

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	Rock Canyon High School	
Date	April 13, 2022	
Requesting Educator	Doreen Smith	
Email address	dasmith@dcsdk12.org	
Phone number	720-347-7877	
Proposal Review Team Member	Reviewer's Name	Contact Information - email
District Coordinator	Kari Werder	kawerder@dcsdk12.org
IT Representative	Joel Boeckmann	jnboeckmann@dcsdk12.org
Colleague	Larissa Fillingham	lfillingham@dcsdk12.org
Parent	Susan Liptak	susanliptak@me.com

Ib. BOOK INFORMATION

Title of proposed text	United States History
Author (s)	Berry, Broussard, Glover, McPherson, and Ritchie
Publisher	McGraw Hill
Edition	1
ISBN number	978-0-07-902313-1

Copyright date	2023
Course and/or subject area in which textbook will be used	US History/Social Studies
Grade level(s)	9-12
Total cost for purchasing the textbooks? See Checklist for Required Process	McGraw Hill is an approved curriculum supplier with an MSA and Sole Source Justification. Waiting on the quote for these particular textbooks from McGraw Hill. -Landon Jagers Textbook Quote from McGraw Hill
Dates the textbook information was displayed at the school and posted on the school's website (2 week min.)	April 18-May 4, 2022
Date the textbook was communicated to the School Accountability Committee?	SAC meeting May 4, 2022

Ic. RATIONALE

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

Rock Canyon High School has not purchased an updated textbook for the US History course since 2003. The new textbook has digital and hard copy options. On the digital version, teachers can adjust the Lexile level of the text for IEPs and low-level readers. The book is available in Spanish and has a bilingual dictionary which will be helpful as more ELL students enroll. The text also comes with a workbook (also available digitally) that has primary source inquiry lessons which could be a quick resource to use with students on a sick day.

This text comes from a well known publisher and team of well-respected, historian authors. The text has been adopted in several states.

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:**

Please see these two links for details as to how the text aligns with the DRAFT of the DCSDs US History Priority Learning Outcomes (same as the CAS).

[DRAFT HS U.S. History PLOs](#)

[Textbook Alignment with Colorado Academic Standards \(CAS\)](#)

- Students can explore history through an abundance of primary and secondary sources showcasing multiple perspectives, investigate Essential Questions, and make vital connections between the past and present.
- Compelling questions for each topic that encourage deep thought and reflection.
- Inquiry-infused content that incorporates a variety of perspectives.
- Activities that help students engage with present-day issues and affect change locally through informed action.

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) 9-12	Y	The textbook is from publisher, McGraw Hill and belongs to the High School 9-12 education level category. The US History course at Rock Canyon is taught primarily to sophomores (10). The textbook comes with a digital, lexile reader for those students who have IEPs with reading accommodations. It also has a Spanish dictionary for ELL students.
develops essential knowledge and skills	Y	<p>Skills required by CDE:</p> <p>Prepared Graduates: 1. Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.</p> <p>Grade Level Expectation: 1. Use the historical method of inquiry to formulate compelling questions, evaluate primary and secondary sources, analyze and interpret data, and argue for an interpretation defended by textual evidence.</p> <p>Student Edition: 35-40, 143-148, 215-220, 339-344, 453-458, 581-586, 665-670, 714, 766, 825-830 <i>Develop Questions</i> 18, 107, 273, 301, 419, 581, 631, 741, 853</p>
provides breadth and depth of content	Y	<p>The textbook is divided into 18 separate Topic Areas that span Topic 1: prehistory-1750 all the way to Topic 18: 2000-present</p> <p>Each Historical Topic includes the people, places, and events that have shaped our history. The text also</p>

