

Title Notes/Description	Author	Content Area	Min/Max
<u>Eureka Math<sup>2</sup></u>	Great Minds	Mathematics	K-5

Copyright 2021

*Eureka Math<sup>2</sup>*™ is a revolutionary math program designed to ensure that students move beyond rote memorization to build enduring math knowledge. It takes everything you love about *Eureka Math*—consistent math models, rigor to support the productive struggle, and coherence across lessons, modules, and grades—and adds a new level of flexibility and accessibility as well as visibility into student understanding to make math instruction exponentially more teachable and engaging.

**Standards:**

1. Number and Quantity
2. Algebra and Functions
3. Data, Statistics and Probability
4. Geometry

<u>Reveal Math</u>	McGraw Hill	Mathematics	K-5
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Copyright 2020

*Reveal Math*™ is a coherent, vertically aligned K–12 core math solution that empowers educators to uncover the mathematician in every student through powerful explorations, rich mathematical discourse, and timely individualized learning opportunities.

**Standards:**

1. Number and Quantity
2. Algebra and Functions
3. Data, Statistics and Probability
4. Geometry

<u>Dreambox</u>	Dreambox	Mathematics	K-5
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Copyright 2022

DreamBox is more than a learning tool, it's a math program that intelligently adapts to each child, letting them drive their own learning while giving parents and teachers in-the-moment data and valuable insights to ensure success.

**Standards:**

1. Number and Quantity
2. Algebra and Functions
3. Data, Statistics and Probability
4. Geometry



*Copyright 2022*

Renaissance Math delivers differentiated practice aligned to math standards. Freckle Math continuously adapts for student practice in math activities, while offering teachers the ability to focus practice on grade-level standards. Freckle Math adapts at the “just-right” level, with student-friendly incentives and age-appropriate designs to provide a balance of fun and learning.

**Standards:**

1. Number and Quantity
  2. Algebra and Functions
  3. Data, Statistics and Probability
  4. Geometry
-



Title Notes/Description	Author	Content Area	Min/Max
<u>Eureka Math<sup>2</sup></u>	Great Minds	Mathematics	6-8

Copyright 2021

*Eureka Math<sup>2</sup>*™ is a revolutionary math program designed to ensure that students move beyond rote memorization to build enduring math knowledge. It takes everything you love about *Eureka Math*—consistent math models, rigor to support the productive struggle, and coherence across lessons, modules, and grades—and adds a new level of flexibility and accessibility as well as visibility into student understanding to make math instruction exponentially more teachable and engaging.

**Standards:**

1. Number and Quantity
2. Algebra and Functions
3. Data, Statistics and Probability
4. Geometry

<u>Reveal Math</u>	McGraw Hill	Mathematics	6-8
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Copyright 2020

*Reveal Math*™ is a coherent, vertically aligned K–12 core math solution that empowers educators to uncover the mathematician in every student through powerful explorations, rich mathematical discourse, and timely individualized learning opportunities.

*Reveal Math*™, Courses 1-3, a core math program for grades 6-8, provides a truly active classroom experience through a seamless approach to blended print and digital delivery. With purposefully integrated technology and plentiful opportunities for students to explore, collaborate, and reflect, *Reveal Math* increases both student engagement and students' confidence in their own math abilities.

**Standards:**

1. Number and Quantity
2. Algebra and Functions
3. Data, Statistics and Probability
4. Geometry



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**Dreambox***Dreambox***Mathematics****6-8***Copyright 2022*

DreamBox is more than a learning tool, it's a math program that intelligently adapts to each child, letting them drive their own learning while giving parents and teachers in-the-moment data and valuable insights to ensure success.

**Standards:**

1. Number and Quantity
2. Algebra and Functions
3. Data, Statistics and Probability
4. Geometry

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**Freckle Math***Renaissance Learning***Mathematics****6-8***Copyright 2022*

Renaissance Math delivers differentiated practice aligned to math standards. Freckle Math continuously adapts for student practice in math activities, while offering teachers the ability to focus practice on grade-level standards. Freckle Math adapts at the "just-right" level, with student-friendly incentives and age-appropriate designs to provide a balance of fun and learning.

