

# TEXTBOOK SELECTION AND ADOPTION FORM

## Vital Information

Title Algebra 2 with Trigonometry Price \$51.47

Material (check one): ☒ Major text series ☐ Supplementary material

Instructional Course for which material will be used: Algebra II

Author: Smith, Charles, Dossey, Bittinger Publisher: Pearson Prentice Hall

Place of Publication: Upper Saddle River, New Jersey

Year of Publication: 2006 Edition: Classics Edition

Current Text: Glenco Algebra 2 Year of Adoption: 2002

**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

<b>Understanding: Content / Standards</b>	<b>Evidence / Comments</b>	<b>Points (1-3)</b>
The materials support big ideas and/or essential questions that are aligned to the department/course curriculum.	The material in the book supports the state standards.	3
The content addresses district, state and national standards.	Every chapter covers the standards set by the district, state, and national standards.	3
The content flows in a logical progression appropriate for this course--from simple to complex, chronological, topical, etc.	The contents flow smoothly and each chapter builds using concepts taught in the previous chapters. Example: Chapter 6 uses concepts from chapter 5.	.3
<b>Subtotal</b>		<u>9</u>

### Section A (continued)

<b>Understanding: Critical Thinking / Assessment</b>	<b>Evidence / Comments</b>	<b>Points (1-3)</b>
The content, including illustrations and examples, presents ethnic and gender diversity.	The book uses diverse pictures and names. Examples on page 182, 334, and 411.	3
The materials require learners to be thoughtful, reflective and use high level skills.	Most chapters have at least 2 sections of word problems and every section has challenge problems.	2
The materials include valid and varied assessments-both traditional and performance based.	Valid traditional tests at the end of every chapter as well as standardized test practice. Throughout the book there are performance based assessments such as journal entries.	2
The assessment tools encourage both assessment of learning and assessment for learning to document student progress and achievement.	The book has chapter assessments and practice for standardized testing. It also has "Try This" exercises after every example. The test generator allows for the creation of quizzes and tests.	3
The content develops critical 21 <sup>st</sup> century skills which will enable students to effectively participate in a global society.	Every section has critical thinking and mathematical reasoning problems.	3

**Subtotal** 13

<b>Understanding: Integration / Differentiation</b>	<b>Evidence / Comments</b>	<b>Points (1-3)</b>
Materials and activities are differentiated to address the diverse abilities, interests and needs of students.	The book allows for journal entries and shows how to draw pictures to solve problems. The supplemental material supports kinesthetic and visual learners, as well as relevant applications.	2
The materials include interdisciplinary connections and allow for application of skills to promote lifelong learning.	This book includes applications from science and statistics as well as the history of math concepts. Ex: mixture problems (chemistry), Exponential growth (statistics).	3
The materials reflect a “developmentally appropriate” approach to student learning.	Sequences from easy, to medium, to challenging concepts.	3
Outside experiences, including family involvement, are part of the learning experience.	Using outside concepts are part of the applications, and one could easily design projects that could include the family.	1

**Subtotal** 9

**Total Points for Section A** 31

## Section B

<b>Pre-Reading: Background Knowledge</b>	<b>Evidence / Comments</b>	<b>Points (1-3)</b>
Chapter introductions help students relate their own life experiences and previously learned information to the topic.	At the start of every chapter there is a prior knowledge skills and concept page.	2
The materials build on the students' prior knowledge within the chapter subsections.	Prior knowledge is built into each section Ex: prior knowledge of fractions and decimals. Building by using them to multiply/add/ solve equations.	3

**Subtotal** 5

<b>Pre-Reading: Purpose Setting</b>	<b>Evidence / Comments</b>	<b>Points (1-3)</b>
Chapters begin with a list of objective statements or essential questions indicating what students will learn.	At the beginning of every chapter "what you'll learn" is bulleted. Example pg 382.	3
Section headings are specific enough so that students can convert them to focus questions which direct their reading.	Section headings are very specific for the skill being covered. Example p. 35 exponential notations, one knows that exponents will be covered.	3

**Subtotal** 6

**Total Points for Section B** 11

## Section C

<b>Active Reading: Main Ideas</b>	<b>Evidence / Comments</b>	<b>Points (1-3)</b>
Titles of sections within the chapter indicate the main idea of each section.	The main idea is written in bold print at the beginning of every section.	3
The main idea of each paragraph is clearly stated and easy to locate.	The main idea for each paragraph is highlighted and written very clearly. The objective for each concept is clearly stated under each main idea.	3

