

**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	Douglas County High School	
Date	9/7/2022	
Requesting Educator	Katie Bower	
Email address	kabower@dcsdk12.org	
Phone number	720-250-8799	
<b>Proposal Review Team Member</b>	<b>Reviewer's Name</b>	<b>Contact Information - email</b>
District Coordinator	Laurie Lacombe	lllacombe@dcsdk12.org
IT Representative	Joel Boeckmann	jnboeckmann@dcsdk12.org
Colleague	Wendi White	wlwhite@dcsdk12.org
Parent	Cristina Paolone	crispaolone@yahoo.es

**Ib. BOOK INFORMATION**

Title of proposed text	MYP Spanish Language Acquisition Series
Author (s)	Cristóbal González Salgado, Tere de Vries
Publisher	Oxford University Press
Edition	
ISBN number	978-1-382-01106-8
Copyright date	2021

Course and/or subject area in which textbook will be used	Spanish Level 1, 2
Grade level(s)	9-12
Total cost for purchasing the textbooks? <u>See Checklist for Required Process</u>	Class sets have already been purchased through our IB department as supplementary resources. We would like to now use them as the main text for the course.
Dates the textbook information was displayed at the school and posted on the school's website (2 week min.)	9/9
Date the textbook was communicated to the School Accountability Committee?	9/12

**Ic. RATIONALE**

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

This textbook is an excellent choice for our IB school. It aligns very closely to our current curriculum with the addition of International Baccalaureate MYP principles and practices, which include the CDE standards but with more depth and emphasis on global awareness. Each unit is organized into appropriate global contexts, related concepts, IB profile, key concepts, critical thinking questions. The book is updated with relevant concepts and engaging texts and formatting. The language specific curricular content is equivalent to what we are currently using, with an increased level of rigor and opportunities for global connections.

This text will allow our newest teachers to quickly adapt to the IB curriculum and better prepare our students to enter and be successful in the IB Diploma Program. We currently are using this as a supplementary material to fill the gap but would like to end the use of our very old, very dated Realidades textbooks. Our IB program funds have already purchased class sets toward this end. Students do not have access to the online portion of the book but the teachers do and will be able to access the listening and video practice.

**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:**

The World Language CAS include Communication, Culture, Connections and Comparisons. This textbook easily covers all of these skills in detail.

Each unit provides opportunities for *Communication* in the 3 modes discussed in the standards, with opportunities to write, present, and converse, plus opportunities to comprehend both listening and reading texts. The organizes and scaffolds grammar and vocabulary skills within each unit so students are developing all the pieces necessary to communicate on the chosen topic. The MYP book aligns summative assessment with the IB Criterion Rubrics for Speaking, Listening, Reading and Writing which easily align to the CAS presentational (usually writing), interpersonal (conversation), and interpretive (listening and reading).

This book has amazing resources related to *Culture, Connection and Comparisons*. There are entire units devoted to the cultural practices of diverse hispanic countries such as cuisine and holidays. There are videos and links to popular and classic musical artists, tv clips etc. The images are modern and depict the diverse living styles of the hispanic world, in addition to non-hispanic countries. Each cultural piece includes questions that encourage students to reflect and compare these concepts to their own culture. In addition to cultural connections, the text makes explicit points about linguistic connections and connections to other content areas and ways of thinking.

**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 <a href="#">following</a> grade level(s)	Y	7-12 The text concentrates on situations that are relevant to teen life such as making friends, school, celebrations, leisure time activities, a generic understanding of health, daily routine and home life.
develops essential knowledge and skills	Y	The text aligns almost exactly with our current content, with the only major differences being the addition of the critical thinking/global awareness piece and some re-ordering of the grammar concepts.
provides breadth and depth of content	Y	This text provides consistent opportunities for critical thinking and the slight modifications to the vocabulary allow students to express themselves on a much

