

TEXTBOOK SELECTION AND ADOPTION FORM

Vital Information

Title Standard Level Chemistry Price \$47.47

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

Instructional Course for which material will be used: IB Chemistry

Author: Catrin Brown, Mike Ford Publisher: Pearson Education Limited

Place of Publication: London, England

Year of Publication: 2008 Edition: 1st

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 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 the ideas progress in a logical order	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, men and women from diverse backgrounds are seen in the pictures.	3
The materials require learners to be thoughtful, reflective and use high level skills.	Questions reflect all levels of Bloom's Taxonomy and require students to think critically and reflect at a higher level.	3
The materials include valid and varied assessments-both traditional and performance based.	Assessments include traditional multiple choice, assessment criteria is included in the book, research questions are included that go along with performance-based lab work.	3
The assessment tools encourage both assessment of learning and assessment for learning to document student progress and achievement.	Throughout the reading material there are exercises that allow for the teacher to formally assess students and summative assessments are included at the end of each unit.	3
The content develops critical 21 st century skills which will enable students to effectively participate in a global society.	21 st Century Skills are embedded throughout the text with a focus on critical thinking and collaboration through the use of labs.	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.	Differentiation embedded in the labs and project-based learning.	3
The materials include interdisciplinary connections and allow for application of skills to promote lifelong learning.	Connections to other content areas include math, history, writing, presentation, projects, biology, etc.	3
The materials reflect a “developmentally appropriate” approach to student learning.	Yes, this is a college level text and it is used in IB chemistry class	3
Outside experiences, including family involvement, are part of the learning experience.	Yes, throughout the text in lab work.	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 provides background check plus a summary and assessment statement.	3
The materials build on the students' prior knowledge within the chapter subsections.	Yes, each chapter begins with the basics and/or overview of the subject matter and then moves on to the specifics of the chapter.	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.	Yes, each chapter begins with the assessment statement.	3
Section headings are specific enough so that students can convert them to focus questions which direct their reading.	Yes, the text has several headings throughout the chapter and directly relate to the reading that is included.	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.	Example; Chapter 8, Acids and Bases, Section 8.3 Strong and Weak Bases, Subheading: Distinguishing between Strong and Weak Bases	3
The main idea of each paragraph is clearly stated and easy to locate.	The main idea is clearly stated in each paragraph.	3

Subtotal 6

Section C (continued)

Active Reading: Supporting Main Ideas	Evidence / Comments	Points (1-3)
Main idea explanations are thorough.	Yes, see any section or paragraph in the book for a thorough explanation.	3
Charts, pictures and other graphics support the main ideas and are appropriately located.	Throughout every chapter there are pictures, charts, graphs that are used to support the information included in the text.	3
Interesting details are included to expand on the essential information in the text and to engage students.	In the side panels of almost every page there are colored boxes that provide extra interesting information about that particular page.	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 summarization 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 are repeated throughout the text.	3
The presentation of main ideas and details is consistent in each chapter.	Every chapter begins with a title, summary and assessment statement and every chapter ends with an exercise and practice questions.	3

Subtotal 9

Active Reading: Vocabulary Development	Evidence / Comments	Points (1-3)
Important words/concepts are highlighted in the text (bold, italics, color).	Vocabulary words are bolded	3
Important words/concepts are clearly defined or explained within the reading.	The words are highlighted and the definition or pictures are in the margins.	3
Concrete examples or analogies are included to clarify abstract ideas.	When appropriate, pictures are provided for clarification of material.	3

Section C (continued)

The author provides more than just a definition (e.g. pictures, examples, analogies, counter examples).	When appropriate, pictures are provided for clarification of material.	3
The number of highlighted vocabulary terms is appropriate for the concepts being explained. (Avoid too much jargon!)	Bolded vocabulary is appropriate for a college level chemistry class.	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 text is a scientific college level book with varied sentence structure.	3
The author uses imagery and concrete examples to help students visualize information.	Yes, drawings and pictures help students to visualize the information.	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.	Each chapter ends with and begins with assessments statements and ends with questions that are at the higher level of Bloom's.	3

Section D (continued)

Signal words are provided to indicate how ideas in the section are related to one another.	Vocabulary words are repeated throughout the text.	3
The summary accurately reflects the main ideas and key supporting information within the chapter.	Every chapter begins with a review summary of the previous 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.	Teacher's Edition was not provided, however there is an on-line site that provides quizzes, vocabulary, interactive quizzes, and black line masters.	N/A
The materials and instructional plans are well organized and easy to use (teacher friendly).	Yes, online resources are available chapter by chapter	3

Total Points for Section E 3

Section F

Ancillary Materials* for Students	Evidence / Comments	Points (1-3)
Ancillary materials expand knowledge of content by focusing on essential ideas.	Interactive quizzes provide additional testing opportunities, vocabulary with definitions and offer resources for students.	3
Ancillary materials meet the varying individual needs of students.	Yes, material is available online	3
Ancillary materials incorporate state of the art technology resources to facilitate teacher use and support student learning.	Yes, additional materials are available on line.	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:

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