**Standards:**

1. Number and Quantity
  2. Algebra and Functions
  3. Data, Statistics and Probability
  4. Geometry
-





Title Notes/Description	Author	Content Area	Min/Max
<p><u>Café in Berlin</u></p> <p>5th Edition Copyright 2019</p> <p>10 Short stories for beginning readers: Meet Dino, a young man from Sicily traveling through German cities (and beyond). Follow his adventures as he learns about the local culture, customs, and language. After every chapter, get a grasp of new words and expressions with our detailed German-English dictionary and test your comprehension with simple quizzes.</p> <p><b>Standards:</b></p> <ol style="list-style-type: none"> <li>1. Communication</li> <li>2. Cultures/Intercultural Communication</li> <li>3. Connections</li> <li>4. Comparisons</li> </ol>	Klein, Andre	World Language	9-12
<p><u>L'homme qui plantait des arbres</u></p> <p>Copyright 1988</p> <p>The story begins in 1913 with the unnamed narrator hiking by foot through Provence, France. During his journey through the desolate and windy valley and the old decaying villages, he by chance encounters a solitary shepherd. Curious about the quiet man named Elzéard Bouffier, the narrator briefly stays with him, discovering that the shepherd had been planting countless acorns in the region over three years.</p> <p>The young narrator leaves the shepherd, and later fights in the First World War. After the war, he returns to the valley to discover the shepherd has become a beekeeper, but is still hard at work planting oak, beech, and birch trees. By this time, young saplings begin to prosper and new streams emerge in areas that were once dry.</p> <p>The narrator decides to visit Elzéard Bouffier every year henceforth. Bouffier unceasingly continues slowly and surely with his planting; the area is subtly transformed into a vibrant forest. Forestry officials mistakenly believe that this change is a natural phenomenon. World War II comes and goes, but does not affect the work of Bouffier. After the war, the region becomes a lush green valley that teems with life; the old decaying villages of old give way to restored homes and new families. By the end of the story, the area becomes home to more than ten thousand people, all of whom can attribute their happiness and livelihoods to the life's work of one uneducated peasant. Bouffier passes away peacefully in 1947.</p> <p><b>Standards:</b></p> <ol style="list-style-type: none"> <li>1. Communication</li> <li>2. Cultures/Intercultural Communication</li> <li>3. Connections</li> <li>4. Comparisons</li> </ol>	Giono, Jean	World Language	9-12



Title Notes/Description	Author	Content Area	Min/Max
<u>Petit Pays</u>	<i>Faye, Gael</i>	World Language	9-12
<p data-bbox="727 417 902 445" style="text-align: center;"><i>Copyright 2017</i></p> <p data-bbox="240 451 1403 617">Burundi, 1992. For ten-year-old Gabriel, life in his comfortable expatriate neighborhood of Bujumbura with his French father, Rwandan mother and little sister Ana, is something close to paradise. These are carefree days of laughter and adventure – sneaking Supermatch cigarettes and gorging on stolen mangoes – as he and his mischievous gang of friends transform their tiny cul-de-sac into their kingdom.</p>			
<p data-bbox="240 657 1442 720">But dark clouds are gathering over this small country, and soon their peaceful existence will shatter when Burundi, and neighboring Rwanda, are brutally hit by civil war and genocide.</p>			
<p data-bbox="240 760 1442 890">A novel of extraordinary power and beauty, <i>Small Country</i> describes an end of innocence as seen through the eyes of a child caught in the maelstrom of history. Shot through with shadows and light, tragedy and humor, it is a stirring tribute not only to a dark chapter in Africa's past, but also to the bright days that preceded it.</p>			
<b>Standards:</b>			
<ol data-bbox="258 1001 732 1131" style="list-style-type: none"> <li>1. Communication</li> <li>2. Cultures/Intercultural Communication</li> <li>3. Connections</li> <li>4. Comparisons</li> </ol>			
<u>No Et Moi</u>	<i>de Vigan, Delphine</i>	World Language	9-12
<p data-bbox="727 1241 902 1268" style="text-align: center;"><i>Copyright 2009</i></p> <p data-bbox="240 1274 1442 1400">The story is about social relationships, in the angle of friendship between two teenage girls from opposite socio-economic backgrounds: No, a homeless, and Lou, a brilliant student who lives with her family. The book reveals how our modern society deals with the issue of homelessness and inspires selfless social engagement.</p>			
<b>Standards:</b>			
<ol data-bbox="258 1474 743 1604" style="list-style-type: none"> <li>1. Communication</li> <li>2. Cultures/Intercultural Communication</li> <li>3. Connections</li> <li>4. Comparisons</li> </ol>			



