

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	Ponderosa High School	
Date	December 09, 2022	
Requesting Educator	Debra Richardson	
Email address	drichardson1@dcsdk12.org	
Phone number	NA	
Proposal Review Team Member	Reviewer's Name	Contact Information - email
District Coordinator	Tammy Melanson	tlmelanson@dcsdk12.org
IT Representative	Joel Boeckmann	jnboeckmann@dcsdk12.org
Colleague	Shannon Rademacher	sdrademacher@dcsdk12.org
Parent	Alyson Fritz	Alyson.goldeneyes@gmail.com

Ib. BOOK INFORMATION

Title of proposed text	Chemistry: An Atoms-Focused Approach
Author (s)	Gilbert, Kirss, Bretz, Foster
Publisher	Norton
Edition	AP Edition
ISBN number	978-0393417142
Copyright date	2021

Course and/or subject area in which textbook will be used	AP Chemistry
Grade level(s)	11/12
Total cost for purchasing the textbooks? <u>See Checklist for Required Process</u>	\$0. These are student purchased
Dates the textbook information was displayed at the school and posted on the school's website (2 week min.)	Feb 21-March 7
Date the textbook was communicated to the School Accountability Committee?	Jan 11, 2023 at the SAC Meeting

Ic. RATIONALE

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

This text is approved for use in AP chemistry by College Board, it does an excellent job aligning with the scope and sequence of the course, and it provides excellent support in visualizing abstract and complex ideas of chemistry. This book will offer students support in areas our students tend to struggle, such as visualization. Further, the book does a fantastic job of demonstrating cross-curricular applications of chemistry to help encourage and maintain student engagement.

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:**

<u>CO HS Science Standard</u>	<u>Unit/ Topic Alignment</u>
1	1-6 Within these units the text lays out the foundations of atomic structure and function. Topics like sub-atomic structure and function through intermolecular forces are evaluated in a rational small to large progression with a focus on the effects of micro upon macro.
2	4, 7, 8-20 The outcomes of reactions are discussed throughout these units. In this discussion patterns in bonding/reactions, chemical kinetics, equilibrium, thermochemistry, and collision theory are discussed in describing how atoms and molecules interact within various settings.
3	21 The final unit within the text evaluates nuclear reactions and atomic stability. In doing so, the text provides an avenue to understanding natural vs induced nuclear reactions and the energy requirements/outcomes of each type.
5, 8	3-5 The implications of Coulomb's law are evaluated most clearly within these units. The relationships between charge and radius of particles and the resulting electrostatic forces are well defined and evaluated throughout these units.
6-9	ALL. The entire text makes the connections between energy, energy requirements, conservation of energy, energy transfer, etc and atomic/molecular interactions at both the micro and macroscopic levels.
10-11	1, 3 The structure of waves and their influence on chemical structure and properties is well explored in these units with an emphasis on conservation, type comparisons, outcomes and mathematical modeling.
12	ALL. As listed in the preface on pages xix and xx, applications of technologies are embedded within the text throughout all units. There is a clear emphasis on real life applications in each unit as well as the technologies that guide them.

