

PROPOSAL TO ADOPT A TEXTBOOK AND/OR REQUIRED CURRICULUM MATERIALS - DISTRICT INITIATED

Proposal Request Information

Prior to filling out this form, please read the following with pertinent policies and procedures regarding textbook and/or required curriculum materials adoption initiated by district departments for the purposes of school selection and use. Please coordinate with the Curriculum, Instruction, and Professional Growth department to ensure the process is followed correctly.

This process is aligned with the DCSD Board of Education's policy IJ, specifically *"Review and recommendation procedures shall be established by the Superintendent and shall include appropriate input from curriculum specialists, teachers, administrators, parents, and community members after providing reasonable notice and access to such materials for the community and Board of Education."*

In addition the following definitions from IJ policy are as stated:

- *"Textbooks" shall mean the major information resource(s) both digital and bound materials provided in multiple copies for use by a total class or a major portion of such class.*
- *"Required curriculum materials" shall include print and non-print resources such as software, Web-based products, assigned titles of literature or kits that are integral to a course or curriculum content area and required for whole class student use.*

The Review team is to be made up of...

- 1 member from the DCSD district department initiating the adoption
- 1 school administrator in DCSD (principal, assistant principal, dean or PLS) (grade level(s) appropriate to the adoption of the textbook and/or required curriculum materials)
- 2 teachers from schools in DCSD (grade level(s) appropriate to the adoption of the textbook and/or required curriculum materials)
- 1 parent/community member (Ex, from DAC, SAC or other parent groups)
- 1 IT representative

Section I

To be filled out by Lead Requestor:

Ia. REQUESTOR AND REVIEW TEAM INFORMATION

District Department Name	Curriculum, Instruction, and Assessment	
Date	1/20/2022	
Lead Requestor's Name	Kelly Mihalik	
Email address	kmihalik@dcsdk12.org	
Phone number	303-387-9500	
Additional Proposal Review Team Members	Reviewer's Name	Contact Information - email
School Administrator	Ben D'Ardenne	bdardenne@dcsdk12.org
Teacher 1	Jessica Kinsey	jkinsey@dcsdk12.org
Teacher 2	Jan Francis	jmfrancis@dcsdk12.org
Parent/Community Member	Katheryn Wille	Katheryn.Shelton@hotmail.com

IT Representative	Joel Boeckmann	jnboeckmann@dcsdk12.org
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Ib. BOOK INFORMATION

Title of proposed text	Essential Health Skills for Middle School
Author (s)	Sanderson, Zelman, Ambruster, McCarley
Publisher	G-W (Goodheart-Wilcox)
Edition	second
ISBN number	978-1-64564-399-9
Copyright date	2021
Subject area in which textbook/required curriculum materials will be used	Health
Grade level(s) the Textbook/Required Curriculum Materials are for	6, 7, 8 Grade
School or district cost for purchasing the textbook/required curriculum materials?	Pricing available here Teacher's edition: \$160 Student book: \$101.28 Student workbook: \$25.28 Human Sexuality supplement is NOT approved
Dates the textbook/required curriculum materials information was displayed at the district office and posted on the district website? (2 week min.)	2/14/22-3/30/22
Date the textbook/required curriculum materials was communicated to a parent group for a volunteer to be on the review team? (Please name the group and date)	2/2/2022 - District Health Advisory Committee (DHAC)

Ic. RATIONALE

<p>Please provide a brief rationale explaining the decision to include this text in the curriculum. This text has undergone a thorough review and pilot implementation by our district "CASH" health teacher group. After researching a variety of textbooks available for middle school students, this one was found to be highly engaging and relevant, integrates best practices for teaching health skills, and is aligned with our Colorado state standards. It was the top choice by the team reviewing and comparing middle school health textbooks.</p>

Id. ALIGNMENT WITH DCSD'S CURRICULUM

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

(Please cite the CAS Grade Level Expectations and if applicable, the Evidence Outcomes (EOs) the textbook/required curriculum materials will help address).

This textbook is aligned to CAS, the Essential Skills, and also the National Health Skills. As part of our Curricular Framework work, the CASH team identified and aligned the material in the text with our state standards. This textbook can be used to address all of the Colorado Academic Standards for Comprehensive Health in grades 6-8, which includes healthy eating, healthy relationships - sexual health, health promotion, social emotional wellness, drug prevention, violence prevention, and safety.

The alignment with the state standards is linked below:

[Sixth Grade](#)

[Seventh Grade](#)

[Eighth Grade](#)

Ie. SCHOOL LEVEL IMPLEMENTATION CONSIDERATIONS

Please provide schools with implementation considerations to follow in the event a DCSD school decides to purchase and use the textbook/required curriculum materials with students. This can include implementation steps (getting started with the resource, implementation teams, monitoring the implementation, student data collection), professional development, district contacts for support and teaching and learning best practices.