Title Notes/Description	Author	Content Area	Min/Max
<u>Street Law: A Course in Practical Law</u>	Arbetman, Lee O'Brien, Ed	Social Studies	9-12

10<sup>th</sup> Edition  
Copyright 2021

Street Law: A Course in Practical Law is the most widely-used and trusted resource for teaching law in high schools! It provides young people with practical legal knowledge that is relevant to their everyday lives. Student-centered, interactive, democratic pedagogy ensures the development of high-level critical thinking and problem-solving skills, engagement, and communication skills that are consistent with emerging state and national standards.

The 10th Edition of this student-centered, interactive program now features a brand-new chapter on environmental law that includes information on important federal legislation like the Clean Air Act and Clean Water Act. Current topics such as cyber-crime, identity theft, intellectual property rights, terrorism, immigration, and marriage equality are also discussed as they relate to legal situations.

**Standards:**

4 Civics

<u>Punching the Air</u>	Zoboi, Ibi Salaam, Yusef	ELA	9-12
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Copyright 2020

Punching the Air is a novel written in verse detailing the trial and wrongful conviction of Amal Shahid, a teenager in New York City. The reader gains insight into Amal's point of view while he is in juvenile detention and how he holds onto his humanity in the face of an unjust conviction. The book addresses the topics of family, creativity, justice, human experience, and more in modern America.

**Standards:**

1. Reading, Writing, and Communicating



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Title Notes/Description	Author	Content Area	Min/Max
<u>The Complete Persepolis</u>	Satrapı, Marjane	ELA	9-12

*Copyright 2003, 2004*

The Complete Persepolis is the story of author Marjane Satrapi's unforgettable childhood and coming of age within a large and loving family in Tehran during the Islamic Revolution; of the contradictions between private and public life in a country plagued by political upheaval; of her homecoming - both sweet and terrible; of her self-imposed exile from her beloved homeland. It is the chronicle of a girlhood and adolescence at once outrageous and familiar, a young life entwined with the history of her country yet filled with the universal trials and joys of growing up.

**Standards:**

2. Reading, Writing, and Communicating







## Instructional Resource Content Review Findings and Recommendations

### Instructions for content facilitator:

Please use the request submission information to review the content within the instructional resource. Once findings and your recommendations are made, please sign and obtain the appropriate Executive for School Leadership signature, then submit it to the Director of Curriculum and Instruction, Achievement, Learning and Leadership for final review.

### Cut and paste information from the submission form here:

Content Facilitator Name/Role Conducting Review: Claudette Murtha – Global Education Facilitator	Content Area: World Language	Grade Level: 9-12
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Café in Berlin
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Requested by: Michaela Logan	Principal: Lara Disney	School/Department: Palmer High School / World Language
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Cost per Unit: One Time Purchase: <input checked="" type="checkbox"/> Recurring Purchase: <input type="checkbox"/> *Online Student Content: <input type="checkbox"/> *Online Teacher Content: <input type="checkbox"/> <i>*Attach the Happy Fox Review Summary with submission.</i>	Total Cost: \$7.50
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Plan for long term use: (e.g. replacement costs) Replacement costs are minimal as this will be used in upper level German classes
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Did this material go through a short cycle of innovation process? <i>If yes, attach a print out of the evidence collection with this submission.</i>	YES: <input type="checkbox"/> NO: <input checked="" type="checkbox"/>
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### Insert the Brief Description of Material (to be entered into the material database)

10 Short stories for beginning readers: Meet Dino, a young man from Sicily traveling through German cities (and beyond). Follow his adventures as he learns about the local culture, customs and language. Get a grasp of new words and expressions with our detailed German-English dictionary after every chapter and test your comprehension with simple quizzes.

