

PROPOSAL TO ADOPT A TEXTBOOK

Proposal Request Information

Prior to filling out this form, please read the [Textbook Adoption Proposal Checklist](#) with pertinent policies regarding textbook adoption.

FOR DISTRICT USE ONLY FINAL COMMITTEE RECOMMENDED APPROVAL GRADE LEVELS:	9-12
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Section I

To be filled out by requesting educator:

Ia. REQUESTOR AND REVIEW TEAM INFORMATION

School	Castle View High School	
Date	December 15, 2023	
Requesting Educator	Katelyn Standerfer	
Email address	kstanderfer@dcsdk12.org	
Phone number	909.260.6014	
Proposal Review Team Member	Reviewer's Name	Contact Information - email
District Coordinator	Tammy Melanson	tmlanson@dcsdk12.org
IT Representative	Joel Boeckmann	jnboeckmann@dcsdk12.org
Colleague	Kathryn Baugher	kbaugher@dcsdk12.org
Parent	Christopher Yaryan	chrisyaryan@yahoo.com

Ib. BOOK INFORMATION

Title of proposed text	Savvas Earth Science Student Edition
Author (s)	Edward Tarbuck and Frederick Lutgens
Publisher	SAVVAS
Edition	2017
ISBN number	132320587X

Copyright date	2017
Course and/or subject area in which textbook will be used	Earth and Environment Science
Grade level(s)	9-12
Total cost for purchasing the textbooks? <u>See Checklist for Required Process</u>	\$3,795
Dates the textbook information was displayed at the school and posted on the school's website (2 week min.)	1/8/24-1/22/24
Date the textbook was communicated to the School Accountability Committee?	1/18/24

Ic. RATIONALE

Please provide a brief rationale explaining your decision to include this text in the curriculum.

A previous version of *Earth and Environmental Science* (2017) has been approved for use in the Earth and Environmental Science course and this is the most updated version of that text. It aligns with the district's PLOs and provides important updates to the text used for the Earth and Environmental Science class. Savvas is a reputable publisher and using this text will ensure that our students have access to vetted and high-quality resources – such as what's available in this text – is an important and responsible thing for us to do. Approving an updated version of this text allows students to learn about and think critically regarding contemporary issues such as climate change and rising sea-levels. Because of the updated content of the text, students will be better equipped to deal with and think critically about 21st century problems.

Id. ALIGNMENT WITH DCSD'S GUARANTEED AND VIABLE CURRICULUM

Please write a detailed description of how the textbook aligns to DCSD's Curriculum - Colorado Academic Standards (CAS) and Essential Skills:

Below are GLEs from the DCSD PLOs aligned to chapters in *Earth and Environmental Science* (2017):

Earth and Space Science GLE 1

- EO a. ... the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation. (HS-ESS1-1) **Chapter 24- Studying the Sun**
- EO b. ...**the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.** (HS-ESS1-2)
- EO c. ...stars, over their life cycle, produce elements. (HS-ESS1-3) **Chapter 25.3- The Universe**

Earth and Space Science GLE 2

- EO a. ...**the motion of orbiting objects in the solar system.** (HS-ESS1-4) **Chapter 23- Touring our Solar System**

Earth and Space Science GLE 3

- EO a. ...**the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.** (HS-ESS1-5) **Chapter- Plate Tectonics**

Earth and Space Science GLE 4 EO a. And Earth and Space Science GLE 5 EO a.

- ...**Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.** (HS-ESS2-1) **Chapter 10- Volcanoes and Other Igneous Activity; Chapter 11- Mountain Building; Chapter 14- The Ocean Floor**

Earth and Space Science GLE 4 EO c. And Earth and Space Science GLE 5 EO b.

- ...**Earth's interior [can be used] to describe the cycling of matter by thermal convection.** (HS-ESS2-3) **Chapter 8- Earthquakes and Earth's Interior**

Earth and Space Science GLE 4 EO d. And Earth and Space Science GLE 7 EO b.

- ...**variations in the flow of energy into and out of Earth's systems result in changes in climate.** (HS-ESS2-4) **Chapter 21- Climate**

Earth and Space Science GLE 6

- EO a. ...**properties of water and its effects on Earth materials and surface processes.** (HS-ESS2-5) **Chapter 18- Moisture, Clouds, Precipitation**

Earth and Space Science GLE 7

- EO c. ...**the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.** (HS-ESS2-6) **Chapter 3- Rocks (pg. 85)**

Earth and Space Science GLE 9 EO a. And Earth and Space Science GLE 10 EO a.

