

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.

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| FOR DISTRICT USE ONLY FINAL COMMITTEE RECOMMENDED APPROVAL GRADE LEVELS: | 9-12 |
|---|------|

Section I

To be filled out by requesting educator:

Ia. REQUESTOR AND REVIEW TEAM INFORMATION

| | | |
|------------------------------------|--------------------------|------------------------------------|
| School | Ponderosa High School | |
| Date | 3/29/2022 | |
| Requesting Educator | Lisa Fischer | |
| Email address | lisa.fischer@dcsdk12.org | |
| Phone number | 303-387-0770 3xt 64274 | |
| 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 | Cheryl Heaton | caheaton@dcsdk12.org |
| Parent | James Olsen | plasteronu@icloud.com |

Ib. BOOK INFORMATION

| | |
|------------------------|--|
| Title of proposed text | Human Geography A Spatial Perspective AP® Edition |
| Author (s) | Bednarz, Bockenbauer, Hiebert |
| Publisher | National Geographic School Pub; 1st edition (July 27, 2020) |
| Edition | 1st edition (July 27, 2020) |
| ISBN number | ISBN-13: 978-0357119082 ISBN-10: 0357119088 |
| Copyright date | July 27, 2020 |

| | |
|---|---|
| Course and/or subject area in which textbook will be used | AP Human Geography |
| Grade level(s) | 9-12 |
| Total cost for purchasing the textbooks? <u>See Checklist for Required Process</u> | These books will be purchased by the students |
| Dates the textbook information was displayed at the school and posted on the school's website (2 week min.) | April 7, 2022 |
| Date the textbook was communicated to the School Accountability Committee? | 4/20/2022 |

Ic. RATIONALE

The course and exam description for AP Human Geography has changed. This textbook follows the new course and exam description.

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:**

This book is aligned with the current writing of College Boards AP Human Geography course and is one of the books recommended by them to use for the course.

[This document](#)

(https://drive.google.com/file/d/1C2QuNII_LXt8zbUNIZQb73BwpbYdphdt/view?usp=sharing) shows how the units align with the AP Learning Objectives and the Essential Knowledge

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 | The textbook is written to cover all of the CED, this will help freshman because they will have a resource that has all information in it. Students who are absent, will have access to the information from a vetted source rather than a classmate. |
| develops essential knowledge and skills | y | The book has excellent skill building sections. Pages 52-53 go into detail about the specific concepts of unit one with diagrams and maps. |
| provides breadth and depth of content | y | This is one of two textbook for the course that covers all of the APHG course and exam description |
| allows students to create meaning and make relevant connections to other knowledge and experience | Y | At the end of each unit there is a section "Writing Across Units Regions and Scales" It encourages students to apply and predict where the content learned in class is relevant both academically and in daily life |
| the information in the text includes a variety of cultural perspectives. | y | Unit 3 is entirely about Cultural Patterns and Processes. The book also offers case studies pages, 184 and 380. |
| the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence. | y | Gender: population and migration, culture, development, industry, agriculture, and urban patterns Ethnicity: population and migration, culture, development, urban patterns |
| the text reflects the current research in the content area. | y | Page 445 Empowering people with clean energy is one example |
| Recommend textbook for adoption | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |

IIIb. 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 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 human geography in content, skills, and dispositions. |
| develops essential knowledge and skills | Y | Units are aligned appropriately to match the outcomes of the APHG AP course & S.S. CAS. There is predictable outcomes for knowledge and skills based on the structure of the units throughout the text: knowledge, case studies, features, and writing & map skills. The text also highlights current dilemmas we face as global citizens, example: geographic thinking skills are enhanced by looking at how China is tackling recycling. |
| provides breadth and depth of content | Y | The unit overlays provide overviews, in depth reading with vocabulary development, case studies to highlight relevant and applicable learning, ways to transfer the learning, and follows a widely accepted pathway for learning in APHG courses. |
| allows students to create meaning and make relevant connections to other knowledge and experience | Y | As stated above, the case studies enhance the text learning to provide real life and applicable examples of human geography in action. There are inquiry questions that allow students to develop their own perspectives on content & examples provided in text. |
| the information in the text includes a variety of cultural perspectives. | Y | Case studies, pictures, culturally relevant examples are throughout the entire text. Any student from any background can find themselves represented in the text. |
| 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 | This textbook is part of a recommended list issued by AP college board for this course |

| | | |
|--|----------|---|
| | | <p>https://apcentral.collegeboard.org/courses/ap-human-geography/course-audit?course=ap-human-geography)</p> <p>It is copyrighted in 2020 and is aligned to the redesign for this specific course.</p> |
| <p>aligns with proposed connections to DCSD curriculum (Colorado Academic Standards, Essential Skills)</p> | <p>Y</p> | <p>HS Geography Standards for 2020 CAS: pages 105-109 show direct alignment for a human geography course:</p> <p>https://www.cde.state.co.us/cosocialstudies/2020cas-ss-p12</p> |
| <p>Recommend textbook for adoption</p> | | <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> |