The district curricular frameworks for comprehensive health outline the textbook and unit/standards alignment.

In alignment with [House Bill 19-1032](#) and the district policy on not teaching pregnancy outcome options because they are not in the Colorado Academic Standards for Comprehensive Health, neither the **Comprehensive** Health Skills for Middle School nor the Human Sexuality supplement are recommended.

G-W has a variety of online and print resources for classrooms. The workbooks can be ordered in print, but are also available completely online. Online access may be a better fit because then teachers can choose exactly which activities they want to use.

There are short webinars available on the G-W website [here](#).

Contact Laurie LaComb or Kelly Mihalik with questions and for support in getting started.

If. PROFESSIONAL REVIEWS

Please provide at least two (2) summaries of professional reviews from recognized educational organizations outside of DCSD with links that corroborate with the above rationale (Ex, State Level Reviews, [Edreports.org](#), [CASEL Program Guides](#), etc)

Professional reviews do not exist for health textbooks. However, the authorship of the text includes experts in the field of health and wellness, as found on [their website](#). Additionally, the text supports a skills-based approach, which is best practice in comprehensive health education.

SECTION II: Review Team Information

Each review team member will complete an individual section for a formal review of the Textbook/Required Curriculum Materials based on your stakeholder perspective. All members of the review team **MUST review** the proposed Textbook/Required Curriculum Materials prior submission to the DCSD Chief Academic Officer.

IIa. EVALUATION of Textbook/Required Curriculum Materials (to be completed by the district department lead requestor)

The proposed textbook/required curriculum materials...	Y/N	Examples/Justification Please be specific and provide examples if applicable
is appropriate for the following grade level(s)	Y	You can find the correlations to the 6-8 grade national health standards here . The content of the text is aligned with the Colorado Academic Skills (CAS) Prepared Graduate Statements for Comprehensive Health, including grade level appropriate instruction on Healthy Eating (Unit 3), Health Relationships and Sexual Health (Units 6-7), Health Promotion (Unit 1), Social Emotional Wellness (Unit 2), Drug Prevention (Unit 4), Violence Prevention (Unit 6), and Safety (Unit5).
develops essential knowledge and skills	Y	This textbook uses the skills-based approach for health education, as highlighted on page T11 of the Teacher's Edition. Our state and national standards support a skills-based approach instead of a primarily content-focused instruction. The state standards made this shift in 2020 and this textbook supports these best practices. These skills include analysis, communication, self-advocacy, and information literacy which are also included in the CAS essential skills.
provides breadth and depth of content	Y	The text supports a comprehensive understanding of a topic and allows students to develop deeper understanding through its "Skills Practice" activities that are marked Easy, Intermediate, and Difficult. For example, lesson 5.3 on stress gives a broad overview of types of stress, the body's response to stress, and ways to manage stress. Students are then able to develop a deep understanding of stress and the impact it has on behavior through the following activities: <ul style="list-style-type: none"> • "Activity G" to analyze how stress impacts others through a survey

		<ul style="list-style-type: none"> “Activity H” provides case studies to identify types of stress and stress management techniques
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Students are given an opportunity to reflect on how each of the health topics impact them, analyze their own values, and practice communicating effectively. In the nutrition unit 7 (p 194), the lessons follow a student named Rei. Through the embedded story, students see how nutrition is connected to Rei’s activities and health. This allows students to reflect on their own food choices and see how it impacts their health and level of activity.
the information in the text includes a variety of cultural perspectives.	Y	<p>A variety of perspectives are included and culture and its impact on perspectives, beliefs, and choices are directly highlighted:</p> <p>TE P 19 discusses cultural practices that affect health and wellness</p> <p>TE P 215 calls attention to cultural backgrounds impacting food preferences</p> <p>TE P 231 discusses race and ethnicity and the influence on body image</p>
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	<p>Understanding, respecting, and valuing yourself and others is part of the content area instruction in health class. The text supports this instruction. P 235 includes a section on acknowledging diversity as it relates to body types/image.</p> <p>A variety of races are represented in the case studies and throughout the text.</p>
the text reflects the current research in the content area.	Y	Health instruction should focus on developing health skills, not just content. The text supports this current research as it is designed to support skills-based health education. Activities are embedded throughout all the lessons to support skill development.
Recommend textbook for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Iib. EVALUATION of Textbook/Required Curriculum Materials (to be completed by School Administrator)