- ...**the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.** (HS-ESS3-1) **Chapter 21- Climate**

Earth and Space Science GLE 9

- EO b. ...**developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.** (HS-ESS3-2) **Chapter 4- Earth's Resources**

Earth and Space Science GLE 11

- EO a. ...**the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.** (HS-ESS3-3) **Chapter 4- Earth's Resources**

Earth and Space Science GLE 12

- EO a. ...geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth’s systems. (HS-ESS3- 5) Chapter 21- Climate
- EO b. ...the relationships among Earth systems and how those relationships are being modified due to human activity. (HS-ESS3-6) Chapter 15- Ocean Water & Ocean Life; Chapter 21- Climate

SECTION II: Review Team Information

Each review team member will complete an individual section for a formal review of the textbook based on your stakeholder perspective. All members of the review team **MUST review** the proposed textbook prior submission to the Curriculum, Instruction and Assessment Director.

IIa. EVALUATION of textbook (to be completed by requesting educator)

The proposed textbook...	Y/N	Examples/Justification Please be specific and provide examples if applicable
is appropriate for the following grade level(s)	Y	Savvas has designated this book as a high school level text.
develops essential knowledge and skills	Y	This comprehensive text aligns directly with the Colorado Academic Standards, as described in Section 1.
provides breadth and depth of content	Y	This comprehensive text aligns directly with the Colorado Academic Standards, as described in Section 1.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	One example of the connections students will make is through their learning on climate change. Using this text, students will learn about climate change (Chapter 21) and the impact it will have on temperature and precipitation patterns around the world. They can then connect this information to the temperature and precipitation changes we have seen locally in Colorado as an example of the impact of climate change.
the information in the text includes a variety of cultural perspectives.	Y	One example of the variety of cultural perspectives provided is through their learning on the origins of astronomy. Students will learn about how different

		cultures attempted to explain the astronomical phenomena they were seeing in the sky.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	With respect to gender, ethnic and racial uniqueness, similarities and interdependence, this text provides an unbiased viewpoint representing all cultures, races, ethnicities, and genders.
the text reflects the current research in the content area.	Y	Updated in 2017, this text includes contemporary issues related to Earth Science such as climate change and rising sea levels.
Recommend textbook for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Iib. EVALUATION of Book (to be completed by District Coordinator)

The proposed textbook...	Y/N	Examples/Justification Please be specific and provide examples if applicable
is appropriate for the following grade level(s)	Y	This textbook is written for high school course work.
develops essential knowledge and skills	Y	This textbook is aligned to the NGSS (and our CAS).
provides breadth and depth of content	Y	This textbook addresses each of the Earth and Space Sciences concepts.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	As a textbook, each of the major Earth and Space Science concepts are addressed. There are text, images, diagrams, and graphical displays of information addressing many of the key aspects of science literacy.
the information in the text includes a variety of cultural perspectives.	Y	The textbook addresses a variety of locations, events, and people.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	The textbook doesn't appear to be biased in its presentation of information. Images and natural events represent a variety of people from a variety of places and backgrounds.
the text reflects the current research in the content area.	Y	The textbook is aligned to current science conceptual understanding. There are recent data and natural events provided as part of the content.

aligns with proposed connections to DCSD curriculum (Colorado Academic Standards, Essential Skills)	Y	The textbook is aligned to the NGSS and our DCSD Priority Learning Outcomes.
Recommend textbook for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Iic. EVALUATION of textbook (to be completed by a colleague)

The proposed textbook...	Y/N	Examples/Justification Please be specific and provide examples if applicable
is appropriate for the following grade level(s)	Y	It is a high school level book with appropriate language and skill sets
develops essential knowledge and skills	Y	The text aligns with the standards and codes the standards within the text
provides breadth and depth of content	Y	The textbook covers all of the standards and provides extra depth and content
allows students to create meaning and make relevant connections to other knowledge and experience	Y	An example can be found in chapter 4 (water, air, and land resources). Students learn about the importance of these resources, how they are being used and how they can be protected for future use. There are activities even for families to do together to discuss conservation.
the information in the text includes a variety of cultural perspectives.	Y	Example: the text includes the effects of climate change on the inuit people and of the native Hawaiians that rely on the dwindling fish population to provide food.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	Photos include many races and genders. The text includes accomplishments of people of gender, ethnic and racial uniqueness.
the text reflects the current research in the content area.	Y	The text is current in giving examples of recent earthquakes, tsunamis, and weather phenomena. It also includes recent legislation on pollution and climate change.

