

INSTRUCTIONAL MATERIALS ADOPTION

VENDOR: _____ INSTRUCTIONAL MATERIALS: _____

SUBJECT: _____ COPYRIGHT DATE(S): _____

INSTRUCTIONAL MATERIALS ADOPTION: GENERIC EVALUATION CRITERIA

GROUP II – 2002 TO 2008

SE ISBN _____
TE ISBN _____

R-E-S-P-O-N-S-E-S

YES	NO	N/A	CRITERIA	NOTES
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I. INTER-ETHNIC

—	—	—	1. The instructional materials meets the requirements of inter-ethnic: concept, content, and illustration, as set by West Virginia Board of Education Policy (Adopted December 1970).	
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II. EQUAL OPPORTUNITY

—	—	—	1. The instructional material meets the requirements of equal opportunity" concept, content, illustration, heritage, roles, contributions, experiences, and achievements of males and females in American and other cultures, as set by West Virginia Board of Education Policy (Adopted May 1975).	
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EVALUATION CRITERIA

Each reviewer will evaluate the publisher submitted Instructional Materials and Correlations using the following rating system.

- (I) In-Depth: Instructional Materials extensively address the specific criteria.**
- (A) Adequate: Instructional Materials sufficiently address the criteria.**
- (M) Minimal: Instructional Materials minimally address the specific criteria.**
- (N) Non-Existent: Instructional Materials do not address the specific criteria.**

Instructional Materials must receive 80% I's and A's, of all specific criteria, to be recommended for placement as a primary source on the Official Multiple List.

MATHEMATICS
SPECIFIC CRITERIA FOR CONTENT AND SKILLS
CONCEPTUAL MATHEMATICS

Conceptual Mathematics is a one year course for students who have successfully completed the objectives for geometry. A liberal arts background has long been regarded as essential to a well-rounded education, and mathematics is certainly a vital component of such a background. This course will include major topics from algebra and geometry and will extend these ideas to practical usage. Basic ideas of probability and statistics and the mathematics of finance will also be included. These, along with other concepts, will be presented in the context of their historical development. Students will be encouraged to be active learners either in cooperative groups or as individuals. It is the purpose of this course to expose students to topics in mathematics that are relevant to any educated person. Full integration of graphing calculators and computer applications such as spreadsheets, database, and Internet use, is essential to effectively master the objectives of this course.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	I = In-depth A =Adequate M =Minimal N =Nonexistent	(IMR Committee) RESPONSES			
		I	A	M	N

A. CONTENT

_____	1. develop a variety of problem solving strategies (e.g., draw a diagram, look for a pattern, and work backwards)	___	___	___	___
_____	2. Relate mathematical content to its historical development	___	___	___	___
_____	3. integrate other disciplines into the study of mathematics through simulations, research, and projects	___	___	___	___
_____	4. interpret graphs of functions (i.e., linear, quadratic, exponential)	___	___	___	___
_____	5. solve application problems using linear functions with emphasis on data collection and analysis	___	___	___	___
_____	6. solve application problems using nonlinear functions with emphasis on data collection and analysis	___	___	___	___
_____	7. use appropriate formulas to solve workplace problems	___	___	___	___
_____	8. apply the Pythagorean Theorem	___	___	___	___
_____	9. solve problems involving similar triangles	___	___	___	___
_____	10. use trigonometry to solve right triangle problems	___	___	___	___
_____	11. solve workplace problems involving perimeter and area	___	___	___	___
_____	12. solve workplace problems involving surface area and volume	___	___	___	___

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		I	A	M	N
_____	13. investigate the applications of various geometric shapes and patterns to art, architecture, and nature	—	—	—	—
_____	14. determine the possible outcomes using tree diagrams and the counting principles of permutations and combinations	—	—	—	—
_____	15. apply the basic probability rules in expressing the chances of events occurring	—	—	—	—
_____	16. create and interpret data using various methods of displaying numerical data, including frequency distributions, graphs, histograms, stem-and-leaf plots, and box-and whisker	—	—	—	—
_____	17. relate the measures of central tendency and measures of dispersion to a normal distribution	—	—	—	—
_____	18. apply the measures of central tendency and the measures of dispersion to workplace situations	—	—	—	—
_____	19. use statistical tools for workplace applications such as quality control, marketing and predicting trends	—	—	—	—
_____	19. calculate costs, simple and compound interest, finance charges, loan payments and taxes	—	—	—	—
_____	20. compare various methods of investing money	—	—	—	—

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MATHEMATICS

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 OF CONTENT WITHIN
 PRODUCT

(IMR Committee)
 RESPONSES
 I A M N

B. COMPUTER AND TECHNOLOGY

The instructional materials program provides:

_____	1. specific activities utilizing software to practice and master Conceptual Mathematics instructional objectives	___	___	___	___
_____	2. specific activities utilizing graphing calculators to graph linear equations	___	___	___	___
_____	3. specific activities utilizing graphing calculators to create graphs, charts, histograms, and tables of given data	___	___	___	___
_____	4. specific activities utilizing calculator to find measures of dispersion	___	___	___	___
_____	5. specific activities utilizing calculator to determine interest, finance charges, loan payments, taxes, and investment results	___	___	___	___
_____	6. a listing of available Internet addresses that relate to Conceptual Mathematics	___	___	___	___