

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:	
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Section I

To be filled out by requesting educator:

Ia. REQUESTOR AND REVIEW TEAM INFORMATION

School	Legend High School	
Date	9/16/2021	
Requesting Educator	Celia Harris	
Email address	ckharris@dcsdk12.org	
Phone number	7203141927	
Proposal Review Team Member	Reviewer's Name	Contact Information - email
District Coordinator	Nate Burgard	nburgard@dcsdk12.org
IT Representative	Corey Papastathis	cpapastathis@dcsdk12.org
Colleague	John Angelo	john.angelo@dcsdk12.org
Parent	Michael and Mandy Cordova	mandycordova82@gmail.com

Ib. BOOK INFORMATION

Title of proposed text	Calculus for AP
Author (s)	Ron Larson and Paul Battaglia
Publisher	Cengage
Edition	2nd Edition
ISBN number	978-0-357-43194-8
Copyright date	2021, 2017 Cengage Learning Inc

Course and/or subject area in which textbook will be used	AP Calculus AB and BC
Grade level(s)	9-12
Total cost for purchasing the textbooks? <u>See Checklist for Required Process</u>	No cost to the school or district. Students will need to purchase this textbook on their own
Dates the textbook information was displayed at the school and posted on the school's website (2 week min.)	Textbook at the school 8/10/21 Textbook info online 9/16/2021
Date the textbook was communicated to the School Accountability Committee?	9/22/21

Ic. RATIONALE

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

We as an AP Calculus team have found our past Calculus textbooks to be difficult for our students to understand and are geared more towards college courses than High School AP courses. The overview for Calculus for AP given on the Cengage website reads: Calculus for AP® is designed specifically to support the course frameworks for AP® Calculus AB and AP® Calculus BC. Ron Larson has partnered with an AP® Calculus teacher to develop a series that meets the needs of the AP® Calculus course while helping students develop mathematical knowledge conceptually. With a clear focus on course demands, Calculus for AP® introduces content in the sequence most preferred by AP® Calculus teachers, resulting in more complete content coverage. We feel that using a book geared more towards high school students and aligned to support the AP course framework will greatly help our students' knowledge and understanding of the topics covered. We also appreciate the fact that every book purchased comes with online tools to help support students outside the classroom at no additional cost. The tools are CalcChat, CalcView and Ron Larson's website. Students are also able to purchase a bundle with this textbook where they can receive a hardcopy, the online version, a solutions manual, and a test prep book called Fast Track to a 5. This bundle is a little cheaper and actually will save our students money when purchasing their books. If students choose to only purchase the online textbook that is also an option and is considerably cheaper than past textbooks used. The textbook will not only benefit our students' learning but will also help parents and families with the financial side of the course.

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:**

Since this textbook is for an AP class there are currently no CAS and Essential Skills that align. However, AP follows College Boards Course and Exam Description (CED) for AP Calculus AB and BC. They also have Mathematical Practices for AP Calculus AB and BC. This textbook was designed specifically with both the CED and Math Practices aligned. According to the Preface of the textbook: “The AP Calculus AB and BC mathematical practices are well represented in the examples and exercises. According to the course frameworks for AP Calculus AB and BC, the mathematical practices “describe what a student should be able to do while exploring” calculus.”

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	This textbook was designed with a high school AP teacher as one of the authors and is written with high school students learning and understanding of the concepts of Calculus in mind.
develops essential knowledge and skills	Y	Each lesson is developed with essential questions and essential knowledge and skills based off of the CED and Big Ideas per College Board and AP
provides breadth and depth of content	Y	This text was designed to provide content knowledge and skills based off College Board and AP. It covers all the CED, Big Ideas and Mathematical Practices. There are section projects and Performance Tasks in each chapter to further students studies and make connections to fields outside of the classroom
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This text provides Section Projects that encourage students to explore applications related to the topics they are studying.
the information in the text includes a variety of cultural perspectives.	N	
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	The problems and examples in this text are written with no gender, ethnic or racial connotations. There is no mention of gender, ethnicity or race in the text.
the text reflects the current research in the content area.	Y	This text was designed to provide content knowledge and skills based off College Board and AP. It covers all the CED, Big Ideas and Mathematical Practices.
Recommend textbook for adoption	★ Yes	

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	
develops essential knowledge and skills	Y	Essential knowledge and skills are addressed and developed.
provides breadth and depth of content	Y	Students are provided opportunities to develop conceptual understanding and procedural fluency throughout the text, as well as opportunities to apply the content to real-world problems.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Students create meaning through multiple representations and methods presented as well as drawing on prior math knowledge/skills that they learned in their high school coursework.
the information in the text includes a variety of cultural perspectives.	N	While there is not a variety of cultural perspectives, there are several sections throughout the textbook that highlight various mathematicians' contributions to the study of calculus.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	There is no mention of the aforementioned topics.
the text reflects the current research in the content area.	Y	The textbook is well aligned to the effective math teaching practices (NCTM, 2014).
aligns with proposed connections to DCSD curriculum (Colorado Academic Standards, Essential Skills)	Y	
Recommend textbook for adoption	★ Yes	