aligns with proposed connections to DCSD curriculum (Colorado Academic Standards, Essential Skills)	Y	Excellent alignment with DCSD curriculum updates
Recommend for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

IId. EVALUATION of textbook (to be completed by Parent)

The proposed textbook...	Y/N	Examples/Justification Please be specific and provide examples if applicable
is appropriate for the following grade level(s)	Y	High school level
develops essential knowledge and skills	Y	Aligns with Colorado science standards
provides breadth and depth of content	Y	yes
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Connections are found throughout the text. In chapter 16 they talk about waves, which fits in with the wave unit in their math classes.
The information in the text includes a variety of cultural perspectives.	Y	Yes, many cultures are represented. In chapter 8 the students learn about the earthquakes in El Salvador, Los Angeles, Peru, and Alaska. Many of our students are from these regions of the world.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	The text seems unbiased. It doesn't refer to race or gender at all. The only negative is that of the few pictures of people, most seem caucasian.
Recommend for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

IIe. EVALUATION of textbook (to be completed by IT Representative)

The proposed textbook...	Y/N	Comments
meets privacy act requirements	Y	
vendor has signed <i>Data Protection Addendum</i>	N	
Recommend for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

SECTION V: Signatures/Approvals

Va.

Does the evaluating Educator recommend adoption of this textbook?	YES	NO
Date <u>Mar 26 2024</u>	<input checked="" type="checkbox"/>	
Evaluating Educator Signature <u>Katelyn Standerfer</u>		

Vb.

Does the evaluating Colleague recommend adoption of this textbook?	YES	NO
Date <u>Mar 28 2024</u>	<input checked="" type="checkbox"/>	
Evaluating Colleague Signature <u>Kathryn Baugher</u>		

Vc.

Does the evaluating Parent #1 recommend adoption of this textbook?	YES	NO
Date <u>Mar 28 2024</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#1) Signature <u>Christopher Yaryan</u>		

Vd.

Does the evaluating IT Representative recommend adoption of this textbook?	YES	NO
Date <u>Mar 28 2024</u>	<input checked="" type="checkbox"/>	
Evaluating IT Representative Signature <u>Joel Boeckmann</u>		

Ve.

Does the evaluating Requesting Educator's Administrator recommend adoption of this textbook?	YES	NO
Date <u>Mar 26 2024</u>	<input checked="" type="checkbox"/>	
Administrator Signature <u>Scott Dowis</u>		

Vf.

Does the District Coordinator certify that the information on this form accurately reflects the process followed at the site.	YES	NO
Date <u>Mar 26 2024</u>	<input checked="" type="checkbox"/>	
District Coordinator Signature <u>Tammy Melanson</u>		

Vg.

Does the Curriculum, Instruction and Assessment Director support adoption of this textbook?	YES	NO
Date <u>Mar 26 2024</u>	<input checked="" type="checkbox"/>	
CIA Director Signature <u>Erica Mason</u>		

Vh.

Does the DCSD Cabinet Member support adoption of this textbook?	YES	NO
Date <u>Mar 26 2024</u>	<input checked="" type="checkbox"/>	
DCSD Cabinet Member Signature <u>Matt Reynolds</u>		

SECTION VI: Superintendent's Approval

SUPERINTENDENT'S APPROVAL

Does the <i>Superintendent</i> approve adoption of this textbook?	YES	NO
Date _____		
Superintendent Signature _____		

SECTION VII: Board of Education Approval

BOARD OF EDUCATION APPROVAL

Does the <i>Board of Education</i> approve adoption of this textbook?	YES	NO
Date _____		
Board of Education Signature _____		

OFFICE USE

	DATE	INITIALS
Approved textbook list updated (including recommended grade level)		
Approved form with BOE signatures scanned to CIPG folder on District server		