The proposed textbook/required curriculum materials...	Y/N	Examples/Justification Please be specific and provide examples if applicable
is appropriate for the following grade level(s)	Y	Follows the Colorado Academic Standards
develops essential knowledge and skills	Y	Covers the standards with a full, comprehensive overview
provides breadth and depth of content	Y	Very thorough but stays away from controversial topics
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Relevant case studies for students to read and learn from as they reflect on their own lives
the information in the text includes a variety of cultural perspectives.	Y	There isn't a lot of opportunity for different cultural perspectives as it relates to comprehensive health.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	There do not seem to be any biases or lack of respect towards any gender, ethnicity, race, etc.
the text reflects the current research in the content area.	Y	
aligns with the proposed connections to DCSD curriculum (Colorado Academic Standards (CAS) & Essential Skills)	Y	
Recommend textbook for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Iic. EVALUATION of Textbook/Required Curriculum Materials (completed by a Teacher#1)

The proposed textbook/required curriculum materials...	Y/N	Examples/Justification Please be specific and provide examples if applicable
is appropriate for the following grade level(s)	y	6-8th grade- provides students the ability to develop critical thinking skills, develop SEL skills and make the skills taught applicable to real life. It takes very little modification for 6th grade and is simple to implement directly for 7th and 8th grade.
develops essential knowledge and skills	y	Students are able to use graphic organizers, case studies and provide consequences/ benefits. The textbook gives opportunities in each chapter and subchapter for students to develop essential knowledge and skills.
provides breadth and depth of content	y	Textbooks and resources make differentiating an ease for all learners. Terms and definitions at start of the chapter as well as highlighted throughout the chapter. There are extensions included throughout each chapter as well.
allows students to create meaning and make relevant connections to other knowledge and experience	y	Students can use case studies and incorporate the resources. There are worksheets, fillable graphic organizers, and at home assignments that also include family support.
the information in the text includes a variety of cultural perspectives.	y	Students have directly commented to me how the info in the textbook has been helpful to them and useful. It includes everyone without stereotyping.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	y	The information provided is very inclusive and easily reaches and influences each student's perspective.
the text reflects the current research in the content area.	y	There's an emphasis on SEL and how it relates to certain topics in health as well as other subject areas. There are opportunities throughout the book to look closer at what is happening around them based on what is happening in our world.
aligns with the proposed connections to DCSD curriculum (Colorado Academic Standards (CAS) & Essential Skills)	y	It directly relates to our CAS and essential skills. The textbook also uses the National standards which tie into the CAS. At the beginning of each chapter there are questions that give the students an ideas of expected learning that also drives their experience as they read

		and learn the chapters.
Recommend for adoption	<input type="checkbox"/> Yes <input type="checkbox"/> No	

IId. EVALUATION of Textbook/Required Curriculum Materials (to be completed by a Teacher #2)

The proposed textbook/required curriculum materials...	Y/N	Examples/Justification Please be specific and provide examples if applicable
is appropriate for the following grade level(s)		This book could be used in all middle school grades 6-8. This text provides real life examples, SEL skills and case studies that are applicable to a middle schoolers life.
develops essential knowledge and skills	Y	The text along with the workbook allows students opportunities to practice the skills being taught with helps develop their essential knowledge.
provides breadth and depth of content	Y	I think it definitely provides breadth, and the depth is appropriate for the middle school level it's being used at.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	There are activities included that allow students to connect what they are learning to their own life. One activity is an interview with a trusted adult about how alcohol has affected that person. This is usually completed with a parent or sibling over the age of 21.
the information in the text includes a variety of cultural perspectives.	N	Most of the information is straightforward and applies to any culture, but there isn't necessarily cultural differences discussed.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	?	As I have used the text, I have not seen anything that would demonstrate anything other than inclusiveness towards all genders, ethnicity etc.
the text reflects the current research in the content area.	Y	The text is very current and aligns to the State and National Health Skills.
aligns with the proposed connections to DCSD curriculum (Colorado Academic Standards (CAS) & Essential Skills)	Y	Yes this text directly aligns with the CAS as well as the National Health Skills.
Recommend for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

IIe. INPUT of Textbook/Required Curriculum Materials (to be completed by parent/community member representative)

The proposed textbook/required curriculum materials...	Y/N	Examples/Justification Please be specific and provide examples if applicable
is appropriate for the following grade level(s)	Y	This health education book is a balanced introduction to the Colorado Academic Standards for 6th-8th grade. It does not go into much detail, but presents various topics that are a great starting point for further health education for students.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	In the Teacher Edition there are opportunities to create meaning and discuss real world applications. Some topics are very basic where students may be past some of the content; however, there are other areas (for example: Understanding and Preventing Diseases, Preventing Injuries, Promoting Environmental Health, Promoting Healthy Relationships) are a few examples that allow students to make connections to experiences. One concern I did have regarding knowledge and experience related to our students and the challenges of DCSD is the topic of alcohol (which the text does a decent job discussing), but the topic of marijuana was quickly discussed regarding THC. Ideally, this knowledge and experience for the students would be more relevant regarding what this topic truly entails regarding products for the state of Colorado, especially due to its legalization. There was more detail of effects and long term effects of other substances rather than all substances, this lacks consistency. With recent COVID experiences, on page 376, it discusses treating communicable diseases and highlights antibiotics. The text does deliver correct information, but there are visuals such as that which can become distracting and misleading.

