

TEXTBOOK SELECTION AND ADOPTION FORM

Vital Information

Title Cultural Anthropology Appreciating Cultural Diversity

Price \$115.54

Material (check one): Major text series Supplementary material

Instructional Course for which material will be used: IB Social and Cultural Anthropology

Author: Conrad Phillip Kittak

Publisher: McGraw-Hill

Place of Publication: New York, New York

Year of Publication: 2010

Edition: 14

Current Text: _____ 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.	Yes, see Table of Contents p vii-xvii and IB syllabus outline	3
The content addresses district, state and national standards.	See attached standards	3
The content flows in a logical progression appropriate for this course-- from simple to complex, chronological, topical, etc.	Yes, see Table of Contents Ideas build on each other	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, there are pictures, illustrations, maps, examples used of men, women, and children from around the world.	3
The materials require learners to be thoughtful, reflective and use high level skills.	Yes, material presented allows the reading to reflect on prior knowledge and the critical thinking questions at the end of each chapter allow for reflection and higher level thinking.	3
The materials include valid and varied assessments-both traditional and performance based.	The end of each chapter has multiple choice, fill in the blank, and critical thinking questions. The online resource provides additional assessments, interactive activities, videos (with critical thinking questions) and additional readings.	3
The assessment tools encourage both assessment of learning and assessment for learning to document student progress and achievement.	The critical thinking questions are based on the learnings of different parts of culture and build on each other.	3
The content develops critical 21 st century skills which will enable students to effectively participate in a global society.	Encourages critical thinking skills and the study of cultures around the world.	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.	Online learning center www.mhhe.com/kottak	3
The materials include interdisciplinary connections and allow for application of skills to promote lifelong learning.	p.19 An example of using the Scientific Method to study culture, language, sports, music, geography, and history.	3
The materials reflect a “developmentally appropriate” approach to student learning.	Yes, this is a college level text and is used in IB anthropology classes.	3
Outside experiences, including family involvement, are part of the learning experience.	Yes, other cultures are examined as we are learning about our own culture.	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 begins with a picture and an "Understanding Ourselves" section.	3
The materials build on the students' prior knowledge within the chapter subsections.	Each chapter begins with the basics and/or an overview of the subject matter and then moves on to specifics.	3
Subtotal		<u>6</u>

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 begins with essential questions pertaining to the material discussed in the chapter and the next page has a chapter outline.	3
Section headings are specific enough so that students can convert them to focus questions which direct their reading.	Example Ch. 4 Applying Anthropology section headings - The Role of Applied Anthropology, Development Anthropology, Strategies for Innovation, Anthropology and Education, Urban Anthropology, Medical Anthropology, Anthropology and Business, Careers and Anthropology	3
Subtotal		<u>6</u>
Total Points for Section B		<u>12</u>

Section C

Active Reading: Main Ideas	Evidence / Comments	Points (1-3)
Titles of sections within the chapter indicate the main idea of each section.	Example Ch. 10 Families, Kinship, and Decent Essential questions - How and why do anthropologists study kinship? How do families and descent groups differ and what are their social correlations? Section title - Families Subsections - Nuclear and Extended Families, Industrialism and Family Organization, Changes in North American Kinship, and the Family Among Foragers.	3

Section C (continued)

The main idea of each paragraph is clearly stated and easy to locate.	Yes, the main idea is clearly stated in each paragraph. Example Ch. 10 pg. 243 Industrialism and Family Organization.	3
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Subtotal 6

Active Reading: Supporting Main Ideas	Evidence / Comments	Points (1-3)
Main idea explanations are thorough.	Yes, see any section/paragraph in the book.	3
Charts, pictures and other graphics support the main ideas and are appropriately located.	Throughout every chapter there are pictures, charts, graphs, and maps used to support the ideas and information being addressed.	3
Interesting details are included to expand on the essential information in the text and to engage students.	Each chapter begins with a section entitled "Understanding Ourselves" and has at least one, if not all, of the following sections, "Appreciating Anthropology, Appreciating Diversity, and/or Through the Eyes of Others". Many chapters include online videos with critical thinking questions as well.	3

Subtotal 9

Active Reading: Organization of Information	Evidence / Comments	Points (1-3)
The text is organized logically, so students can easily take notes.	Every chapter begins with basic ideas or an overarching theme and then moves into specifics.	3
Signal words are provided to indicate how ideas in the section are related to one another.	Vocabulary and terminology is repeated throughout the text.	3
The presentation of main ideas and details is consistent in each chapter.	Every chapter begins in the same way - the title, a picture, and the essential questions. The second page of each chapter has a chapter outline.	3

Subtotal 9

Section C (continued)

