

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	Katie Kruse	kskruse@dcsdk12.org
Teacher 1	Michele Whittingham	mlwhittingham@dcsdk12.org
Teacher 2	Lindsey Davis	ldavis2@dcsdk12.org
Parent/Community Member	Casey Willett (SME)	casey.l.willett@gmail.com

IT Representative	NA	NA
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Ib. BOOK INFORMATION

Title of proposed text	Health & Wellness
Author (s)	Meeks and Heit
Publisher	McGraw Hill
Edition	1st edition
ISBN number	9780076675142, 9780076683277, 9780076683390, 9780076683420, 9780076675845, 9780076675975
Copyright date	2014
Subject area in which textbook/required curriculum materials will be used	Health
Grade level(s) the Textbook/Required Curriculum Materials are for	K-5
School or district cost for purchasing the textbook/required curriculum materials?	School expense: \$243.67 per Teacher’s Edition Student Edition ranges from \$42.13-\$80.32 depending on the grade level and digital components selected
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

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 and resources available for elementary school students, this one was found to best fit the needs of our educators providing health instruction and is aligned with our Colorado state standards. It was the top choice by the team reviewing and comparing elementary school health textbooks and resources.

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).

The textbook organizes health concepts into 10 strands, which align with the prepared graduate statements from the CAS listed on the left:

Healthy Eating: Nutrition

Healthy Relationships/Sexual Health: Family and social health, Growth and development

Health Promotion: Personal health and physical activity

Social Emotional Wellness: Mental and emotional health

Drug Prevention: Alcohol, tobacco, and other drugs

Violence Prevention: Violence and injury prevention, consumer and community health

Safety: Environmental health, violence and injury prevention

The textbook also supports a skills-based approach to health education as it includes instruction focused on "10 Life Skills" throughout the lessons. These skills are based on the National Health Education Standards and support the essential skills from our Colorado Academic Standards.

The CASH group has aligned each grade level textbook to the corresponding Colorado Academic Standards, GLEs, EOs and Academic Context and Connections in the curricular frameworks for [kindergarten](#), [first](#), [second](#), [third](#), [fourth](#), and [fifth](#) grades

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.

At the elementary level, it is important to consider who will teach the comprehensive health standards. This may be a health teacher, but could also be a partnership between the PE teachers, classroom teacher, counselor, and/or school nurse.

The textbook correlations are embedded in the district curricular framework, and that can support implementation for educators.

The teacher edition books provide support for teachers in understanding what grade level appropriate content looks like for comprehensive health education, especially considering some of the more sensitive topics like prevention and risk management, growing and changing bodies, and communicable and non-communicable diseases.

Additionally, a school may choose to purchase the student textbooks, which provide grade level appropriate content and accessible text for those reading levels.

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. The text supports a skills-based approach, which is best practice in comprehensive health education. The authorship, contributors, and review team is extensive and includes experts in education as well as the medical field.

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	The reading level as well as the content is appropriate for K-5. The text complexity increases with the grade level. In the early grades, the text
develops essential knowledge and skills	Y	The textbook supports a skills-based approach to health education as it includes instruction focused on “10 Life Skills” throughout the lessons. These skills are based on the National Health Education Standards and support the essential skills from our Colorado Academic Standards.
provides breadth and depth of content	Y	The texts provide a wide range of information on each topic and then opportunities to dig in more in a variety of ways. For example, the fifth grade text has a unit on nutrition. It includes basic information on the 6 nutrients, food groups, MyPlate, and how to read food labels. Students then have the opportunity to go in depth with their understanding of these topics through meal planning. The unit includes a critical thinking activity on how to access health facts related to food to plan a meal at a Thai restaurant. The review at the end of each unit includes sections on analyzing concepts (How might an ad in a magazine influence your body image?), practicing life skills (Making responsible decisions), as well as end of unit activities and projects for extension opportunities.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The content is grade level appropriate and relevant to the lives of elementary age students. The scenarios are relatable situations students will encounter in their daily life, and the strategies included will help them develop health skills they need for challenging situations. For example, the first grade text outlines steps to communicate needs effectively (student book p 218). These steps and strategies will support students in the classroom, at home, and in their daily life outside of school.

the information in the text includes a variety of cultural perspectives.	Y	The text includes a variety of cultural perspectives and also includes support for how to respectfully navigate conversations on those perspectives. For example, in the 5th grade student textbook on pB45, there is an activity discussing a scenario where you are sharing a meal with a friend who is a vegetarian and you are not. Additionally, the nutrition unit includes a section on how family and culture influences food choices.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	The children and families represented in the textbook come from a variety of races and ethnicities.
the text reflects the current research in the content area.	Y	Current research in health education highlights the importance of developing health skills, not just content area knowledge. This text threads 10 “Life Skills” throughout the curriculum that are aligned to the National Health Standards and support students in developing health skills.
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) Katie Kruse - Assistant Principal, Stone Mountain Elementary

