

# TEXTBOOK SELECTION AND ADOPTION FORM

## Vital Information

Title Krugman's Economics for AP Price approximately \$200 per student enrolled

Material (check one):  Major text series  Supplementary material

Instructional Course for which material will be used: AP ECONOMICS

Author: Margaret Ray and David Anderson Publisher: Worth

Place of Publication: New York

Year of Publication: 2011 Edition: First

Current Text: Boyes/Melvin Year of Adoption: unknown

**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.	Comprehensively supports and aligns perfectly with AP Curriculum and site standards. Sections specifically and accurately follow the AP Topic Outlines (Both Micro and Macro)	3
The content addresses district, state and national standards.	Most elements are well introduced, some are superior (e.g., pages 2-4 and 16-21, Foundations; property rights and role of government, 388-389; consumer sovereignty, 754-758; competition, throughout the book); appendixes for interpreting graphs, etc. is unmatched by any other textbook. Clearly covers all aspects of any college-level introductory course in Economics)	3
The content flows in a logical progression appropriate for this course--from simple to complex, chronological, topical, etc.	organized in "Modules" so that syllabi may "plug-in" any of the modules into the scope and sequence of Amphi District Curriculum	3

**Subtotal** 9

**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.	Particularly, updated photos and images show intelligent and relevant ethnic and gender diversity	3
The materials require learners to be thoughtful, reflective and use high level skills.	Absolutely. Sample Free Response Questions for each section. Summative assessments at the end of each section challenge students to solve and explain problems.	3
The materials include valid and varied assessments-both traditional and performance based.	See above. Supplemental workbook emphasizes "discussion starters," Test Bank reflects AP-quality traditional questions.	3
The assessment tools encourage both assessment of learning and assessment for learning to document student progress and achievement.	Module format allows for "Understanding Checks" and allows for measuring progressive progress from module to module. Summative assessments are simulated AP Exams.	2
The content develops critical 21 <sup>st</sup> century skills which will enable students to effectively participate in a global society.	The objective is for students to learn how to think economically. Individual decisions, policy decisions, societies' behavior standards depend on an economics-literate public, and the textbook captures that theme appropriately. The opening line of the text is : "Economics is the study of scarcity and choice." From there it teaches students the skills necessary to make good decisions.	3

**Subtotal**                      14

<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 text has an accompanying prep manual ("Strive For a 5") to guide students through the text -- an excellent model for CRISS reading strategies and AP test prep strategies.	2
The materials include interdisciplinary connections and allow for application of skills to promote lifelong learning.	Yes. Government, market forces for aggregate growth, and international trade, in particular. Shows examples of changes in productivity and provides for application of historical perspective.	3
The materials reflect a “developmentally appropriate” approach to student learning.	The book's claim to fame is that it is "easy to read," yet comprehensive in its inclusion of all elements of the AP Topical Outline provided by the College Board. This is a rare example of an accessible textbook that is engaging, yet thorough.	3

Outside experiences, including family involvement, are part of the learning experience.	Somewhat, but that is not necessarily the focus of the AP curriculum for Economics	2
<b>Subtotal</b>		<u>10</u>
<b>Total Points for Section A</b>		<u>33</u>

### 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.	Engaging examples provide a context for important concepts, e.g., Supply and demand example (coffeebeans to price of coffee) at Starbucks.	2
The materials build on the students' prior knowledge within the chapter subsections.	Yes. Key terms highlighted in both the text and the margins. "FYI" examples provided in the body of the text illustrate notable developments in daily life that perfectly reflect a major concept just learned.	3
<b>Subtotal</b>		<u>5</u>

<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.	"What you will learn in this Module:" precedes every module with essential qualities of the key objectives	3
Section headings are specific enough so that students can convert them to focus questions which direct their reading.	Yes. A direct reminder of the above stated learning objectives. The accompanying workbook is consistent with this design.	3
<b>Subtotal</b>		<u>6</u>
<b>Total Points for Section B</b>		<u>11</u>

## 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.	Yes. e.g., "Resources are Scarce" "Gains From Trade" "Getting the Picture (Graphs Appendix)" "Why Governments Control Prices"	2
The main idea of each paragraph is clearly stated and easy to locate.	Yes. e.g., about the Circular Flow Model: p. 105, "Households spend most of the income received from factors of production on goods and services."	3
<b>Subtotal</b>		<u>5</u>

