

Instructional Materials Committee CURRICULUM ADOPTION REQUEST

Text/Resource Requester: John Shoup

School: Woodland High School

Subject: Algebra 1, Geometry, Algebra 2

Department/Grade: Mathematics

Intended Use: Core program for mathematics program

Number of Copies Needed: Algebra: 53; Geometry: 200

Text/Resource Title: Core Connections Algebra, Core Connections Geometry

Author:

Publisher: College Preparatory Mathematics

Copyright Date: 2013

I have taken the following steps to determine the suitability of the above text:

- (X) 1. I have read it and found that it meets the criteria of the district Instructional Materials Committee, including Criteria for the elimination of sex bias. This is a mandatory step.
- (X) 2. I have compared it with these other available texts.
- (X) 3. I have compared review of it with review of these other available texts.
- (X) 4. I have evaluated the reading level and found it averages about grade.
- (X) 5. I have used the text on a trial basis for about weeks, per district policy and the Curriculum director's approval.
- () 6. I taught this book to my current extension class.

Approval Dates

Text Selector Signature:

Approval Date: 5/18/2018

Principal Signature:

Approval Date: 5/18/2018

Assistant Superintendent Signature:

Instructional Material Committee

Approval Date:

Board of Directors

Approval Date:

Evaluation Reading Level (CCSS Qualitative and Quantitative Measures):**1. Qualitative evaluation of the text:**

The committee met in groups of 3 to do the mathematics in a unit and discuss their thoughts about how the materials aligned to the depth of the Common Core, provided instructional supports for teachers and students, provided for formative and summative assessment, and ensured usability.

2. Quantitative evaluation of the text:

Each group also provided quantitative evaluations for categories within each of the topics listed above.

3. Matching reader to text and task:

This textbook requires significant reading by students. However, the text is written at appropriate grade level and tasks support student reasoning about mathematics.

Selection Process**1. Will this material be the basic text or will it supplement the basic text? If it is supplementary, what is your basic text?**

This material will be the basic text for the courses.

2. What process did you use to evaluate the appropriateness and effectiveness of this text/resource?

A committee of teachers and parents evaluated five core mathematics programs using a rubric recommended for this purpose by OSPI. This textbook was ranked the highest by the committee.

3. What other set materials of instructional did you materials consider?

Agile Mind high school mathematics program; Discovery Education Mathematics

4. In what ways is this material better than the other materials? (Text format, organization content, unbiased content concerning minorities and women, teacher's guide, workbooks, etc.)

The mathematical ideas were built so that students could reason about key ideas. Students are encouraged to problem solve and use an inquiry approach to learning.

5. How does this material fit the learning objectives for the subject area?

This program was rewritten especially for the Common Core State Standards were adopted. Thus, the materials are well aligned. EdReports gave the program high marks for alignment with the standards.

6. How does this material insure continuity with the district's overall program?

Because this textbook is aligned to both content and ... the standards at the appropriate grade levels, the material ensures continuity of mathematical content across grade levels.

Instructional Materials Committee Evaluation Form cont.

Bias Content: Please circle a rating for each answer.

1. Presents more than one view point of controversial issues.
Excellent Good Fair Poor **Non-App.**
2. Presents Minorities realistically.
Excellent Good Fair Poor **Non-App.**
3. Includes contributions of minority authors.
Excellent **Good** Fair Poor Non-App.
4. Presents non-stereotypic models
Excellent Good Fair Poor **Non-App.**
5. Facilitates the sharing of cultural differences.
Excellent Good Fair Poor Non-App.
6. Promotes the positive nature of differences
Excellent Good Fair Poor Non-App.
7. Includes the contributions, inventions, or discoveries of minorities.
Excellent **Good** Fair Poor Non-App.
8. Includes the contributions, inventions, or discoveries of women.
Excellent **Good** Fair Poor Non-App.
9. Presents minorities in a manner that promotes ethnic pride.
Excellent Good Fair Poor **Non-App.**
10. Facilitates an environment open to discovery and experimentation
Excellent Good Fair Poor Non-App.