

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:	11th-12th Grade
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Section I

To be filled out by requesting educator:

Ia. REQUESTOR AND REVIEW TEAM INFORMATION

School	Highlands Ranch High School	
Date	12/8/2022	
Requesting Educator	Spencer P. Woods	
Email address	spwoods@dcsdk12.org	
Phone number	303-387-2500	
Proposal Review Team Member	Reviewer's Name	Contact Information - email
District Coordinator	Rob Thelen	rthelen@dcsdk12.org
IT Representative	Joel Boeckmann	JNBoeckmann@dcsdk12.org
Colleague	Gretchen Stulock	gstulock@dcsdk12.org
Parent	Gary Benson	teambenson@comcast.net

Ib. BOOK INFORMATION

Title of proposed text	The Norton Guide to AP Literature: Writing and Skills
Author (s)	Susan G. Barber and Melissa Alter Smith
Publisher	W.W. Norton & Company, Inc.
Edition	1st
ISBN number	978-0-393-88641-2
Copyright date	2022

Course and/or subject area in which textbook will be used	AP English Literature and Composition
Grade level(s)	11/12
Total cost for purchasing the textbooks? <u>See Checklist for Required Process</u>	\$0 - AP students purchase their textbooks for this course (\$19.75 per student - an incredibly reasonable price for a college text at this time -- others I looked at ran from \$80-\$140)
Dates the textbook information was displayed at the school and posted on the school's website (2 week min.)	2/21-3/21
Date the textbook was communicated to the School Accountability Committee?	1/23/2023

Ic. RATIONALE

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

Recent revisions to the AP English and Composition course by the College Board have led to the need for an updated text for this course. *The Norton Guide to AP Literature* provides up-to-date information and resources for students that are aligned to the new examination, including chapters on how to write each of the three types of essays on the exam and chapters on different aspects of literary analysis highlighted by the course and exam. Norton provides high value, college level materials; we have long used the *Norton Anthology of English Literature: The Major Authors* as a text for this course in addition to Norton Critical Editions of several novels, and we know the value of their publications to students.

As I read this book, I couldn't help but feel like it was an excellent summary of what I have been teaching for the past 25 years in AP English Literature. The consistency with which the authors express what I know about teaching AP Literature was comforting in the sense that it reassures me I have been doing the right things all this time, and that it will provide excellent support for future AP English Literature as I approach my retirement. Recent feedback from students has also indicated the need for a text focused on these skills -- a "one stop spot" for all the foundational skills for this 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:**

In the text on pages 2-3, the authors grid how the text matches with the outcomes and standards set by the College Board for the AP English Literature and Composition course. These standards are in close alignment with Colorado Academic Standards (CAS) and Essential Skills.

The AP curriculum focuses on 6 “big ideas” and 7 “enduring understandings”. Each enduring understanding is further broken down into 3-5 specific skills in a “skill category”.

For example:

Big Idea: Character (CHR)

Enduring Understanding: Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.

Skill Category: Explain the function of character.

Skills: Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motive. Explain the function of a character changing or remaining unchanged. Explain the function of contrasting characters.

The other big ideas are: Setting, Structure, Narration, Figurative Language, and Literary Argumentation.

The other skill categories are:

explain the function of setting,

explain the function of plot and structure,

explain the function of the narrator or speaker,

explain the function of word choice, imagery and symbols,

explain the function of comparison,

develop textually substantial arguments about interpretations of a part or all of a text.

These big ideas and skill categories directly align with the CAS:

Standard 2: Reading for All Purposes

Prepared Graduates: 3. Read a wide range of literary texts to build knowledge and to better understand the human experience. Grade Level Expectation: 1. Interpret and evaluate complex literature using various critical reading strategies.

Prepared Graduates: 5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking. Grade Level Expectation: 3. Understand how language influences the comprehension of narrative, argumentative, and informational texts.

Standard 3: Writing and Composition

Prepared Graduates: 6. Craft arguments using techniques specific to the genre. Grade Level Expectation: 1. Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases

Prepared Graduates: 7. Craft informational/explanatory texts using techniques specific to the genre. Grade Level Expectation: 2. Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.

