

**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	Legend High School	
Date	12/20/2023	
Requesting Educator	Charlie Ladbrooke	
Email address	cladbrooke@dcsdk12.org	
Phone number	303-387-4601 (LHS Library Media Center)	
<b>Proposal Review Team Member</b>	<b>Reviewer's Name</b>	<b>Contact Information - email</b>
District Coordinator	Tyson Emborg	temborg@dcsdk12.org
IT Representative	Joel Boeckmann	jnboeckmann@dcsdk12.org
Colleague	Mark Vaughn	mvaughn@dcsdk12.org
Parent	Brenden Egan	egan105@hotmail.com

**Ib. BOOK INFORMATION**

Title of proposed text	Advanced Placement European History
Author (s)	AMSCO
Publisher	Perfection Learning
Edition	2nd
ISBN number	9781663639721
Copyright date	2023

Course and/or subject area in which textbook will be used	AP European History
Grade level(s)	9-12
Total cost for purchasing the textbooks? <u>See Checklist for Required Process</u>	Less than \$1000.00
Dates the textbook information was displayed at the school and posted on the school's website (2 week min.)	1/18/2024-2/18/2024
Date the textbook was communicated to the School Accountability Committee?	1/24/2024

**Ic. RATIONALE**

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

This proposal recommends adopting "Advanced Placement European History" by AMSCO as the new textbook for the AP European History course at our school. This book offers several advantages, including affordability, alignment with the curriculum, and features that support student learning.

**A. Affordability:**

The AMSCO textbook offers a significant advantage in terms of affordability, priced at approximately \$50 for the hard copy and online sources. In contrast, other approved textbooks, such as Spielvogel's 'Western Civilization,' can exceed \$200. This stark price difference eliminates financial barriers for students and ensures that all learners have equitable access to the course materials, thereby promoting inclusivity and diversity within the classroom.

**B. Content Alignment:**

Alignment with the College Board's AP European History curriculum framework is crucial for ensuring that students receive comprehensive and relevant instruction. The AMSCO textbook meticulously covers the four chronological periods and nine units required for the AP exam, demonstrating a strong alignment with curriculum standards. Moreover, its inclusion of the recently introduced "National and European Identity" theme reflects a commitment to staying current with evolving historical narratives and scholarly interpretations.

**C. Features for Student Learning:**

The AMSCO textbook incorporates features designed to enhance student learning and exam

preparation:

1. **Concise and accessible text:** The book presents historical information in a clear and concise manner, facilitating comprehension of complex concepts and events. This accessibility is particularly beneficial for students who may be navigating advanced historical material for the first time.
2. **Essential questions:** Each chapter begins with thought-provoking essential questions that serve as springboards for critical inquiry and analysis. By framing historical content within overarching themes and inquiries, students are encouraged to engage actively with the material and develop their analytical skills.
3. **Primary source integration:** The book incorporates primary sources throughout, allowing students to develop critical thinking and historical analysis skills by directly engaging with historical materials. The integration of primary sources throughout the text immerses students in the voices and perspectives of historical actors, fostering a deeper understanding of past events and contexts. This approach not only cultivates critical thinking skills but also encourages students to grapple with historical complexity and ambiguity.
4. **Writing as a historian sections:** These sections provide guidance and practice opportunities for students to develop the writing skills needed for the AP exam, specifically for essay questions. Dedicated sections provide students with guidance and practice opportunities for honing their historical writing skills. By emphasizing historical argumentation and evidence-based reasoning, these sections prepare students to effectively construct coherent and persuasive essays for the AP exam.
5. **Document-Based Questions (DBQs) & Practice questions:** Each chapter includes multiple-choice, short-answer, and long-essay questions, allowing students to test their understanding and practice responding in the format required by the AP exam. The inclusion of practice questions, including multiple-choice, short-answer, and long-essay formats, enables students to assess their understanding and proficiency. Additionally, the incorporation of DBQs after each period allows students to practice source analysis and argumentation, mirroring the format of the AP exam and facilitating skill mastery.
6. **Practice exam:** The book includes a complete practice exam with updated question styles, allowing students to experience the full format and types of questions encountered on the actual AP exam. This hands-on experience not only builds confidence but also enables students to identify areas for further study and improvement.

## **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:**

The AMSCO textbook aligns with the DCSD's Guaranteed and Viable Curriculum (GVC) and CAS in several ways:

- **Content:** The book covers the historical periods and topics outlined in the GVC for AP European History.
- **Essential Skills:** The book promotes the development of essential skills such as
  - Critical thinking and historical analysis through primary source integration and DBQs.
  - Reading comprehension and information literacy through clear presentation and organization of content.
  - Writing skills through dedicated sections and practice opportunities.
  - Communication skills through the development of arguments and historical interpretations.

By adopting the AMSCO textbook, we can ensure our students are well-prepared for the AP exam while upholding the educational goals and standards set forth by DCSD.