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	This textbook is aligned with the College Board AP Calculus curriculum. The examples and explanations are of high quality and are appropriate for high school calculus students.
develops essential knowledge and skills	Y	Each lesson is developed with essential questions and essential knowledge and skills based off of the CED and Big Ideas per College Board and AP. Questions range from skill level practice to applications.
provides breadth and depth of content	Y	This book is aligned with the AP Calculus curriculum and covers every topic students need to know to be successful on the AP Exam. Questions range from basic practice of concepts to advanced applications.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Several application questions in the book relate to real-world situations in which Calculus is used/applied.
the information in the text includes a variety of cultural perspectives.	N	Not sure where I see a “variety of cultural perspectives” in this textbook.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	I do not see anything that is problematic from a gender, ethnic, or racial perspective. It is a Calculus textbook and the problems are appropriate in my estimation as a teacher and form engineer.
the text reflects the current research in the content area.	Y	This text was designed to provide content knowledge and skills based off College Board and AP. It covers all the CED, Big Ideas and Mathematical Practices.
aligns with proposed connections to DCSD curriculum (Colorado Academic Standards, Essential Skills)	Y	
Recommend for adoption	★ Yes	

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	Looking at the book it does a great job of following AP curriculum and is appropriate for the high school level and not out of reach for student comprehension.
develops essential knowledge and skills	Y	The textbook goes in depth in presenting the material to the student. The skills are appropriate for the content and for the AP level.
provides breadth and depth of content	Y	The AP textbook covers every topic students need to know to be successful on the AP Exam.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The textbook’s extension problems do a great job of pushing students’ thinking and comprehension of the material. The text and problems are relevant and current.
the information in the text includes a variety of cultural perspectives.	N	In the textbook there are no problems that include cultural perspectives.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	There are no areas in the book that raise concern over gender, ethnic and racial uniqueness. The book sticks to the AP calculus content.
Recommend for adoption	★ Yes	

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

The proposed textbook...	Y/N	Comments
includes digital tools or resources that are approved for use within DCSD?	Y	10/20/21 started the software approval process for Ron Larson digital tools. HD Ticket 814955 Approved "NOT for students under 13"
vendor has signed <i>Data Protection Addendum</i> ?	N	
Recommend for adoption		★ Yes

SECTION III: District Coordinator Level Process Review


	District Coordinator Initials
Sections I & II are complete.	NB
Building administrator has reviewed the proposal.	NB
The textbook was on display at the school for two weeks.	NB
Information about the textbook was available on the district's and school's website for two weeks prior to being submitted to the District Coordinator.	NB
Information about the textbook was shared with the School Advisory Council.	NB

SECTION IV: District Level Process Review


	CIA Director Initials
The textbook adoption process has been followed.	EM
The textbook was displayed in the school that is making the request.	EM
The textbook was displayed on the district website prior to approval.	EM
Notice was provided and the textbook was available in the district office for two weeks prior to approval.	EM
Does the District Coordinator and review team support adoption of this textbook?	EM

SECTION V: Signatures/Approvals


Va.

Does the evaluating <i>Educator</i> recommend adoption of this textbook?	YES	NO
Date <u>Oct 26 2021</u>		
Evaluating Educator Signature <u>Celia Harris</u>		


Vb.

Does the evaluating <i>Colleague</i> recommend adoption of this textbook?	YES	NO
Date <u>Oct 26 2021</u>		
Evaluating Colleague Signature <u>John Angela</u>		


Vc.

Does the evaluating <i>Parent #1</i> recommend adoption of this textbook?	YES	NO
Date <u>Oct 30 2021</u>		
Evaluating Parent (#1) Signature <u>Mandy Cordova</u>		


Vd.

Does the evaluating <i>IT Representative</i> recommend adoption of this textbook?	YES	NO
Date <u>Nov 01 2021</u>		
Evaluating IT Representative Signature <u>Corey Papastathis</u>		


Ve.

Does the evaluating Requesting Educator's Administrator recommend adoption of this textbook?	YES	NO
Date <u>Oct 26 2021</u>		
Administrator Signature <u>Michael Cordova</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>Oct 26 2021</u>		
District Coordinator Signature <u>Mate Burgard</u>		

Vg.

Does the CIA Director support adoption of this textbook?	YES	NO
Date <u>Oct 26 2021</u>		
CIA Director Signature <u>Erica Mason</u>		

SECTION VI: Superintendent's Approval

SUPERINTENDENT'S APPROVAL

Does the Superintendent approve adoption of this textbook?	YES	NO
Date <u>Oct 28 2021</u>		
Superintendent Signature <u>Corey Wise</u>		

SECTION VII: Board of Education Approval

BOARD OF EDUCATION APPROVAL

Does the Board of Education 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		

Document Details

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Document Sent	Document Sent to Celia Harris (ckharris@dcsdk12.org)	Oct 26 2021 02:47PM America/Denver
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