## Instructional Resource Content Review Findings and Recommendations

Insert what the requestor shared as the stated need for this material:

supplemental reading to provide a variety of student choices

# Instructional Resource Content Review Findings and Recommendations

<b>Evaluation Checklist</b> <i>(please note any differences between the content facilitator and requestor answers if applicable in the explanation column.)</i>	YES	NO	N/A	EXPLAIN
Content is appropriate for intended audience	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If applicable, addresses all perspectives of controversial issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Is consistent with D11 equity policy and cultural relevance expectations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are there incidents, words, or themes that might necessitate an optional title?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
If the answer is yes above, do you concur with the options provided by the requestor?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Contains current information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Appropriate for intended grade level/levels:				
Readability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Developmental Stage/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is the well aligned, moderately aligned or not aligned to Colorado Academic Standards or the D11 Blueprints?	Well-Aligned <input checked="" type="checkbox"/>	Moderately Aligned <input type="checkbox"/>	Not Aligned: <input type="checkbox"/>	
Does the material foster deeper understanding of disciplinary literacy in the subject areas?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a balance of content, concepts and skills for students to engage with in their learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a variety if ways students can demonstrate their learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material use a wide variety of diverse, culturally relevant/responsive content?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a wide range of depth of knowledge and rigor to meet the needs to differentiate instruction for all learners?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer supports for ongoing formative assessments offering teachers and students opportunities to give/receive immediate feedback for learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Have you verified the principal/site leader approves of this request?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you recommend this material for use?	Yes: <input checked="" type="checkbox"/>	No: <input type="checkbox"/>		
If yes, do you recommend it for general use or selected use?	General: <input type="checkbox"/>	Selected: <input checked="" type="checkbox"/>		German classes for literacy development

# Instructional Resource Content Review Findings and Recommendations

## SIGNATURE PAGE

<b>The Content Facilitator:</b> Name: Claudette Murtha Signature: <i>Claudette Murtha</i> <i>C Murtha</i>		If the Content Facilitator is expressing the recommendations of a selection committee, please insert the name of the committee and provide a copy of the membership list with this submission:	
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input type="checkbox"/>	SELECTED USE <input checked="" type="checkbox"/> (add parameters below): German classes for literacy development.	DO NOT RECOMMEND

<b>The Executive of School Leadership:</b> Name: <i>DAN HOFF</i> Signature: <i>[Signature]</i> <i>02/24/22</i>			
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input checked="" type="checkbox"/> <i>LANGUAGE COURSE - GERMAN</i>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND

<b>The Director of Curriculum and Instruction:</b> Name: <i>KAROL GATES</i> Signature: <i>[Signature]</i> <i>3-1-22</i>			
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input checked="" type="checkbox"/> <i>GERMAN</i>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND



**Instructions for content facilitator:**

Please use the request submission information to review the content within the instructional resource. Once findings and your recommendations are made, please sign and obtain the appropriate Executive for School Leadership signature, then submit it to the Director of Curriculum and Instruction, Achievement, Learning and Leadership for final review.

**Cut and paste information from the submission form here:**

Content Facilitator Name/Role Conducting Review: Claudette Murtha – Global Education Facilitator	Content Area: World Language	Grade Level: 9-12
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L'homme qui plantait des arbres

Requested by: Lililan Mouzaokere	Principal: Lara Disney	School/Department: Palmer High School / World Language
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Cost per Unit: One Time Purchase: <input checked="" type="checkbox"/> Recurring Purchase: <input type="checkbox"/> *Online Student Content: <input type="checkbox"/> *Online Teacher Content: <input type="checkbox"/> *Attach the Happy Fox Review Summary with submission.	Total Cost: \$14.70
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Plan for long term use: (e.g. replacement costs) Replacement costs are minimal as this will be used in HL French classes at Palmer High School

Did this material go through a short cycle of innovation process?

If yes, attach a print out of the evidence collection with this submission.

YES: ☐

NO: ☒

*Insert the Brief Description of Material (to be entered into the material database)*

The story begins in 1913 with the unnamed narrator hiking by foot through Provence, France. During his journey through the desolate and windy valley and the old decaying villages, he by chance encounters a solitary shepherd. Curious about the quiet man named Elzéard Bouffier, the narrator briefly stays with him, discovering that the shepherd had been planting countless acorns in the region over three years.