Iic. EVALUATION of textbook (to be completed by a colleague) Cheryl Heaton

| 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 reading level is appropriate for an AP level course. |
| develops essential knowledge and skills | Y | The AP requirements are addressed in this book. |
| provides breadth and depth of content | Y | This book covers the AP Human Geography curriculum at the appropriate depth and breadth. There are specific examples that go in depth throughout. An example is page 82. |
| allows students to create meaning and make relevant connections to other knowledge and experience | Y | As I read through the book there are connections made for students throughout. It doesn't just give connections but encourages kids to make them on their own.. |
| the information in the text includes a variety of cultural perspectives. | Y | It's geography. There are too many cultural perspectives to count. On page 74 population composition is addressed. |
| the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence. | Y | Once again because it is geography all of these respect each of those groups and their interdependence. Population policies of China are addressed on page 100. |
| the text reflects the current research in the content area. | Y | All geography concepts are up to date. |
| aligns with proposed connections to DCSD curriculum (Colorado Academic Standards, Essential Skills) | Y | Absolutely |
| 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 | This book is appropriate for AP students |
| develops essential knowledge and skills | Y | This book has important and relevant information throughout |
| provides breadth and depth of content | Y | A well written book that is purposeful in how it questions and challenges readers to consider facts but also ideas |
| allows students to create meaning and make relevant connections to other knowledge and experience | Y | I have read several chapters and will confirm that the book has a solid foundation in both history and science. Example pg 185 explaining the concept of diffusion through the historical lens of colonialism and imperialism |
| the information in the text includes a variety of cultural perspectives. | Y | Culture is a considered and taught throughout and is done intentionally and with great insight example 192 |
| the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence. | Y | Yes the book is written with this a cross cultural perspective. It discuss religion (pg 177), women in sport (pg 191) and assimilation on pages 191 |
| 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 | <p>To date our stance on Cengage is as follows: NOT for students under 13 and students 13-18 may use Cengage only if their parent or legal guardian has given verifiable permission to their teacher or school.</p> <p>I assume this stance will be appropriately applicable to students grade 9-12, who are attempting to purchase this book. The aforementioned policy only applies if or when a student is creating an account with Cengage, or providing any PII to Cengage. Please reach out to Joel if further clarification is needed.</p> |
| vendor has signed <i>Data Protection Addendum</i> | N/A | N/A |
| 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. | 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.

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|--|-----|----|
| Does the evaluating Educator recommend adoption of this textbook? | YES | NO |
| Date <u>Jun 08 2022</u> | ✓ | |
| Evaluating Educator Signature <u>Lisa Fischer</u> | | |

Vb.

| | | |
|---|-----|----|
| Does the evaluating Colleague recommend adoption of this textbook? | YES | NO |
| Date <u>Jun 07 2022</u> | ✓ | |
| Evaluating Colleague Signature <u>Cheryl Heaton</u> | | |

Vc.

| | | |
|---|-----|----|
| Does the evaluating Parent #1 recommend adoption of this textbook? | YES | NO |
| Date <u>Jun 11 2022</u> | ✓ | |
| Evaluating Parent (#1) Signature <u>James Olsen</u> | | |

Vd.

| | | |
|---|-----|----|
| Does the evaluating IT Representative 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 <i>Administrator</i> recommend adoption of this textbook? | YES | NO |
| Date <u>Jun 07 2022</u> | ✓ | |
| Administrator Signature <u>Ryan Hollingshead</u> | | |

Vf.

| | | |
|--|-----|----|
| Does the <i>District Coordinator</i> certify that the information on this form accurately reflects the process followed at the site. | YES | NO |
| Date <u>Jun 07 2022</u> | ✓ | |
| District Coordinator Signature <u>Kari Werder</u> | | |

Vg.

| | | |
|---|-----|----|
| Does the <i>CIA Director</i> support adoption of this textbook? | YES | NO |
| Date <u>Jun 11 2022</u> | ✓ | |
| CIA Director Signature <u>Erica Mason</u> | | |

SECTION VI: Superintendent's Approval

SUPERINTENDENT'S APPROVAL

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|--|-----|----|
| Does the Superintendent approve adoption of this textbook? | YES | NO |
| Date <u>Jun 15 2022</u> | ✓ | |
| Superintendent Signature <u>Erin Kane</u> | | |

SECTION VII: Board of Education Approval

BOARD OF EDUCATION APPROVAL

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|--|-----|----|
| 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 | | |