**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 <a href="#">following</a> grade level(s)	Y	This text is specifically designed for students enrolled in the AP European History course, which is typically offered at the high school level. The content complexity and reading level align with the expectations for students in this age group and academic track.
develops essential knowledge and skills	Y	<p>The text covers all the essential knowledge and skills required for the AP European History exam, as outlined by the College Board. It emphasizes primary source analysis, historical thinking, writing skills, and essential concepts within each historical period. Examples include:</p> <ul style="list-style-type: none"> <li>● Integration of primary sources throughout the chapters, allowing students to develop critical thinking and analysis skills.</li> <li>● "Writing as a historian" sections that guide students in developing the writing skills required for the AP exam essays.</li> <li>● Practice multiple-choice, short-answer, and long-essay questions that mirror the format of the AP exam and help students test their understanding and practice their response skills.</li> </ul>
provides breadth and depth of content	Y	<p>The text covers all the historical periods and key events outlined in the AP European History curriculum. It provides a comprehensive overview of each period with sufficient depth to understand historical context and analyze significant developments. For example:</p> <ul style="list-style-type: none"> <li>● Dedication of a full chapter to each major historical period (e.g., Early Modern Europe, The Long Nineteenth Century, etc.)</li> </ul>

		<ul style="list-style-type: none"> <li>● Inclusion of key events, figures, and movements within each period.</li> <li>● Detailed explanations and analysis of major turning points and historical trends.</li> </ul>
allows students to create meaning and make relevant connections to other knowledge and experience	Y	<p>The text encourages students to create meaning by contextualizing historical events and themes within broader historical narratives and contemporary relevance. It prompts critical thinking and analysis, enabling students to draw connections between past events and their implications for the present. The text encourages students to make connections between historical events and their own lives by:</p> <ul style="list-style-type: none"> <li>● Framing each chapter with an essential question that prompts critical thinking and reflection.</li> <li>● Highlighting the ongoing relevance of historical events and concepts to contemporary society.</li> <li>● Providing opportunities for students to analyze primary sources and interpret their meaning in the context of broader historical narratives.</li> </ul>
the information in the text includes a variety of cultural perspectives.	Y	<p>The text incorporates diverse cultural perspectives by presenting a range of voices and experiences from different regions and time periods in European history. This inclusive approach enriches students' understanding of the complexities and diversity of European societies and cultures. The text incorporates diverse historical perspectives by:</p> <ul style="list-style-type: none"> <li>● Including primary sources from various groups and individuals, presenting historical narratives beyond a single dominant viewpoint.</li> <li>● Highlighting the contributions and experiences of diverse groups throughout European history.</li> <li>● Addressing the complexities of cultural interactions and power dynamics in different historical contexts.</li> </ul>
the text has been reviewed in regard to respecting gender,	Y	<p>The text has undergone thorough review to ensure that it respects gender, ethnic, and racial uniqueness, as well as similarities and interdependence among</p>

<p>ethnic and racial uniqueness, similarities and interdependence.</p>		<p>diverse groups. It presents historical narratives in a balanced and inclusive manner, acknowledging the contributions and experiences of individuals from various backgrounds. The text demonstrates sensitivity to diverse identities and experiences by:</p> <ul style="list-style-type: none"> <li>● Utilizing inclusive language and avoiding harmful stereotypes.</li> <li>● Acknowledging the contributions and experiences of women, people of color, and other historically marginalized groups.</li> <li>● Presenting a nuanced and respectful portrayal of various cultures and ethnicities throughout history.</li> </ul>
<p>the text reflects the current research in the content area.</p>	<p>Y</p>	<p>The text is based on the latest historical scholarship and incorporates recent interpretations and findings within the field. This ensures that students are exposed to accurate and up-to-date information about European history.</p>
<p><b>Recommend textbook for adoption</b></p>		<p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p>

**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 <a href="#">following</a> grade level(s)	Y	This text is intended and appropriate for students enrolled in Advanced Placement European History. As a result this text aligns with the course topics, appropriate materials, and reading level as designated by College Board for students in Advanced Placement European History.
develops essential knowledge and skills	Y	This text is designed to develop students' understanding of the essential knowledge and skills as identified in the College Board course for A.P. European History. This includes knowledge from the Renaissance to the present. This also includes a range of skills including primary source analysis, historical thinking, writing skills, and essential concepts within each historical period, in order to prepare students for the Advanced Placement exam.
provides breadth and depth of content	Y	This text provides a breadth and depth of historical periods related to the study of European History and identified within the criteria for College Board's Advanced Placement course of the same name. This includes the use of nine separate units of study from 1450 to the present and curricular links to broader course themes (e.g., Commercial Developments, Intellectual Developments, etc.). The goal is to provide students with enough knowledge and experience to successfully answer Document Based and other questions on the A.P. exam.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This text allows students to create meaning and make relevant connections to other knowledge and experience through the use of historical thinking skills. This includes guiding students in skills ranging from understanding claims and evidence to making connections to patterns which are all incorporated into developing an historical argument. To accomplish this task students are guided through reasoning processes such as comparison, causation, and continuity and change. Combining the processes, skills, and content knowledge found in this text encourage students to make meaningful connections through the application of historical thinking.