The young narrator leaves the shepherd, and later fights in the First World War. After the war, he returns to the valley to

**Instructional Resource Content Review  
Findings and Recommendations**

discover the shepherd has become a beekeeper, but is still hard at work planting oak, beech, and birch trees. By this time, young saplings begin to prosper and new streams emerge in areas that were once dry.

The narrator decides to visit Elzéard Bouffier every year henceforth. Bouffier unceasingly continues slowly and surely with his planting; the area is subtly transformed into a vibrant forest. Forestry officials mistakenly believe that this change is a natural phenomenon. World War II comes and goes, but does not affect the work of Bouffier. After the war, the region becomes a lush green valley that teems with life; the old decaying villages of old give way to restored homes and new families. By the end of the story, the area becomes home to more than ten thousand people, all of whom can attribute their happiness and livelihoods to the life's work of one uneducated peasant. Bouffier passes away peacefully in 1947.

Insert what the requestor shared as the stated need for this material:

Students in HL (High Level) French course for the Diploma Program are required to read at least 2 authentic novels or sources in French. This novel will be on the approved list for students to choose from to meet the requirements.

# Instructional Resource Content Review Findings and Recommendations

Evaluation Checklist (please note any differences between the content facilitator and requestor answers if applicable in the explanation column.)	YES	NO	N/A	EXPLAIN
Content is appropriate for intended audience	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If applicable, addresses all perspectives of controversial issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Is consistent with D11 equity policy and cultural relevance expectations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are there incidents, words, or themes that might necessitate an optional title?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
If the answer is yes above, do you concur with the options provided by the requestor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Contains current information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Appropriate for intended grade level/levels:				
Readability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Developmental Stage/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is the well aligned, moderately aligned or not aligned to Colorado Academic Standards or the D11 Blueprints?	Well-Aligned <input checked="" type="checkbox"/>	Moderately Aligned <input type="checkbox"/>	Not Aligned: <input type="checkbox"/>	
Does the material foster deeper understanding of disciplinary literacy in the subject areas?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a balance of content, concepts and skills for students to engage with in their learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a variety of ways students can demonstrate their learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material use a wide variety of diverse, culturally relevant/responsive content?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a wide range of depth of knowledge and rigor to meet the needs to differentiate instruction for all learners?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer supports for ongoing formative assessments offering teachers and students opportunities to give/receive immediate feedback for learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Have you verified the principal/site leader approves of this request?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you recommend this material for use?	Yes: <input checked="" type="checkbox"/>		No: <input type="checkbox"/>	
If yes, do you recommend it for general use or selected use?	General: <input type="checkbox"/>		Selected: <input checked="" type="checkbox"/>	

# Instructional Resource Content Review Findings and Recommendations

## SIGNATURE PAGE

<b>The Content Facilitator:</b> Name: Claudette Murtha Signature: <i>Claudette Murtha</i> <i>CMurtha</i>		If the Content Facilitator is expressing the recommendations of a selection committee, please insert the name of the committee and provide a copy of the membership list with this submission:	
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input type="checkbox"/>	SELECTED USE <input checked="" type="checkbox"/> (add parameters below): Use in IB French and AP French classes	DO NOT RECOMMEND

<b>The Executive of School Leadership:</b> Name: <i>DAN HOFF</i> Signature: <i>[Signature]</i> <i>02/24/22</i>			
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input checked="" type="checkbox"/> <i>For language courses - French</i>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND

<b>The Director of Curriculum and Instruction:</b> Name: <i>KAROL GATES</i> Signature: <i>[Signature]</i> <i>3-1-2022</i>			
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input checked="" type="checkbox"/> <i>FRENCH</i>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND





**Instructions for content facilitator:**

Please use the request submission information to review the content within the instructional resource. Once findings and your recommendations are made, please sign and obtain the appropriate Executive for School Leadership signature, then submit it to the Director of Curriculum and Instruction, Achievement, Learning and Leadership for final review.