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	K-5 Different grade level student books are appropriate for the grade level including layout, level of reading skill, font size, photos, etc. Kindergarten is very image based while intermediate grades become more text based with sections to increase critical thinking and application.
develops essential knowledge and skills	Y	The textbooks support the range of skills associated with health standards. Content includes topics that support healthy choices for safety, nutrition, social/emotional, help, decision making, coping skills, and staying healthy. Skills are supported and aligned with national and state standards.
provides breadth and depth of content	Y	The texts provide a wide range of appropriate information on each topic for each grade level. For example, the fourth grade text has a unit on mental and emotional health that will cover planning, character, decision making, self-concept, expressing emotions and managing stress while the kindergarten text will focus their first unit on being healthy, recognizing that

		everyone has feelings, how to work with our feelings, good character, and how we communicate. Overall focus on the unit/chapter is aligned for every grade but how it is delivered and the depth of delivery grows with each grade. Having a common theme throughout all levels is awesome for school wide implementation! As the grades increase, depth and connections with other content areas is seen. Grade 3 starts to see connections to art, math, music, and science which increase the application of skills to student experiences. It also increases opportunities for teacher collaboration.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Content is grade level appropriate and allows for connection in other areas. Opportunities to partner with a school counselor and other specials/science classes support the opportunity for deeper and relevant connections. Starting with the 3rd grade text those connections are highlighted within each lesson. A life skill activity is offered at the end of each unit utilizing critical thinking and other skills identified as Colorado Essential skills. Scenarios, examples, and photos/images are relatable to students.
the information in the text includes a variety of cultural perspectives.	Y	Yes, images, photos, and charts/graphs show a variety of characters that both physically represent diversity in our world and communities and covers a wide range of life experiences that students could or will go through. Topics around family dynamics, healthy food and body choices, friendships, and safety cover multiple scenarios and experiences students may or could have.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	All images/photos represent diversity from page to page in both real photos and drawn versions.
the text reflects the current research in the content area.	Y	The edition being reviewed is from 2014. Would love a more up to date version but the content and 10 key areas remain consistent with standards today.
aligns with the proposed connections to DCSD curriculum (Colorado Academic Standards (CAS) & Essential Skills)	Y	The text offers many opportunities for discussion, skill practice, and strategies. It scaffolds and builds appropriately from year to year on common themes that grow in complexity to address the realities of student experiences through their K-5 years. Cross-curricular options, activities, vocabulary, application, critical thinking opportunities, and guides for dialogue are seen at age appropriate levels.
Recommend textbook for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

IIC. EVALUATION of Textbook/Required Curriculum Materials (to be completed by a Teacher #1) MICHELE WHITTINGHAM- CHEROKEE TRAIL ELEMENTARY HEALTH AND PE

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	The books for grades K-5 are full of charts/graphics and pictures that are engaging for students. The vocabulary is on point for each grade level. The only critique that I would have is that the Kindergarten book has no words at all, only pictures. I would have liked to see some sight words associated with the pictures to encourage literacy.
develops essential knowledge and skills	Y	Each grade level book has chapters on Mental and Emotional health (SEL - a very important goal in DCSD), Family and Social Health, Growth and Development, Nutrition, Personal Health and Physical Activity (P.A), Violent and Prevention, Alcohol and drug prevention, Communicable and chronic diseases, Community Health as well as Environmental Health.
provides breadth and depth of content	Y	Each unit is divided into essential lessons that are engaging and detailed. The lessons fit well with our health standards.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Each unit includes activities for in school as well as at home connections. There are multiple quizzes and activities that allow students to create connections to the content while at the same time assessing their knowledge.
the information in the text includes a variety of cultural perspectives.	Y	Specifically the Chapters on Mental and Emotional health and Family and Social Health. These units focus on healthful relationships, heredity, personality and self concepts.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	Each unit supports gender and racial non-bias. The images and content in general are inclusive of all races, genders and cultural views.
the text reflects the current research in the content area.	Y/N	Yes and No. For the most part, the text includes everything that our state standards support. However, the text copyright is from 2014 and I would love to see a more updated and current version that would include some of today's current health concerns (viruses).