<p>the information in the text includes a variety of cultural perspectives.</p>	<p>Y</p>	<p>The text reflects a range of cultural perspectives aligned to the expectations of the A.P. European History curriculum. This includes both applications through content exposure and the incorporation of various perspectives within visual materials, students reflections related to essential questions, and document based question examples.</p>
<p>the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.</p>	<p>Y</p>	<p>The text has been reviewed in regard to gender, ethnic and racial uniqueness, similarities and interdependence. This includes drawing upon a wide range of writers and reviewers in formulating an accessible text for students. This also includes highlighting content, visuals, and reflections that incorporate a diverse range of materials spanning several centuries worth of deep historical application.</p>
<p>the text reflects the current research in the content area.</p>	<p>Y</p>	<p>The text reflects the latest historical understandings of the intended content as well as stretching into contemporary topics. The use and shape of essential questions also allow for students' engagement in historical inquiry and conversations that overcome the stagnate nature of historical explanation.</p>
<p>aligns with <a href="#">proposed connections</a> to DCSD curriculum (Colorado Academic Standards, Essential Skills)</p>	<p>Y</p>	<p>The text aligns with the expectations of the A.P. European History curriculum as expressed by the College Board. The topics covered also highlight many overlapping Social Studies standards from High School World History and Geography.</p>
<p><b>Recommend textbook for adoption</b></p>		<p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p>

**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 <a href="#">following</a> grade level(s)	Y	The textbook is well organized and includes varying types of information including primary sources, graphs, tables, charts, etc.
develops essential knowledge and skills	Y	There are AP style questions and the book addresses essential knowledge and skills supported by the district
provides breadth and depth of content	Y	
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Each topic starts with an essential question that can be used to connect to prior knowledge and develop class discussions.
the information in the text includes a variety of cultural perspectives.	Y	The book covers varying aspects of European culture. Within Europe, cultural perspectives are explored.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	Book focuses on presenting historical factual information.
the text reflects the current research in the content area.	Y	Very well done and will aid in student achievement.
aligns with <a href="#">proposed connections</a> to DCSD curriculum (Colorado Academic Standards, Essential Skills)	Y	Absolutely, matches DCSD curriculum guidelines, Colorado Academic Standards and Essential Skills. As I reviewed the book there are numerous examples of how well this book fits with and is focused on student achievement.
<b>Recommend for adoption</b>	<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 <a href="#">following</a> grade level(s)	Y	The content complexity and reading level align with the expectations for high school students enrolled in a high honors learning track.
develops essential knowledge and skills	Y	The material introduces topics focused on the demands of the AP exam from 1450 - Pres. The wide swath of history the book blankets is extremely broad, and due to this necessity many events are only briefly explored with any depth. (Ex. The key events leading up to and those that occurred in WWII are summarized in less than 6 pages)
provides breadth and depth of content	Y	The material is concise and accessible without creating too burdensome level of detail. The units explore the historical context of each era, with enough practical exercises and sample questions to keep the focus on the material exams.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The book provides enough essential content to ensure that students can understand how key historical periods and developments tie together, and how they can be interpreted in regards to current events. The focus on how the reasoning process can influence historical understanding grounds this text thematically, and keeps the learning narrowed towards the AP exam.
the information in the text includes a variety of cultural perspectives.	Y	The text provides a variety of primary and secondary sources for the material review, and goes as far as allowing for both creative interpretation of the materials, and potential explanation of circumstantial influence from source authors, and how that may suggest a “re-write” of history.

the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	N/A	
<b>Recommend for adoption</b>		<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	
<b>Recommend for adoption</b>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**SECTION V: Signatures/Approvals**

Va.

Does the evaluating <b>Educator</b> recommend adoption of this textbook?	YES	NO
Date <u>Mar 28 2024</u>	<input checked="" type="checkbox"/>	
Evaluating Educator Signature <u>Charlie Ladbrooke</u>		

Vb.

Does the evaluating <b>Colleague</b> recommend adoption of this textbook?	YES	NO
Date <u>Mar 26 2024</u>	<input checked="" type="checkbox"/>	
Evaluating Colleague Signature <u>Mark Vaughn</u>		

Vc.

Does the evaluating <b>Parent #1</b> recommend adoption of this textbook?	YES	NO
Date <u>Mar 26 2024</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#1) Signature <u>Brendan Egan</u>		

Vd.

Does the evaluating <b>IT Representative</b> 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 <b>Administrator</b> recommend adoption of this textbook?	YES	NO
Date <u>Mar 27 2024</u>	<input checked="" type="checkbox"/>	
Administrator Signature <u>Andy Weld</u>		

Vf.

Does the <b>District Coordinator</b> 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>Tyson Emborg</u>		

Vg.

Does the <b>Curriculum, Instruction and Assessment Director</b> 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 <b>DCSD Cabinet Member</b> 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		