirk FRHS
(Name and Campus) Cindy Harris KHS *Cindy Harris* *Rhonda Newkirk*

Committee Choice 1

#1 Choice Publisher Name: Mc Dougal Littell (a division of Houghton Mifflin)
Title: Precalculus with Limits
Vendor ISBN: 0618751718

Committee Choice 2

#2 Choice Publisher Name: Thomson
Title: Precalculus: Mathematics for Calculus
Vendor ISBN: 0534492770

Specific reasons for selection (see attached narrative)

- Organization of text, student work
- technology/student activities
- student reflection and analysis,
- teacher work
- assessments

Rationale: Precalculus Textbook Adoption

After extensively reviewing nine possible textbooks, the Larson: Precalculus with Limits book was academically superior. The areas we examined included the following: student resources and readability, teacher support and resources, continuity of material, connections to the TEKS and the district curriculum bundles, and the connections to both Algebra 2 and Calculus. We are very passionate about our decision and feel that this is the best choice for our students.

There are several things that we like in regard to student resources and readability. The students will have hands-on and online resources in the areas of tutorials, notetaking guides, extra review problems, 3D graphs, and links for related web-sites. They also have access to a solutions manual and a student CD-ROM with animations and step-by-step solutions. The readability of this book is second to none. It gives step by step examples with explanations in multiple formats: graphically, verbally and algebraically. The layout is clear, uncluttered, and visually appealing to the reader. A student can easily find the important information with the aide of color and visuals, without being distracted.

The teacher resources are user friendly for teachers of any experience level. Some of them include instructional DVD's, Power Point presentations for each section of the text, and "common mistake" alerts throughout the book. A complete solution manual, resource planning guide and a pacing guide are also included.

In addition to the look and readability of this book, it also aligned itself closely with our curriculum bundles. The continuity of the material allows the reader to make prior connections and allows for an easy transition into the next unit. This allows for all TEKS to be covered.

The diversity of students entering Precalculus requires a text that can easily meet their needs. This book can be used by the lower level student, as well as challenge the PreAP and GT student. Because the author is the same for Precalculus as it is for Calculus, we are assured that our PreAP students will be prepared.

In closing, this book offers a comprehensive package for both student and teacher. We are very impressed with all that it offers our students, and hope that our recommendation is considered.



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Grade Level/Subject 12th / Calculus AB/BC

Subcommittee Members:
(Name and Campus)

Boaz, Wilson *Wilson Boaz* Fossil Ridge High School
Harrison, Wade *Wade Harrison* Central High School

Committee Choice 1

#1 Choice Publisher Name: McDougal Littell, a division of Houghton Mifflin Company

Title: Calculus

Vendor ISBN: 0618751815

Committee Choice 2

#2 Choice Publisher Name: Thomson Learning/ Brooks with Vector Functions

Title: Single Variable Calculus with Vector Functions

Vendor ISBN: 0495113379

Specific reasons for selection (see attached narrative)

- Organization of text, student work
- technology/student activities
- student reflection and analysis,
- teacher work
- assessments

Rational: Calculus Textbook Adoption

The committee for the adoption of the Calculus Textbook starting for year 2007 would like to submit the following rational:

After careful review of numerous textbook submitted by various publishers, the committee is recommending the following textbook:

#1 Choice Publisher Name: McDougal Littell, a division of Houghton Mifflin Company
Title: Calculus
Vendor ISBN: 0618751815

Organization of Text:

The text focuses on concepts and applications. The sequencing of the material was appropriate and consistent with the requirements for the AP Exam and that it was presented in a manner that the students will understand. The text presents the material with narratives and visuals that will keep students engaged. The development of concepts precedes the use of those concepts in problem solving. The text features useful problem-solving exercises at the end of each chapter, while review exercises are grouped and correlated by text section. This provides students with a convenient way to target concepts requiring review.

Student Work:

Student assignments are designed to give the student practice on the mechanics of problems followed with a sufficient number of practical problems. The problems stimulate higher level thinking and provide the student with in depth understanding of the concepts presented.

Technology:

The problems presented incorporate graphing technology. This provides the student with sufficient training for using the calculator on the AP Exam.

Student Reflection & Analysis:

The text provides an ample number of group projects and problems that allow the student to express their ideas and understanding of the concepts. This will provide the students a way to monitor progress while working with peers and gain a broader understanding of the material.

Teacher Work:

There are ample resources provided to assist the teacher such as lesson plans, assessments, media presentations and a correlation of problems with TEKS and AP Exams. The study guide provides daily objectives, points out common student misconceptions, and suggests ways to differentiate instruction to accommodate different learning styles.

Assessments:

The text provides a variety of assessments including performance based, writing assignments, and research projects, all with an emphasis on problem solving. There are numerous application problems that require an involved solution process and in depth understanding of concepts. The text provides suggestions to teachers on how to interpret student performance to further instruction.

Committee Recommendation and Rationale

GradeLevel/Subject: High School (10-12)/ AP Statistics

Subcommittee Members: Cindy Harris Keller High School
 Nicole Hervey Central High School
 Scott Killam Fossil Ridge High School

Cindy Harris
Mot H
SK

Committee Choice #1

Publisher Name: Pearson-Addison Wesley
Title: Stats: Modeling the World
Vendor ISBN: 0-13-187623-6

Committee Choice #2

Publisher Name: Thompson – Brooks/Cole
Title: Statistics and Data Analysis
Vendor ISBN: 0-534-46710-5

Specific reasons for selection (see attached narrative)

- Organization of text, student work
- Technology/student activities
- Student reflection and analysis
- Teacher work
- assessment

Rationale: AP Statistics Textbook Adoption

All five books considered for the AP Statistics textbook adoption are very well written and cover the material needed for the course. However, one stood out as clearly the best fit for our students. We wanted to have a textbook that the students would want to read, could enjoy the process of learning the material and that would support their endeavor of doing college level work. The book we chose has all the elements necessary for our students to be successful.

Stats: Modeling the World, by Bock, Velleman, and DeVeaux, is very well aligned with the College Board AP Statistics course outline. It is engaging to all levels of students and to the teacher. It is readable, has short focused chapters, incorporates humor, and is full of tips, alerts, connections, check-ups etc. throughout the chapters. The book emphasizes statistical literacy and develops statistical thinking. It is full of real data and stresses conceptual understanding rather than knowledge. Hands on activities, investigative tasks, and project suggestions are numerous. The philosophy of the book uses the Think, Show, and Tell method to encourage communication. It is full of real world problems that are very motivating and entertaining. Technology is applied throughout the text with many applications requiring graphing calculators and statistical packages. This text was written especially for the high school statistics course and an experienced high school statistics teacher was part of the writing team. A student using this textbook will be very well prepared for the College Board AP Statistics test. The structure and format of the textbook, along with the many teacher resources, student resources and technology would enable a first year teacher to be successful in teaching this course.