aligns with the proposed connections to DCSD curriculum (Colorado Academic Standards (CAS) & Essential Skills)	Y	As I noted earlier, the text supports a skills-based approach for the standards as well as the curricular framework. The chapter review sections of the text allows for assessment of the curriculum in a way that is easy to follow for students.
Recommend for adoption		<input checked="" 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)	Y	K-5. Engaging, colorful pictures and photographs. Exposure to charts and varied graphics throughout.
develops essential knowledge and skills	Y	Each grade level text includes age appropriate information on Healthy Eating, Healthy Relationships/Sexual Health, Health Promotion, Social Emotional Wellness, Drug Prevention, Violence Prevention, and Safety. Chapter Reviews include vocabulary, reading comprehension, as well as opportunities to practice life skills.
provides breadth and depth of content	Y	Text builds on knowledge throughout grade levels. Lessons line up with CAS. Text includes Cross Curricular Links (Art, Math, PE, Science, writing...). Text includes Career connections that correspond with lessons.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Many opportunities to provide relevant discussions with students in lessons. Activities include School to Home Connections, Hands-On individual or group activities, and Health across the curriculum.
the information in the text includes a variety of cultural perspectives.	Y	Examples include Healthful meal and food choices from a variety of cultures around the world. Pictures and photographs show a variety of kinds of people, friends, and families. Stages of Life Cycles includes information on inherited traits, food you eat, and where you live.
the text has been reviewed in regard to respecting gender,	Y	Text includes a variety of photographs and drawings depicting many types of people across grade level books.

ethnic and racial uniqueness, similarities and interdependence.		
the text reflects the current research in the content area.	Y	Text could potentially benefit from updates as copyright date is 2014 (COVID/viruses, legalization of marijuana, etc.)
aligns with the proposed connections to DCSD curriculum (Colorado Academic Standards (CAS) & Essential Skills)	Y	The text supports skills-based instruction with “Life Skills” Activities included throughout. Contents align with 2020 Colorado Academic Standards for each grade level, content builds on through each text level. Teachers’ Editions offer leveled activities (basic, on-level, and challenge activities). ELL Language Support Activity Guide provides additional activities for all lessons. Reading strategies and Leveled Activities are also included.
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) Casey Willett, Stone Mountain Parent and SAC Member

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	K-4, these were the textbooks given to me to be reviewed. Overall the topics/chapters remain the same throughout grade levels but grow in content/depth of context as you rise in grade levels with age/maturity. When thinking about a health and wellness course, these would be the basic topics/chapters a parent would assume to be discussed in class based on age/grade. The curriculum grows as the students mature but still remains in the same overall topics, this is helpful for students to not be overwhelmed.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Topics including feelings, body, nutrition, safety, hygiene, and health all encompass areas the books dive into connecting students with their daily/personal lives. Kindergarten material includes images to help support the text to properly relay the message being discussed for the students to understand. Grades 1-4 include life skill activities at the end of each chapter to summarize and review the material covered. Ideally

		<p>communication with families would be suggested when reviewing some of the specific topics for grades 1-4 (drugs, medicine, violence, diseases, safety - touch, gangs, etc.). The ability to allow families the knowledge of the material being covered would allow parents/guardians to walk alongside their students when covering sensitive material. The skill activities and reviews at the end of chapters allow the teachers to properly wrap up the sections to ensure the students understand the material covered. These would be great questions to send home with students to draw a connection with the parents/guardians to get a glimpse into the material being covered in class to allow families to have conversations at home and let the students share what they've learned.</p>
<p>the information in the text includes a variety of cultural perspectives.</p>	<p>Y</p>	<p>There are a variety of genders, race, ethnicities, ages, hobbies/activities represented in the images throughout the books. The books appear to be focused on cultural perspective stateside (USA) versus that of a global view.</p>
<p>the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.</p>	<p>Y</p>	<p>The context appears to be non-bias as it relates to religion, gender, and race by including a variety of individuals represented in the images throughout the text. The text appears to be non biased as it avoids referring to specific gender, religion, and races.</p>
<p>aligns with the proposed connections to DCSD curriculum (Colorado Academic Standards (CAS) & Essential Skills)</p>	<p>Y</p>	<p>The chapters covered in the textbooks correlate to the Colorado Academic Standards for K-4. As a parent these are ideal topics to be discussed in health class in conjunction with what we're teaching/implementing at home. The context in these books align with a healthy lifestyle we want to educate our children on to pave the way for their knowledge in taking ownership of their own health for their future.</p>
<p>Recommend for adoption</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	

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

The proposed textbook/required curriculum materials...	Y/N	Comments
meets privacy act requirements		NA
vendor has signed <i>Data Protection Addendum</i>		NA
Recommend for adoption		NA - Not a technology component

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 29 2022</u>	✓	
School Administrator Signature <u>Katie Kruse</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>Michele Whittingham</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>Lindsey Davis</u>		

Ve.

Does the evaluating Parent/Community Member recommend adoption of this Textbook/Required Curriculum Materials?	YES	NO
Date <u>Mar 31 2022</u>	✓	
Parent/Community Member Signature <u>Casey Willett</u>		

Vf.

Does the <i>IT Representative</i> recommend adoption of this Textbook/Required Curriculum Materials?	YES	NO
Date _____ IT Representative Signature <u>NA</u>	NA	

Vg.

Does the <i>CIA Director</i> 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 <i>DCSD Officer</i> 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>Danelle Hiatt</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		