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	Accepted as an AP text by College Board
develops essential knowledge and skills	Y	Works students through the full breadth of general and AP chemistry content in a logical sequence with attention to graphing, data interpretation, modeling.
provides breadth and depth of content	Y	Evaluates principles of chemistry from basics of measurements and laboratory techniques to in-depth discussion of advanced chemistry.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Offers real world connections and offers real world practice problems for each unit topic.
the information in the text includes a variety of cultural perspectives.	Y	The text offers real life examples from around the globe, including the US, Caribbean, and China. Further, images in the text are of a variety of backgrounds.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	I have reviewed the text for these considerations and found equitable representation of multiple cultures and identities. These representations are found in illustrations, images, and examples throughout the book.
the text reflects the current research in the content area.	Y	The text is research based and was copyrighted in 2021.
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 an approved AP textbook by College Board.
develops essential knowledge and skills	Y	The textbook covers all of the DCSD Priority Learning Outcomes for Chemistry.
provides breadth and depth of content	Y	The textbook provides in depth explanations, graphics, and visuals. The concepts are covered in depth with entire chapters dedicated to a specific concept.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The textbook provides multiple sample exercises developed as relevant contexts and scenarios. Multiple “Concept Tests” that are designed to be used as self-assessment checks.
the information in the text includes a variety of cultural perspectives.	N	The textbook has limited perspectives. There are images from a variety of places in the world at the start of every chapter and throughout the text, but not necessarily a variety of cultural perspectives.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	The textbook has limited representation of gender, ethnicity, or race due to the topic of chemistry. There text is respectful with images and scenario problems of a variety of people and places.
the text reflects the current research in the content area.	Y	The copyright is 2021.
aligns with proposed connections to DCSD curriculum (Colorado Academic Standards, Essential Skills)	Y	
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 was made to aid AP chemistry students in their understanding of AP chemistry, which is taught to 11-12th grade students
develops essential knowledge and skills	Y	Each chapter focuses on Learning Outcomes that align with AP chemistry topics and allows for students to further expand on their developing skills with summaries, exercises, and problem solving sections. It also includes AP practice questions for each chapter to help students prepare for the AP exam.
provides breadth and depth of content	Y	This is a very comprehensive collection of material that students will need to master in order to achieve success on the AP exam, including atomic structure, chemical bonding, electrochemistry, and organic chemistry.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Each main topic contains a “connection” section that helps relate each current topic with a topic that has been covered previously, helping students see the interconnectedness throughout chemistry (and science).
the information in the text includes a variety of cultural perspectives.	Y	While presenting primarily scientific information, examples and pictures take into account multiple perspectives. People of multiple colors, arts, and real-life (relevant) examples are included in pictures and text.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	Very little examples of gender and ethnicity/race are in this text, as it focuses on chemistry and what is happening in nature on the tiny scale. Pictures do, however, reflect a wide variety of genders and ethnicities/races.
the text reflects the current research in the content area.	Y	This is an up-to-date textbook authored by several current (and retired) chemistry experts/professors and had contributions from AP chemistry experts.

aligns with proposed connections to DCSD curriculum (Colorado Academic Standards, Essential Skills)	Y	This textbook is aligned with the current AP chemistry curriculum.
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	It looks very difficult, but it is for AP students, so it should challenge them.
develops essential knowledge and skills	Y	Does not seem to be just content, but skills will be required to be demonstrated. There seems to be quite a bit of application to careers and environmental issues which I like. Loved the water softener explanation! Realworld and explains the chemistry why I should get one. There also seems to be quite a bit of places where chemistry can be applied to solve current issues.
provides breadth and depth of content	Y	A lot of the topics and applications seem very interesting. I wish I could take the class. Great pictures, review at end of chapter and questions for practice right in the textbook.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Seems to have lots of applications to real world experiences included
the information in the text includes a variety of cultural perspectives.	Y	It is chemistry, how much culture can there be? Both women and men are portrayed and pictures shown throughout the textbook. The scientists discussed seem to be from a variety of places.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	Male and female photos, demonstrating different races. As a parent, not sure if this does or should apply to a chemistry textbook?? Not sure this is an appropriate

		question to ask?
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 via approved software: 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.	TM
Building administrator has reviewed the proposal.	TM
The textbook was on display at the school for two weeks.	TM
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.	TM
Information about the textbook was shared with the School Advisory Council.	TM

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>Debra Richardson</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>Shannon Rademacher</u>		

Vc.

Does the evaluating Parent #1 recommend adoption of this textbook?	YES	NO
Date <u>Mar 28 2023</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#1) Signature <u>Alyson Fritz</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>Ryan Hollingshead</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 28 2023</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 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		