**Cut and paste information from the submission form here:**

Content Facilitator Name/Role Conducting Review: Claudette Murtha – Global Education Facilitator	Content Area: World Language	Grade Level: 9-12
Petit Pays		

Requested by: Lililan Mouzaokere	Principal: Lara Disney	School/Department: Palmer High School / World Language
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Cost per Unit: One Time Purchase: <input checked="" type="checkbox"/> Recurring Purchase: <input type="checkbox"/> *Online Student Content: <input type="checkbox"/> *Online Teacher Content: <input type="checkbox"/> <i>*Attach the Happy Fox Review Summary with submission.</i>	Total Cost: \$14.70 per copy
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Plan for long term use: (e.g. replacement costs) Replacement costs are minimal as this will be used in HL French classes at Palmer High School
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Did this material go through a short cycle of innovation process? <i>If yes, attach a print out of the evidence collection with this submission.</i>	YES: <input type="checkbox"/> NO: <input checked="" type="checkbox"/>
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*Insert the Brief Description of Material (to be entered into the material database)*

Burundi, 1992. For ten-year-old Gabriel, life in his comfortable expatriate neighborhood of Bujumbura with his French father, Rwandan mother and little sister Ana, is something close to paradise.

These are carefree days of laughter and adventure – sneaking Supermatch cigarettes and gorging on stolen mangoes – as he and his mischievous gang of friends transform their tiny cul-de-sac into their kingdom.

But dark clouds are gathering over this small country, and soon their peaceful existence will shatter when Burundi, and neighboring Rwanda, are brutally hit by civil war and genocide.

A novel of extraordinary power and beauty, *Small Country* describes an end of innocence as seen through the eyes of a child caught in the maelstrom of history. Shot through with shadows and light, tragedy and humor, it is a stirring tribute not only to a dark chapter in Africa's past, but also to the bright days that preceded it.

## Instructional Resource Content Review Findings and Recommendations

Insert what the requestor shared as the stated need for this material:

This book addresses several themes covered by the IB program:

- Social relationships, human interactions in their communities, youth, and family.
- Global concerns such as migrations, genocides, refugees, and governance.

# Instructional Resource Content Review Findings and Recommendations

Evaluation Checklist <i>(please note any differences between the content facilitator and requestor answers if applicable in the explanation column.)</i>	YES	NO	N/A	EXPLAIN
Content is appropriate for intended audience	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If applicable, addresses all perspectives of controversial issues	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is consistent with D11 equity policy and cultural relevance expectations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are there incidents, words, or themes that might necessitate an optional title?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
If the answer is yes above, do you concur with the options provided by the requestor?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Contains current information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Appropriate for intended grade level/levels:				
Readability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Developmental Stage/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is the well aligned, moderately aligned or not aligned to Colorado Academic Standards or the D11 Blueprints?	Well-Aligned <input checked="" type="checkbox"/>	Moderately Aligned <input type="checkbox"/>	Not Aligned: <input type="checkbox"/>	
Does the material foster deeper understanding of disciplinary literacy in the subject areas?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a balance of content, concepts and skills for students to engage with in their learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a variety if ways students can demonstrate their learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material use a wide variety of diverse, culturally relevant/responsive content?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a wide range of depth of knowledge and rigor to meet the needs to differentiate instruction for all learners?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer supports for ongoing formative assessments offering teachers and students opportunities to give/receive immediate feedback for learning?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teacher will create this and use IB exam requirements for assessment
Have you verified the principal/site leader approves of this request?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you recommend this material for use?	Yes: <input checked="" type="checkbox"/>	No: <input type="checkbox"/>		
If yes, do you recommend it for general use or selected use?	General: <input type="checkbox"/>	Selected: <input checked="" type="checkbox"/>		HL French

# Instructional Resource Content Review Findings and Recommendations

## SIGNATURE PAGE

<b>The Content Facilitator:</b> Name: Claudette Murtha Signature: <i>Claudette Murtha</i> <i>CMurtha</i>		If the Content Facilitator is expressing the recommendations of a selection committee, please insert the name of the committee and provide a copy of the membership list with this submission:	
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input type="checkbox"/>	SELECTED USE <input checked="" type="checkbox"/> (add parameters below): IB HL French courses	DO NOT RECOMMEND

<b>The Executive of School Leadership:</b> Name: <i>DAN HOFF</i> Signature: <i>Dan Hoff</i> <i>02/24/22</i>			
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input checked="" type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND

<b>The Director of Curriculum and Instruction:</b> Name: <i>KAROL GATES</i> Signature: <i>K Gates</i> <i>3-1-2022</i>			
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input checked="" type="checkbox"/> <i>FRENCH COURSE</i>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND



**Instructions for content facilitator:**

Please use the request submission information to review the content within the instructional resource. Once findings and your recommendations are made, please sign and obtain the appropriate Executive for School Leadership signature, then submit it to the Director of Curriculum and Instruction, Achievement, Learning and Leadership for final review.