		<p>includes an in-depth list of primary and secondary sources for students to examine within the Topic.</p> <p>There is also a list of important charts, graphs, and maps for each Topic. The book also includes an atlas, a geographic dictionary, glossary, and index. An analysis of 12 landmark Supreme Court Cases is also included in the text.</p>
<p>allows students to create meaning and make relevant connections to other knowledge and experience</p>	<p>Y</p>	<p>Connections to science and technology:</p> <p>CDE Standard:</p> <p>f. Investigate the historical development and impact of major scientific and technological innovations in the Industrial Age, the Space Age, and the Digital Age. For example: the British factory system, Sputnik, and the miniaturization of technology</p> <p>Student Edition: 206-207, 345-346, 444-445, 581-586, 607, 778, 779-782 <i>Check for Understanding</i> 347 #1, 446 #1 <i>Lesson Activities</i> 778 #1</p> <p>Connections to the arts and literature:</p> <p>CDE Standard:</p> <p>g. Describe and analyze the historical development and impact of the arts and literature on the cultures of the world. For example: the Renaissance, Modernism, propaganda, and the use of art and literature as forms of resistance</p> <p>Student Edition: 428, 446-448, 451-452, 453-458, 487-488, 729 <i>Biography</i> 447 <i>Check for Understanding</i> 448 #1, 488</p> <p>Connections to Geography and Economics:</p>

		<p>CDE Standard:</p> <p>High School, Standard 2. Geography</p> <p>c. Evaluate relationships between the locations of places and regions and their political, cultural, and economic relationships using maps, satellite images, photographs, and other representations.</p> <p>Student Edition: 205-208, 330, 754-755 <i>Geographic Reasoning</i> 228 <i>Geography Connection</i> 206, 210, 330, 435, 515, 755</p>
<p>the information in the text includes a variety of cultural perspectives.</p>	<p>Y</p>	<p>CDE History Standard:</p> <p>Prepared Graduates: 2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.</p> <p>Grade Level Expectation: 3. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas throughout the world from the Renaissance to the present.</p> <p>Student Edition: 13-18, 23, 51-56, 152, 205-207, 403-407, 409-414, 517-522, 523-528, 566, 569-574, 604-608, 808 <i>Check for Understanding</i> 410 #2</p>
<p>the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.</p>	<p>Y</p>	<p>CDE History Standard:</p> <p>d. Examine and evaluate issues of unity and diversity from Reconstruction to present. For example: the systemic impact of racism and nativism, role of patriotism, expansion of rights, and the role of religion.</p> <p>Text Alignment:</p>

		<p>Student Edition: 359-360, 375-378, 434-437, 449-450, 461-464, 663-664, 768-769 <i>Biography 377</i> <i>Check for Understanding 360, 464 #1</i></p>
the text reflects the current research in the content area.	Y	<p>The 5 authors of the US History textbook all hold doctorates in United States History and are active in the field of US History.</p> <p>Daina Ramey Berry, Ph.D., is a Professor and Chair of the History Department at the University of Texas at Austin.</p> <p>Albert S. Broussard, Ph.D., has been a professor of History at Texas A&M since 1985.</p> <p>Lorri Glover, Ph.D., is the Chair of the History Department at Saint Louis University.</p> <p>James M. McPherson, Ph.D., is Professor Emeritus of American History at Princeton University.</p> <p>Donald A. Ritchie, Ph.D., is Historian Emeritus of the United States Senate and served in the US Marine Corps.</p>
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
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is appropriate for the following grade level(s)	Y	This course and text is designed for HS students (9-12) based on what is cognitively and developmentally appropriate and is the next scope of learning that aligns to the K-8 Colorado Academic Standards (CAS) for examining U.S. History in content, skills, and dispositions.
develops essential knowledge and skills	Y	This updated text provides a wealth of opportunities for students to develop the essential knowledge and skills that are appropriate for a survey level course developed for high school U.S. History Standards. It provides students with various learning needs the access to the learning as well from ELL students to those who may have reading difficulties.
provides breadth and depth of content	Y	The inclusion of action research, analysis of in-depth issues, provided learning opportunities for inquiry based thinking, and covers a variety of historical perspectives allows students to deepen their understanding of the history they are learning about and experiencing for themselves today.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This text uses a variety of primary sources to allow students a chance to explore history through that lens rather than reading just the perspective of the author. The text includes content that is timely, current event articles they can access digitally, and a variety of multimedia content for students to experience the text in different modalities.
the information in the text includes a variety of cultural perspectives.	Y	Students can connect the past to the present, and even develop ideas about the future based on the premise of the text written in a way that allows students to “explore history through the lens who lived it”. By this inclusion, the text allows for students to see themselves in the fabric of history rather than from one cultural perspective.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	See above response.
the text reflects the current research in the content area.	Y	HS Social Studies Standards for 2020 CAS pages 99-125 show direct alignment to the text:

		https://www.cde.state.co.us/cosocialstudies/2020cas-ss-p12
aligns with proposed connections to DCSD curriculum (Colorado Academic Standards, Essential Skills)	Y	As provided in the document earlier, McGraw Hill provided a document that shows the textbook alignment to the Colorado Academic Standards. Textbook Alignment with Colorado Academic Standards (CAS) (https://docs.google.com/document/d/1v6TcixeD9EEGU28jaqpyFjaA-msqt02E/edit?usp=sharing&oid=115360828698883816330&rtpof=true&sd=true)
Recommend textbook for adoption		<input checked="" type="checkbox"/> Yes It is clear from reviewing the originator's review there has been a thorough review of this text as it aligns to this adoption proposal's goals. <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	Book is intended for 9-12 grades. The digital version has an adjustable lexile level, and is also available in Spanish for ELLS.
develops essential knowledge and skills	Y	Book begins with Prehistory & ends with the 2020 election. Inquiry activities include primary and secondary sources that utilize historical thinking skills.
provides breadth and depth of content	Y	The textbook is divided into 18 separate Topic Areas that span Topic 1: prehistory-1750 all the way to Topic 18: 2000-present
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Topic activities include: Making Connections to Today, Understanding Multiple Perspectives, Analyzing Change, Analyzing Graphs, Analyzing an Image, Analyzing Political Cartoons, Geographic Reasoning,

		Building Citizenship, & Making Connections to Art/Economics/Music/Science. (Table of Contents, xxiv-xxv).
the information in the text includes a variety of cultural perspectives.	Y	Topic 16 covers “More Civil Rights Voices” which includes information on Latino, Native American, women, and disabled civil rights.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	Topic 16 covers “More Civil Rights Voices” which includes information on Latino, Native American, women, and disabled civil rights. Many Inquiry lessons include sources from people who have been marginalized in the past, (i.e. women, POC, disabled, etc.).
the text reflects the current research in the content area.	Y	<p>Book publication date is 2023.</p> <p>The 5 authors of the US History textbook all hold doctorates in United States History and are active in the field of US History.</p> <p>Daina Ramey Berry, Ph.D., is a Professor and Chair of the History Department at the University of Texas at Austin.</p> <p>Albert S. Broussard, Ph.D., has been a professor of History at Texas A&M since 1985.</p> <p>Lorri Glover, Ph.D., is the Chair of the History Department at Saint Louis University.</p> <p>James M. McPherson, Ph.D., is Professor Emeritus of American History at Princeton University.</p> <p>Donald A. Ritchie, Ph.D., is Historian Emeritus of the United States Senate and served in the US Marine Corp</p>
aligns with proposed connections to DCSD curriculum (Colorado Academic Standards, Essential Skills)	Y	<p>Standard 1:</p> <p>Prepared Graduates: 1. Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.</p> <p>Grade Level Expectation: 1. Use the historical method</p>

	<p>of inquiry to formulate compelling questions, evaluate primary and secondary sources, analyze and interpret data, and argue for an interpretation defended by textual evidence.</p> <p>Every topic/chapter has a historical inquiry where students analyze both primary and secondary sources and develop an argument using textual evidence to defend their stance on the question.</p> <p>Standard 2: Prepared Graduates: 2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies. Grade Level Expectation: 2. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present.</p> <p>Culminating activities in the text ask students to take informed action. These apply to the topic activities.</p> <p>Sources in the text come from diverse and marginalized voices in American history.</p> <p>Students connect the past with the present in Making Connections activities.</p>
<p>Recommend for adoption</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

IId. EVALUATION of textbook (to be completed by Parent)