Active Reading: Vocabulary Development	Evidence / Comments	Points (1-3)
Important words/concepts are highlighted in the text (bold, italics, color).	Yes, vocabulary words are in bold and definitions are in the margins.	3
Important words/concepts are clearly defined or explained within the reading.	Yes, in the margins and within the reading.	3
Concrete examples or analogies are included to clarify abstract ideas.	Yes, real life examples are used to make connections.	3
The author provides more than just a definition (e.g. pictures, examples, analogies, counter examples).	Example p. 127 Ascribed status: social statuses based on little or no choice. Age is an ascribed status; we can't choose not to age. Race and gender usually are ascribed; people are born members of a certain group and remain so all their lives.	3
The number of highlighted vocabulary terms is appropriate for the concepts being explained. (Avoid too much jargon!)	For the most part, yes. However this is a social science, so there are more scientific terms used.	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.	Yes, choose any paragraph to read.	3
The author uses imagery and concrete examples to help students visualize information.	Yes, he also uses the "Understanding Ourselves" and "Through the Eyes of Others" to help students connect and visualize the information.	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.	Yes, each chapter ends with a self-test of multiple choice, fill in the blank, and critical thinking questions. There is also an online learning center with additional quizzes, including essay questions, additional readings to discuss with knowledge learned, videos with critical thinking questions, and interactive activities.	3
Signal words are provided to indicate how ideas in the section are related to one another.	Yes, vocabulary terms are repeated throughout the text.	3
The summary accurately reflects the main ideas and key supporting information within the chapter.	Yes, every chapter ends with a review summary of the main ideas.	3
Total Points for Section D		<u>9</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.	I have only seen the student online learning center - once we buy the textbooks, I will be able to get the passcode for the online teacher center. The student learning center is wonderful.	N/A
The materials and instructional plans are well organized and easy to use (teacher friendly).	Yes, very easy and straight forward.	3
Total Points for Section E		<u>3</u>

Section F

Ancillary Materials* for Students	Evidence / Comments	Points (1-3)
Ancillary materials expand knowledge of content by focusing on essential ideas.	Yes, the online learning center for students is very exciting. It provides additional quizzes, including essay questions, additional readings to discuss with knowledge learned, videos with critical thinking questions, and interactive activities.	3
Ancillary materials meet the varying individual needs of students.	Yes, please visit the online site www.mhhe.com/kottak	3
Ancillary materials incorporate state of the art technology resources to facilitate teacher use and support student learning.	It is all online	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 = 3

Total Points Section F = 9

Total Points for Text 114

Final Recommendation and explanation:

Submitted by:

Amy Coston
Teacher

Canyon del Oro
School

5-7-12
Date

Angie Brannan
Teacher

CDO High School
School

5-7-12
Date

Teacher
Anne Johnson
Teacher

School
IRHS
School

Date
5/15/12
Date

Teacher
Marcia Viteri
Administrator

School
Campan del Oro
School

Date
5/7/12
Date

Michael Byard
Administrator

IRHS
School

5/7/12
Date

John
Administrator

Amphitheater
School

5/3/12
Date

TEXTBOOK SELECTION AND ADOPTION FORM

Vital Information

Title The Western Heritage Price \$129.67

Material (check one): Major text series Supplementary material

Instructional Course for which material will be used: Advanced Placement European History

Author: Kagan, D., Ozment, S., Turner, F. Publisher: Prentice Hall (Pearson)

Place of Publication: Upper Saddle River, NJ

Year of Publication: 2011 Edition: Tenth

Current Text: None Year of Adoption: 2012-13

**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.	Primary-source documents acquaint students with the raw material of history and provide intimate contact with the people of the past and their concerns. Questions accompanying the source documents direct students toward important, thought-provoking issues and help them relate the documents to the material in the text. They can be used to stimulate class discussion or as topics for essays and study groups.	3
The content addresses district, state and national standards.	The text has an extensive review section, which addresses the standards for ancient history. It also has a primary source supplemental with documents from the major world religions and ancient texts.	3
The content flows in a logical progression appropriate for this course from simple to complex, chronological, topical, etc.	Yes. Each chapter follows the chronology of the applicable historical era. Each major section in a chapter has a chronological table with significant events and their dates.	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.	An emphasis on visual literacy help students understand the historical significance of material culture and how art and architecture reflect the heritage of the West.	3
The materials require learners to be thoughtful, reflective and use high level skills.	“Compare and Connect” that juxtaposes two or more documents in which an important question is debated or a comparison between a document and an illustration is presented.	3
The materials include valid and varied assessments-both traditional and performance based.	Every chapter concludes with AP* document-based questions (from which an essay prompt is given) and multiple-choice test prep practice to give students consistent practice for the AP* exam.	3
The assessment tools encourage both assessment of learning and assessment for learning to document student progress and achievement.	AP* Teacher’s Edition / AP* Instructor’s Resources CD-ROM includes AP* Instructor’s Manual and Tests, PowerPoint® / AP* TestGen CD-ROM / AP* Transparencies / AP* Test Prep Workbook / AP* Reading and Note Taking Study Guide	2
The content develops critical 21 st century skills which will enable students to effectively participate in a global society.	“Compare and Connect” feature contains three to five questions. This feature is intended to encourage students to debate different points of view in class, to read and evaluate differing viewpoints, to analyze documentary and visual evidence. An interactive version of this feature is available on www.myhistorylab.com	3