<b>Active Reading: Supporting Main Ideas</b>	<b>Evidence / Comments</b>	<b>Points (1-3)</b>
Main idea explanations are thorough.	pg. 112 "Real GDP: A Measure of Aggregate Output," This is a major concept for AP students. Real GDP and aggregate output are essential, and the text well spells this out.	3
Charts, pictures and other graphics support the main ideas and are appropriately located.	Much more so than other AP Economics textbooks. It is not too dense -- much like Pearson textbooks (our regular Economics approved textbook), it is easy on the eye, and one can quickly go from an illustration or chart back to the text without getting lost. Very efficient.	3
Interesting details are included to expand on the essential information in the text and to engage students.	Many paragraphs with supporting details ask the reader to imagine scenarios -- very engaging and thought-provoking	3
<b>Subtotal</b>		<u>9</u>

<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.	Yes Meets the standard of modern textbooks, specifically with this in mind, and the supplemental materials guide students to master this skill (notetaking)	3
Signal words are provided to indicate how ideas in the section are related to one another.	"Correspondingly," "as a result," "easy to define -- however," "in general," "although," "one of the most important," etc.	3
The presentation of main ideas and details is consistent in each chapter.	The "voice" of the authors is consistently evident and is easier to read, as a narrative, than most textbooks	3
<b>Subtotal</b>		<u>9</u>

<b>Section C (continued)</b>		
<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).	Yes. All terms that are included in the AP Topical Outline are highlighted in BOLD.	3
Important words/concepts are clearly defined or explained within the reading.	Both in the text and in the margins, and in the accompanying support materials. AP students must master the vocabulary, and the text well supports this.	3
Concrete examples or analogies are included to clarify abstract ideas.	Wonderfully done -- not easy for any textbook author, and this is a model of excellence for any publisher. This has made this book a "hit" around the country. Simple, but not "dumbed-down."	3
The author provides more than just a definition (e.g. pictures, examples, analogies, counter examples).	Consistently.	3
The number of highlighted vocabulary terms is appropriate for the concepts being explained. (Avoid too much jargon!)	Absolutely balances the rigor required of a rich college-level vocabulary that all economists use -- no jargon is evident. Relevant, pertinent, and efficient.	3
<b>Subtotal</b>		<u>15</u>

<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.	Again, as stated above, consistently readable in an active way. "Figure X shows..." Discouraged workers are... Frictional unemployment exists when... The Bureau of Labor Statistics collects...	3
The author uses imagery and concrete examples to help students visualize information.	Consistently. This is a hallmark trait of this book -- not too dry -- emphasis on imagery is evident.	3
<b>Subtotal</b>		<u>6</u>
<b>Total Points for Section C</b>		<u>4</u>

## 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.	"So why are there price ceilings?" "What happens when the demand curve shifts?" "Why does the market price fall if it is above the equilibrium price?"	3
Signal words are provided to indicate how ideas in the section are related to one another.	"...put the supply curve and the demand curve on the same diagram..." "compared to earlier trends, coffee beans were unusually cheap in the early years of the 21 <sup>st</sup> century..."	3
The summary accurately reflects the main ideas and key supporting information within the chapter.	Sections are divided into "modules," and at the end of each section, main ideas are enumerated and include key terms that are printed in bold, just as they were in the body of the text.	3

**Total Points for Section D** 9

## 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.	"Strive for a 5" book guides both teacher and students. The mutual goal is for all students to excel on, not just pass the AP Exams	2
The materials and instructional plans are well organized and easy to use (teacher friendly).	Very much so.	3

**Total Points for Section E** 5

## 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.	Stated above -- not overwhelming, just enough to stimulate the students to gain greater focus	3

<b>Section F (continued)</b>		
Ancillary materials meet the varying individual needs of students.	Yes -- with a variety of approaches to preparing for the AP Exams (graphing and otherwise)	2
Ancillary materials incorporate state of the art technology resources to facilitate teacher use and support student learning.	E-support materials are available (e-text and review techniques not found in the hard copy for the digital learners)	2

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

**Total Points for Section F**                    7

**Total Points Section A =** 33

**Total Points Section B =** 11

**Total Points Section C =** 44

**Total Points Section D =** 9

**Total Points Section E =** 5

**Total Points Section F =** 7

**Total Points for Text**

109
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**Final Recommendation and explanation:**

All AP Economics teachers have thoroughly examined the text and its supporting materials, and we have had several conversations where we concur that this is the freshest and most useful text available. Teacher-friendly, standards-friendly, and student-friendly -- can't ask for much more than that. AP students will be perfectly prepared for the AP exams with this textbook in place.

Submitted by:

Teacher	School	Date
Teacher	School	Date
Teacher	School	Date
Teacher	School	Date

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