The proposed textbook...	Y/N	Examples/Justification
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		Please be specific and provide examples if applicable
is appropriate for the following grade level(s)	Y	This textbook is written for students in grades 9-12. It also appears to have differentiation and scaffolding opportunities throughout, in order to meet the varied needs of all students.
develops essential knowledge and skills	Y	The textbook covers US History from prehistory to the 2020s and includes major events within that time frame. Skills covered include, but not limited to: understanding time and place, identifying sources, understanding multiple perspectives, evaluating sources, practicing research techniques, and understanding map scale.
provides breadth and depth of content	Y	In addition to giving an overview of events and occurrences, each topic (chapter) also has opportunities for more in depth inquiry. For example, Topic (chapter) 17 “Political Divisions 1970-2000” invites students to “Take Informed Action” by Analyzing Sources: The Senate Watergate Committee Hearings. Another inquiry in this chapter invites students to look at a turning point during this period in US History: The Computer Changes Society.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	There are numerous activities that tie/connect new meaning to other knowledge and experience. A few are: write an informative essay, label a map, create protest art, interpret music, write a scientific summary, create a group timeline.
the information in the text includes a variety of cultural perspectives.	Y	Topic 1 begins with lessons focused on Native American Civilisations and Cultures. Starting with topic 4, slavery and expansion into Spanish territories. Topic 7 introduces migration to cities, immigration (from Europe and Asia), the Native Americans' battle to keep their land, and the struggles African Americans faced as free citizens. Topic 11 dives into WW2 and the German persecution and ultimate annihilation of European Jews. Topic 11 also briefly discusses the mistreatment of Japanese Americans in the US during

		the war. Topic 14 introduces the civil rights movement and focuses mainly on the changing rights of African Americans. Topic 16 continues the civil rights movement discussion and includes women, Indians, Latinos, Asians, the disabled. Topic 18 introduces The War On Terror. Many mideastern countries are discussed.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	My opinion is yes, it has been adequately reviewed by the highly qualified and diverse academic consultants and program consultants listed after the author page at the beginning of the textbook. My supporting evidence is listed in my answer to the previous question listed above, "Does the information in the text include a variety of cultural perspectives?".
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/N	Comments
meets privacy act requirements	Y	Current stance (05/22) on McGraw Hill digital products is as follows: Students under 13 may use McGraw-Hill digital products only if a teacher or school administrator creates their account. - Due to this curriculum being geared towards students grade 9 and above, I see no potential issues with any digital aspect of this text book.
vendor has signed <i>Data Protection Addendum</i>	N/A	Not needed at this time, due to existing approved Privacy Policy as of 05/22
Recommend for adoption		<input checked="" type="checkbox"/> Yes - Joel Boeckmann <input type="checkbox"/> No

SECTION III: District Coordinator Level Process Review

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

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>Jun 06 2022</u>	✓	
Evaluating Educator Signature <u>Doreen Smith</u>		

Vb.

Does the evaluating <i>Colleague</i> recommend adoption of this textbook?	YES	NO
Date <u>Jun 06 2022</u>	✓	
Evaluating Colleague Signature <u>Larissa Fillingham</u>		

Vc.

Does the evaluating <i>Parent #1</i> recommend adoption of this textbook?	YES	NO
Date <u>Jun 06 2022</u>	✓	
Evaluating Parent (#1) Signature <u>Susan Liptak</u>		

Vd.

Does the evaluating <i>IT Representative</i> recommend adoption of this textbook?	YES	NO
Date <u>Jun 13 2022</u>	✓	
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>Jun 06 2022</u> Administrator Signature <u><i>Andy Albuer</i></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>Jun 06 2022</u> District Coordinator Signature <u><i>Kari Werder</i></u>	✓	

Vg.

Does the CIA Director support adoption of this textbook?	YES	NO
Date <u>Jun 12 2022</u> CIA Director Signature <u><i>Erica Mason</i></u>	✓	

SECTION VI: Superintendent's Approval

SUPERINTENDENT'S APPROVAL

Does the Superintendent approve adoption of this textbook?	YES	NO
Date <u>Jun 10 2022</u> Superintendent Signature <u><i>Erin Kane</i></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		