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	AP English Literature and Composition, Grades 11-12 -- text is specifically designed for the AP Literature course for these grade levels and was written by two practicing high school AP English Literature teachers
develops essential knowledge and skills	Y	The text is written to “give students and teachers the tools to succeed with the course’s fundamental skills and writing portion of the AP Literature and Composition Exam” (xiii).
provides breadth and depth of content	Y	The text provides a section Close Reading Skills, including examinations of character, setting, structure, narration, and figurative language, and a section on General Writing Skills, including writing about literature, summary versus analysis, literary thesis statements, developing lines of reasoning, and selecting and integrating textual evidence. Three separate sections are focused on the poetry analysis essay, the prose analysis essay, and the literary argument essay, with guides for analysis, writing, developing sophistication, and multiple student sample essays. Final sections focus on test taking strategies and provide two full, complete AP practice examinations, including both essays and multiple choice portions of the exam. Each section of the text provides depth of content on that subject, and the different sections provide a breadth that covers the necessary skills for this course and exam.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The sample selections of literature cover a variety of time periods and places, including English and American literature from the Renaissance to contemporary pieces (e.g., Smollett, Dickinson, Hawthorne, <i>Johnny Got His Gun</i> , <i>The Poisonwood Bible</i> , <i>The Great Gatsby</i> , Byron, Chopin, Brooks, and many others) that represent a variety of styles and approaches to writing and meaning -- the kinds of

		literature they are likely to encounter in a variety of college courses in a variety of fields and as a part of a life of reading. Students are focused on developing their own analyses and thesis statements based upon their own interpretations of the literary evidence in the readings. Reflective questions and “pro tips” help students to engage with the material and apply the advice directly to their own thinking, reading, and writing.
the information in the text includes a variety of cultural perspectives.	Y	As mentioned above, a variety of authors and time periods provide students with the opportunity to explore a variety of cultural perspectives. The same can be said of the provided examples of student essays, which demonstrate a variety of interpretations of the literature that reflect differing perspectives.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	Yes. In reviewing this book, the authors have made a concerted effort to provide a balance of literary pieces and to model the reading and writing skills for students in a variety of ways. Students from varied backgrounds and perspectives will be able to access the content of this text and find the information and guidance they need to develop the skills for this course.
the text reflects the current research in the content area.	Y	This book, published in 2022, is aligned with the current (newest) AP English Literature Exam and materials, based upon the College Board’s research and experience in developing these courses in accordance with best practices. Because both of the authors are practicing AP teachers and have also worked in developing publishing materials for teacher through the College Board, the Folger Shakespeare Library, NCTE, and the Georgia Council of Teachers of English, I am assured that the content of this text both aligns with the AP English Literature Course and Examination, it also reflects best practices in helping students gain the skills and achieve the goals of this course and exam.
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 AP book aligns to the Colorado Academic Standards and does an excellent job of synthesizing both the reading and writing standards to develop fluent writers.
develops essential knowledge and skills	Y	I appreciate how this AP book acknowledges and puts into practice the domains of literacy, close reading strategies, and the skills required to proficiently craft the major domains of writing.
provides breadth and depth of content	Y	Yes, this book sufficiently covers the skills and craft required to write at a high level.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This AP book walks students through the process of reading like a writer and writing like a reader at high levels. These skills are necessary in all content area and grade levels at both the high school and collegiate levels.
the information in the text includes a variety of cultural perspectives.	Y	This text refers to multiple writing pieces, authors, and time periods, allowing a wide array of learners to connect and relate to the mentor exemplars.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	Yes, after reviewing this text, I do believe that there is a fair representation of various genders, ethnicities, and races.
the text reflects the current research in the content area.	Y	This book reflects the rigor and outline of the Colorado Academic Standards.
aligns with proposed connections to DCSD curriculum (Colorado Academic Standards, Essential Skills)	Y	I believe the process of collaborating, analyzing, applying, and synthesizing meets the rigor and requirements of DCSD curriculum.
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	This textbook is appropriate for upperclassmen, particularly in the AP English (Composition and Literature) courses. It’s important to note that I can see parts of this text being excerpted and used in pre-AP courses, as well, to assist teachers in vertical planning/articulation for AP courses. Particularly the first two sections – “Close Reading Skills” and “General Writing Strategies” will benefit all high school literature/English students.
develops essential knowledge and skills	Y	This book highlights each of the AP Literature “big ideas” and “enduring understandings” of the course. The book deep-dives into each portion of the AP Literature exam and gives students a plethora of resources including sample student essays, practice exam questions, and test-taking strategies.
provides breadth and depth of content	Y	The organization of this textbook is outstanding. It begins with strategies for close reading and then extends to each of the tested portions of the AP Literature exam. Each section of the textbook allows for hands-on practice with literary skills and strategies. Students can interact with vocabulary, key questions to ask alongside literary skills, and then practice and apply their new knowledge to a passage from literature. The textbook also includes a variety of graphic organizers to help students make their learning visual and solidify their arguments using evidence and commentary. This book gives students opportunities to grow in their thinking, writing, and analysis of literature.
allows students to create	Y	As is the expectation of AP Literature teachers, this