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.	The activities could be easily differentiated to meet diverse abilities through MyHistoryLab™, which offers a Pearson eText, numerous study aids, chapter review material, several hundred primary sources, video clips, maps, map activities with quizzes, and AP* test prep practice.	3
The materials include interdisciplinary connections and allow for application of skills to promote lifelong learning.	Language arts are utilized by each chapter with a document based question at the end and an essay prompt, which may require analysis of point of view, synthesis of an historical event or era, evaluation, etc. Math and economic skills are utilized through the interpretation of maps, tables, graphs, etc.	3

Section A (continued)

The materials reflect a “developmentally appropriate” approach to student learning.	Yes, based on the Advanced Placement and College Board recommendations, the material in this text is very developmentally appropriate.	3
Outside experiences, including family involvement, are part of the learning experience.	NA	0
Subtotal		<u>9</u>
Total Points for Section A		<u>23</u>

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.	A list of key topics at the beginning of each chapter, glossary terms, AP* Test Prep quizzes, Document-Based Questions, and questions accompanying the more than 200 source documents in the text. These features are designed to make the text more accessible to students and to reinforce key concepts.	3
The materials build on the students’ prior knowledge within the chapter subsections.	Chronologies follow each major section in a chapter, listing significant events and their dates. "In Perspective" sections summarize the major themes of each chapter and provide a bridge to the next chapter.	3
Subtotal		<u>6</u>

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.	An outline, a list of key topics, and an introduction are included in each chapter. Together these features provide a succinct overview of each chapter.	3
Section headings are specific enough so that students can convert them to focus questions which direct their reading.	Yes. See above.	3
Subtotal		<u>6</u>
Total Points for Section B		<u>12</u>

Section C

Active Reading: Main Ideas	Evidence / Comments	Points (1-3)
Titles of sections within the chapter indicate the main idea of each section.	Not only do the section titles do this, there is an explanation/example of the section title. Fx: Catholic Reform and Counter-Reformation (section title) followed by an explanation of internal criticisms and reform efforts before the Protestant Reformation. The sub-titles then go into detail of these criticisms and reform efforts individually.	3
The main idea of each paragraph is clearly stated and easy to locate.	Yes. See above evidence.	3

Subtotal 6

Active Reading: Supporting Main Ideas	Evidence / Comments	Points (1-3)
Main idea explanations are thorough.	Yes. The "what, who, when, and where" are thoroughly explained; as well as, cause and effect in most cases. This allows students to utilize critical thinking skills.	3
Charts, pictures and other graphics support the main ideas and are appropriately located.	One illustration per chapter is examined and analyzed using leader lines to point out important and historically significant details. Maps and Illustrations help students understand the relationship between geography and history, approximately half of the maps include relief features.	3
Interesting details are included to expand on the essential information in the text and to engage students.	Each chapter includes an essay on a significant issue of everyday life or popular culture. These essays explore a variety of subjects, including gladiatorial bouts and medieval games, smoking in early modern Europe, and the politics of rock music in the late twentieth century. These thirty essays, each of which includes an illustration and study questions, expand The Western Heritage's rich coverage of social and cultural history.	3

Subtotal 9

Section C (continued)

Active Reading: Organization of Information	Evidence / Comments	Points (1-3)
The text is organized logically, so students can easily take notes.	Yes. Each chapter begins with an outline of the main ideas and their sub-topics. Within the chapter they are designated by color, bolded type, and font size, making it easily accessible for note taking and outlining.	3
Signal words are provided to indicate how ideas in the section are related to one another.	There are, but not in the way a non-Advanced Placement text would be. The student must read closely for them.	2
The presentation of main ideas and details is consistent in each chapter.	Yes. Each chapter begins with an outline of the main ideas and their sub-topics. Within the chapter they are designated by color, bolded type, and font size.	3

Subtotal 8

Active Reading: Vocabulary Development	Evidence / Comments	Points (1-3)
Important words/concepts are highlighted in the text (bold, italics, color).	Yes. Bold and/or italicized followed by either a definition or explanation. This is much better than the other texts I looked at.	3
Important words/concepts are clearly defined or explained within the reading.	See above.	3
Concrete examples or analogies are included to clarify abstract ideas.	Yes. Ex; "civic humanism" is explained followed by an example of how it was used during the Renaissance.	3
The author provides more than just a definition (e.g. pictures, examples, analogies, counter examples).	"A Closer Look" reflects the increased use of visual sources to interpret the Western heritage, one illustration per chapter is examined and analyzed using leader lines to point out important and historically significant details. Examples include a Greek trireme, the cover of the Lindau Gospels, a statue of St. Maurice, and a French imperialist poster from the early twentieth century. This feature further enhances the already rich visual presentation of The Western Heritage. An interactive version of this feature is available on www.myhistorylab.com .	3