**Subtotal** 6

**Section C (continued)**

<b>Active Reading: Supporting Main Ideas</b>	<b>Evidence / Comments</b>	<b>Points (1-3)</b>
Main idea explanations are thorough.	The main ideas along with the vocabulary are highlighted, and detailed examples are given.	3
Charts, pictures and other graphics support the main ideas and are appropriately located.	The pictures, graphs and charts are placed appropriately and support the concept being discussed.	3
Interesting details are included to expand on the essential information in the text and to engage students.	Integrated material brings relevance and a greater depth of understanding.	2

**Subtotal** 8

<b>Active Reading: Organization of Information</b>	<b>Evidence / Comments</b>	<b>Points (1-3)</b>
The text is organized logically, so students can easily take notes.	The sequence is easy to follow, and the examples are written very clearly.	3
Signal words are provided to indicate how ideas in the section are related to one another.	The vocabulary is highlighted in every section and pertains to the information being covered.	3
The presentation of main ideas and details is consistent in each chapter.	The layout is the same highlighting main ideas at the start of each chapter.	3

**Subtotal** 9

<b>Active Reading: Vocabulary Development</b>	<b>Evidence / Comments</b>	<b>Points (1-3)</b>
Important words/concepts are highlighted in the text (bold, italics, color).	The important words are highlighted and the concepts are colored and in bold print.	3
Important words/concepts are clearly defined or explained within the reading.	The vocabulary is defined in each section and it is also defined in the glossary.	3
Concrete examples or analogies are included to clarify abstract ideas.	The examples are relevant and written very clearly.	3

**Section C (continued)**

The author provides more than just a definition (e.g. pictures, examples, analogies, counter examples).	The book supplements the definitions and reinforces concepts with pictures, graphs and examples.	3
The number of highlighted vocabulary terms is appropriate for the concepts being explained. (Avoid too much jargon!)	Vocabulary is highlighted in each section, as are the words that are needed in order to understand the concepts being taught.	3

**Subtotal** 15

<b>Active Reading: Author's Writing/Student Engagement</b>	<b>Evidence / Comments</b>	<b>Points (1-3)</b>
The author's style engages students—sentence structure is varied and not overly complex, verbs are mostly in the active voice.	The style is written so it is easy to follow and understand. Many sentences start with verbs such as write, solve.	3
The author uses imagery and concrete examples to help students visualize information.	Diagrams such as graphs and real life examples are given graphically to help students solve problems.	3

**Subtotal** 6

**Total Points for Section C** 44

**Section D**

<b>Post Reading: Metacognition</b>	<b>Evidence / Comments</b>	<b>Points (1-3)</b>
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.	Each section has "Try These" examples, along with exercises that have problems that start out with the basic skill and then develop into more critical analysis.	3

**Section D (continued)**

Signal words are provided to indicate how ideas in the section are related to one another.	Vocabulary is reinforced with each new level of difficulty per concept.	3
The summary accurately reflects the main ideas and key supporting information within the chapter.	The review and practice tests accurately cover the concepts discussed throughout the chapter.	3
<b>Total Points for Section D</b>		<u>9</u>

**Section E**

<b>Teacher's Guide and other Resources</b>	<b>Evidence / Comments</b>	<b>Points (1-3)</b>
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 has somr enrichment activities in it. The supplementary material and interned activities further develop these concepts.	2
The materials and instructional plans are well organized and easy to use (teacher friendly).	The supplemental materials are labeled clearly and easy to use. The lesson planners are easy to follow and break the plans down to account for different bell schedules.	3
<b>Total Points for Section E</b>		<u>5</u>

**Section F**

<b>Ancillary Materials* for Students</b>	<b>Evidence / Comments</b>	<b>Points (1-3)</b>
Ancillary materials expand knowledge of content by focusing on essential ideas.	Web link (referred to in text), and web self tests, section quizzes,and vocabulary words support 21 <sup>st</sup> century skills.	3
Ancillary materials meet the varying individual needs of students.	The needs of students are addressed by having activities or puzzles to help reinforce main concepts.	3
Ancillary materials incorporate state of the art technology resources to facilitate teacher use and support student learning.	This book has a web extension that has chapter support and internet activies for students. It also has videos that are step-by-step explanations.	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 = 31**

**Total Points Section B = 11**

**Total Points Section C = 44**

**Total Points Section D = 9**

**Total Points Section E = 5**

**Total Points Section F = 9**

**Total Points for Text**

109
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**Final Recommendation and explanation:**

This book is recommended for adoption. It is very clearly written and is easy for the students to follow. The examples and explanations will help our students to read mathematical text. The internet activities and self tests address 21<sup>st</sup> century learning skills.

Submitted by:

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