the information in the text includes a variety of cultural perspectives.	Y	Pictures and illustrations are culturally competent and educates about various outside influences that can impact the culture and perspectives of students and the community(ex: media, relationships, mental health). However, the text does not go in depth on various cultural perspectives, religions, gender identification (beyond male/female), or demographics.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	This text has regard to respecting gender, ethnic and racial uniqueness, etc. I would like to comment that this text does not dive into specifics of topics. It seems very entry level regarding information. If the goal of this text is to provide an introduction to topics then it is doing just that.
aligns with the proposed connections to DCSD curriculum (Colorado Academic Standards (CAS) & Essential Skills)	Y	Before reading this text, I read through the Colorado Academic Standards and this does meet the state standards.
Recommend for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

IIf. EVALUATION of Textbook/Required Curriculum Materials (to be completed by IT Representative)

The proposed textbook/required curriculum materials...	Yes if LMS	This vendor generally implements their digital content into an LMS. If an integration of "Essential Health Skills for Middle School" into Canvas is to take place it would require licenses to be purchased (by the school).
meets privacy act requirements	Y	Only when integrated into Canvas LMS
vendor has signed <i>Data Protection Addendum</i>	N	At this time (03/03/2022) a DPA has not been formally signed. Please refer to Help desk ticket for further info: https://helpdesk.dcsdk12.org/helpdesk/WebObjects/Helpdesk.woa/wa/TicketActions/view?ticket=825056
Recommend for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

SECTION III: District Level Process Review

Criteria Process Review	CIPG Director Initials
The Textbook/Required Curriculum Materials adoption process has been followed.	EM
Sections I & II are complete.	EM
Notice was provided on the district website and the Textbook/Required Curriculum Materials was available in the district office for a minimum two weeks prior to approval.	EM
Does the Curriculum, Instruction, and Professional Growth department support the adoption of this Textbook/Required Curriculum Materials?	EM

SECTION V: Signatures/Approvals

Va.

Does the evaluating Lead Requestor recommend adoption of this Textbook/Required Curriculum Materials?	YES	NO
Date <u>Mar 29 2022</u>	✓	
Lead Requestor Signature <u>Kelly Mihalik</u>		

Vb.

Does the evaluating School Administrator recommend adoption of this Textbook/Required Curriculum Materials?	YES	NO
Date <u>Mar 30 2022</u>	✓	
School Administrator Signature <u>Ben D'Ardenne</u>		

Vc.

Does the evaluating Teacher #1 recommend adoption of this Textbook/Required Curriculum Materials?	YES	NO
Date <u>Mar 29 2022</u>	✓	
Teacher (#1) Signature <u>Jessica Kinseng</u>		

Vd.

Does the evaluating Teacher #2 recommend adoption of this Textbook/Required Curriculum Materials?	YES	NO
Date <u>Mar 29 2022</u>	✓	
Teacher (#2) Signature <u>Jan Francis</u>		

Ve.

Does the evaluating Parent/Community Member recommend adoption of this Textbook/Required Curriculum Materials?	YES	NO
Date <u>Mar 29 2022</u>	✓	
Parent/Community Member Signature <u>Katheryn Wille</u>		

Vf.

Does the IT Representative recommend adoption of this Textbook/Required Curriculum Materials?	YES	NO
Date <u>Mar 29 2022</u>	✓	
IT Representative Signature <u>Joel Boeckmann</u>		

Vg.

Does the CIA Director certify that the information on this form accurately reflects the process followed at the district level.	YES	NO
Date <u>Mar 29 2022</u>	✓	
CIA Director Signature <u>Erica Mason</u>		

Vh.

Does the DCSD Officer support adoption of this Textbook/Required Curriculum Materials?	YES	NO
Date <u>Mar 31 2022</u>	✓	
DCSD Officer Signature <u>Mathias Reynolds</u>		

SECTION VI: Superintendent's Approval

SUPERINTENDENT'S APPROVAL

Does the Superintendent approve adoption of this Textbook/Required Curriculum Materials?	YES	NO
Date <u>Mar 31 2022</u>	✓	
Superintendent Signature <u>Danille Niatt</u>		

SECTION VII: Board of Education Approval

BOARD OF EDUCATION APPROVAL

Does the Board of Education approve adoption of this Textbook/Required Curriculum Materials?	YES	NO
Date _____		
Board of Education Signature _____		

OFFICE USE

	DATE	INITIALS
Approved Textbook/Required Curriculum Materials list updated (including recommended grade level)		
Approved form with BOE signatures scanned to CIPG folder on District server		