Section C (continued)

The number of highlighted vocabulary terms is appropriate for the concepts being explained. (Avoid too much jargon!)	Yes. Accessible to students without compromising vocabulary or conceptual level.	2
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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.	The text is written using narration and analysis and is appropriate for an Advanced Placement course. The exceptionally clear narrative integrates social and cultural history into a strong political framework and reinforces critical themes that are fundamental to Western civilization.	3
The author uses imagery and concrete examples to help students visualize information.	Each chapter includes an essay on a significant issue of everyday life or popular culture. These essays explore a variety of subjects, including gladiatorial bouts and medieval games, smoking in early modern Europe, and the politics of rock music in the late twentieth century. These thirty essays, each of which includes an illustration and study questions, expand The Western Heritage's rich coverage of social and cultural history.	3

Subtotal 6

Total Points for Section C 43

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.	Document-Based Questions (DBQs) at the end of each chapter encourage students to read and analyze sources effectively. Questions accompanying the source documents direct students toward important, thought-provoking issues and help them relate the documents to the material in the text. The "Compare and Connect" feature contains three to five	3

Section D (continued)

	questions. This feature is intended to encourage students to debate different points of view in class, to read and evaluate differing viewpoints, to analyze documentary and visual evidence.	
Signal words are provided to indicate how ideas in the section are related to one another.	There are, but not in the way a non-Advanced Placement text would be. The student must read closely for them.	2
The summary accurately reflects the main ideas and key supporting information within the chapter.	Yes. The text is concise and easy to understand. There are maps to accompany the summaries in some instances, which give a visual summary as well.	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.	AP* Teacher's Edition / AP* Instructor's Resources CD-ROM includes AP* Instructor's Manual and Tests, PowerPoint® / AP* TestGen CD-ROM / AP* Transparencies / AP* Test Prep Workbook / AP* Reading and Note Taking Study Guide	3
The materials and instructional plans are well organized and easy to use (teacher friendly).	See above. MyHistoryLab™ offers a Pearson eText, numerous study aids, chapter review material, several hundred primary sources, video clips, maps, map activities with quizzes, and AP* test prep practice. All student work can be tracked in the teacher's online gradebook.	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.	MyHistoryLab™ offers a Pearson eText, numerous study aids, chapter review material, several hundred primary sources, video clips, maps, map activities with quizzes, and AP* test prep practice.	3
Ancillary materials meet the varying individual needs of students.	MyHistoryLab™ is a comprehensive resource which includes a History Bookshelf with fifty of the most commonly assigned books and a History Toolkit with tutorials and helpful links	3

Section F (continued)

Ancillary materials incorporate state of the art technology resources to facilitate teacher use and support student learning.	MyHistoryLab™ is a state-of-the-art, comprehensive Web resource, organized according to the contents of The Western Heritage Since 1300 10e, AP* Edition, offering a unique, interactive experience that brings history to life. Students are able to self-study, take pre-loaded sample tests, and receive personalized study plans.	3
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*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 = 23

Total Points Section B = 12

Total Points Section C = 43

Total Points Section D = 8

Total Points Section E = 6

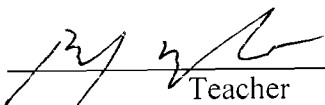
Total Points Section F = 9

Total Points for Text 101

Final Recommendation and explanation:

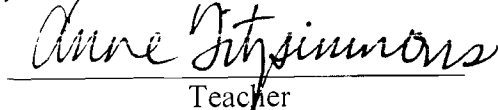
Of the textbooks that I have reviewed, The Western Heritage meets the standards of the State of Arizona and the Amphitheater School District core curriculum better than the others. As well as meeting standards and curriculum, the text is in correlation to the Advanced Placement European History Course Description.

Submitted by:


Teacher

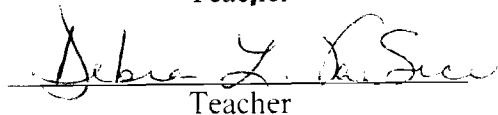
 CDO
School

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Teacher

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Teacher	School	Date
<i>[Signature]</i>	<i>[Signature]</i>	5/23/12
<i>Michael Byars</i> Administrator	<i>IRHS</i> School	5/23/12 Date
<i>[Signature]</i> Administrator	<i>AHS</i> School	5/24/12 Date