		deeper level. For example, in addition to the standard “personality” terms such as kind, funny, sporty etc, students learn the learner profile characteristics of inquirer, thinker, open-minded allowing much more depth to the students ability to define themselves and express who they are.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	There is a major emphasis on critical thinking skills through the use of the global contexts, related concepts and debatable questions found at the beginning of each unit. For example, unit 1 uses the question “How do we learn?” as an anchor for initial grammar concepts of sounds, word endings and vocabulary related to school, greetings, alfabet, and numbers. Throughout the unit, students develop and discuss strategies for learning, as they are learning language. The text offers debatable questions that provide opportunities for depth but still require only basic communication skills, such as “Which learner profile traits are more important for language study versus math?”.
the information in the text includes a variety of cultural perspectives.	Y	The text focuses on developing global and cultural awareness and includes speakers/vocabulary from both European and Latin-American speakers. Vocabulary lists and activities include topics such as international languages (beyond Spanish), cultural events, perspectives and the wide diversity of cultures found within the Spanish-speaking world.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	The text emphasizes being open-minded and respecting other’s perspectives, particularly but not exclusively relating to cultural/linguistic differences. Images in the text represent a diverse population.
the text reflects the current research in the content area.	Y	The lessons are well-organized and reflect current pedagogical practices. Units build in difficulty with a focus on communication skills. They introduce vocabulary in chunks with visual aids, maintain the target language as much as possible, highlight linguistic patterns, comprehension and study strategies and provide practice for listening, reading, writing and speaking skills.
<b>Recommend textbook for adoption</b>		<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 <a href="#">following</a> grade level(s)	Y	Pictures are appropriate for the HS student, the reflections and activities are at grade level.
develops essential knowledge and skills	Y	Each unit has one of the 4 key concepts for Language Acquisition, including communication, connection, culture, and creativity. The 4 objectives of the text focus on comprehending spoken and visual text, comprehending written and visual text, communicating in response to spoken, written and visual text, and using language in spoken and written forms.
provides breadth and depth of content	Y	Activities, tasks, language learning, interdisciplinary connections, summative assessments, and reflections are included in each lesson.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The connection and reflection activities create meaning and relevance.
the information in the text includes a variety of cultural perspectives.	Y	The text covers traditions, celebrations, a variety of Spanish speaking countries, and connections to the digital world.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	The visuals in the text represent a variety of people and cultures.
the text reflects the current research in the content area.	Y	Oxford University Press and aligns with IB Program.
aligns with <a href="#">proposed connections</a> to DCSD curriculum (Colorado Academic Standards, Essential Skills)	Y	MYP aligns with 3 of the 4 CDE Standards in World Languages, including communication, cultures, and connections.
<b>Recommend textbook for adoption</b>	<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 <a href="#">following</a> grade level(s)	Y	It corresponds with Emergent Spanish learning
develops essential knowledge and skills	Y	The learning outcomes are well defined and the learning builds on concepts needed for beginning learners
provides breadth and depth of content	Y	
allows students to create meaning and make relevant connections to other knowledge and experience	Y	
the information in the text includes a variety of cultural perspectives.	Y	Cultural awareness is explained throughout the book to help students understand cultural similarities and differences
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Y	
the text reflects the current research in the content area.	Y	
aligns with <a href="#">proposed connections</a> to DCSD curriculum (Colorado Academic Standards, Essential Skills)	Y	
<b>Recommend for adoption</b>	<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 <a href="#">following</a> grade level(s)	Yes	It has all of the basics needed.
develops essential knowledge and skills	Yes	It has a lot of activities and interactive sections in which they can participate and learn.
provides breadth and depth of content	Yes	It has plenty of background and has little bit of everything.
allows students to create meaning and make relevant connections to other knowledge and experience	Yes	A student can read this and think “oh I've learned this.” Or “oh I’ve done this.” There are also plenty of moments to interact with peers.
the information in the text includes a variety of cultural perspectives.	Yes	It shows a little bit of everything. Show maps and even talks about cultures outside of the hispanic/ latino community.
the text has been reviewed in regard to respecting gender, ethnic and racial uniqueness, similarities and interdependence.	Yes	I don't think there is any problem. I didn't see any disrespect towards anyone.
<b>Recommend for adoption</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

**IIe. EVALUATION of textbook (to be completed by IT Representative)**

<b>The proposed textbook...</b>	<b>Y/N</b>	<b>Comments:</b> This request represents a physical book only, and in no way has been assessed for digital or privacy compliance. It is approved from an IT perspective due to the lack of digital components. Thank you.
meets privacy act requirements		N/A
vendor has signed <i>Data Protection Addendum</i>		N/A
<b>Recommend for adoption</b>		<input checked="" type="checkbox"/> Yes - See Notes Above <input type="checkbox"/> No



**SECTION III: District Coordinator Level Process Review**

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

**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>Oct 26 2022</u>	✓	
Evaluating Educator Signature <u>Katie Bower</u>		

**Vb.**

Does the evaluating <i>Colleague</i> recommend adoption of this textbook?	YES	NO
Date <u>Oct 26 2022</u>	✓	
Evaluating Colleague Signature <u>Wendi White</u>		

**Vc.**

Does the evaluating <i>Parent #1</i> recommend adoption of this textbook?	YES	NO
Date <u>Oct 27 2022</u>	✓	
Evaluating Parent (#1) Signature <u>Cristina Paolone</u>		

**Vd.**

Does the evaluating <i>IT Representative</i> recommend adoption of this textbook?	YES	NO
Date <u>Oct 26 2022</u>	✓	
Evaluating IT Representative Signature <u>Joel Boeckmann</u>		

**Ve.**

Does the evaluating Requesting Educator's <b>Administrator</b> recommend adoption of this textbook?	YES	NO
Date <u>Oct 26 2022</u>	✓	
Administrator Signature <u>Casey Turnbaugh</u>		

**Vf.**

Does the <b>District Coordinator</b> certify that the information on this form accurately reflects the process followed at the site.	YES	NO
Date <u>Oct 27 2022</u>	✓	
District Coordinator Signature <u>Laurie Lalomb</u>		

**Vg.**

Does the <b>CIA Director</b> support adoption of this textbook?	YES	NO
Date <u>Oct 26 2022</u>	✓	
CIA Director Signature <u>Erica Mason</u>		

**SECTION VI: Superintendent's Approval**

**SUPERINTENDENT'S APPROVAL**

Does the Superintendent approve adoption of this textbook?	YES	NO
Date <u>Oct 31 2022</u>	✓	
Superintendent Signature <u>Erin Kane</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		