<p>meaning and make relevant connections to other knowledge and experience</p>		<p>textbook pulls in a variety of sample literature. It includes samples from Fitzgerald’s <i>The Great Gatsby</i> and Chopin’s “The Story of an Hour” but also draws on more contemporary and diverse titles including Jasmyn Ward’s <i>Sing, Unburied, Sing</i> and Colson Whitehead’s <i>The Underground Railroad</i>. The poetry samples are just as representative and diverse in their topics and publication dates. Many of the writing strategies and techniques will improve student writing across disciplines, as the book suggests ways to strengthen writing structure, use of transition words and organization strategies, and writing voice.</p>
<p>the information in the text includes a variety of cultural perspectives.</p>	<p>Y</p>	<p>As mentioned above, this textbook includes a variety of cultural perspectives. The text excerpts and full-length texts are representative of historical <i>and</i> contemporary texts by authors from various backgrounds and experiences. In each of the sample test prompts, students will also see a variety of suggested texts and students can interpret these open-ended prompts (and write successfully) based on their own cultural background and experiences.</p>
<p>the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.</p>	<p>Y</p>	<p>This textbook was clearly written with accessibility in mind. The structure mimics great teaching – with scaffolds and gradual release of responsibility and thinking onto the student. Students will develop and build confidence as they work through the textbook (either independently or alongside classmates and a teacher). Information is presented in multiple formats and key ideas are repeated again and again. The graphic organizers, easy-to-read prose, use of questions and vocabulary lists, and chances for students to actively apply (“Your Turn”) throughout the textbook, ensures that all students can find learning opportunities with this text.</p>
<p>the text reflects the current research in the content area.</p>	<p>Y</p>	<p>This text was written by two top AP Literature teachers who are both currently still in the classroom. It’s rare that we get access to resources that are written by current educators – this book is a testament to the tried</p>

		and true practices in contemporary classrooms. The book is in alignment with the College Board’s most recent changes to the AP Literature curriculum.
aligns with proposed connections to DCSD curriculum (Colorado Academic Standards, Essential Skills)	Y	Yes. Spencer P. Woods provided a great summary of the alignment of the College Board skills with the DCSD curriculum. This textbook provides a cohesive, accessible path into literary analysis.
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	The Norton Guide is a comprehensive and challenging text that pushes high school scholars, but is accessible.
develops essential knowledge and skills	Y	The Norton Guide helps students with both comprehension and writing skills. It has been valuable to our student in learning how to comprehend and retain complex pieces.
provides breadth and depth of content	Y	The Norton Guide is clear and concise. The text provides four indispensable chapters teaching students how to comprehend dense material and then explains how to convert that knowledge into effective writing.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The text provides an excellent selection of authors from various periods allowing a student to connect themes, styles and messages over centuries.
the information in the text includes a variety of cultural perspectives.	Y	The text provides a broad array of prose and poetry from many different perspectives and periods in history that allow for a variety of perspectives.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	A review of the text reveals a respect for gender, ethnic and racial issues. While this topic requires academic stamina and rigor, the authors do an excellent job in

		making it accessible for any committed student.
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	Comments: Digital component approved for student use via Canvas LMS only. Staff may interact with this vendor in any way they see fit, but students are not to directly create accounts with: W.W. Norton & Company, Inc.
meets privacy act requirements	Y	Student use approved via Canvas
vendor has signed <i>Data Protection Addendum</i>	N	
Recommend for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

SECTION III: District Coordinator Level Process Review

	District Coordinator Initials
Sections I & II are complete.	RT
Building administrator has reviewed the proposal.	RT
The textbook was on display at the school for two weeks.	RT
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.	RT
Information about the textbook was shared with the School Advisory Council.	RT

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 Educator recommend adoption of this textbook?	YES	NO
Date <u>Mar 28 2023</u>	<input checked="" type="checkbox"/>	
Evaluating Educator Signature <u>Spencer P. Woods</u>		

Vb.

Does the evaluating Colleague recommend adoption of this textbook?	YES	NO
Date <u>Mar 28 2023</u>	<input checked="" type="checkbox"/>	
Evaluating Colleague Signature <u>Bretchen Stulock</u>		

Vc.

Does the evaluating Parent #1 recommend adoption of this textbook?	YES	NO
Date <u>Mar 30 2023</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#1) Signature <u>Gary Beuson</u>		

Vd.

Does the evaluating IT Representative recommend adoption of this textbook?	YES	NO
Date <u>Mar 28 2023</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 28 2023</u>	<input checked="" type="checkbox"/>	
Administrator Signature <u>Dr. Chris Page</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 30 2023</u>	<input checked="" type="checkbox"/>	
District Coordinator Signature <u>Dr. Robert D. Thelen</u>		

Vg.

Does the Curriculum, Instruction and Assessment Director support adoption of this textbook?	YES	NO
Date <u>Mar 28 2023</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 28 2023</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		