**Cut and paste information from the submission form here:**

Content Facilitator Name/Role Conducting Review: Claudette Murtha – Global Education Facilitator	Content Area: World Language	Grade Level: 9-12
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Requested by: Lililan Mouzaokere	Principal: Lara Disney	School/Department: Palmer High School / World Language
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Cost per Unit: One Time Purchase: <input checked="" type="checkbox"/> Recurring Purchase: <input type="checkbox"/> *Online Student Content: <input type="checkbox"/> *Online Teacher Content: <input type="checkbox"/> <i>*Attach the Happy Fox Review Summary with submission.</i>	Total Cost: \$13.71 per book
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Plan for long term use: (e.g. replacement costs) Replacement costs are minimal as this will be used in HL French classes at Palmer High School

Did this material go through a short cycle of innovation process?

*If yes, attach a print out of the evidence collection with this submission.*

YES: ☐

NO: ☒

*Insert the Brief Description of Material (to be entered into the material database)*

The story is about social relationships, in the angle of friendship between two teenage girls from opposite socio-economic backgrounds: No, a homeless, and Lou, a brilliant student who lives with her family. The book reveals how our modern society deals with the issue of homelessness and inspires selfless social engagement.

Insert what the requestor shared as the stated need for this material:

This book is a great educational tool, a source of inspiration for youth and young adults to bring changes in their communities through solidarity. The novel addresses the themes prescribed by the IB program:

# Instructional Resource Content Review Findings and Recommendations

<b>Evaluation Checklist</b> <i>(please note any differences between the content facilitator and requestor answers if applicable in the explanation column.)</i>	YES	NO	N/A	EXPLAIN
Content is appropriate for intended audience	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If applicable, addresses all perspectives of controversial issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Is consistent with D11 equity policy and cultural relevance expectations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are there incidents, words, or themes that might necessitate an optional title?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
If the answer is yes above, do you concur with the options provided by the requestor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Contains current information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Appropriate for intended grade level/levels:</b>				
Readability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Developmental Stage/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is the well aligned, moderately aligned or not aligned to Colorado Academic Standards or the D11 Blueprints?	Well-Aligned <input checked="" type="checkbox"/>	Moderately Aligned <input type="checkbox"/>	Not Aligned: <input type="checkbox"/>	
Does the material foster deeper understanding of disciplinary literacy in the subject areas?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a balance of content, concepts and skills for students to engage with in their learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a variety if ways students can demonstrate their learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	IB assessment practices are applied to this literature
Does the material use a wide variety of diverse, culturally relevant/responsive content?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a wide range of depth of knowledge and rigor to meet the needs to differentiate instruction for all learners?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer supports for ongoing formative assessments offering teachers and students opportunities to give/receive immediate feedback for learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	IB assessment practices and rubrics will be applied.
Have you verified the principal/site leader approves of this request?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you recommend this material for use?	Yes: <input checked="" type="checkbox"/>	No: <input type="checkbox"/>		
If yes, do you recommend it for general use or selected use?	General: <input type="checkbox"/>	Selected: <input checked="" type="checkbox"/>		

# Instructional Resource Content Review Findings and Recommendations

## SIGNATURE PAGE

<b>The Content Facilitator:</b> Name: Claudette Murtha Signature: <i>Claudette Murtha</i> <i>C Murtha</i>		If the Content Facilitator is expressing the recommendations of a selection committee, please insert the name of the committee and provide a copy of the membership list with this submission:	
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input type="checkbox"/>	SELECTED USE <input checked="" type="checkbox"/> (add parameters below): Use in IB HL French classes at Palmer High School	DO NOT RECOMMEND

<b>The Executive of School Leadership:</b> Name: <i>DAN HOFF</i> Signature: <i>Dan Hoff</i> <i>02/24/22</i>			
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input checked="" type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND

<b>The Director of Curriculum and Instruction:</b> Name: <i>KAROL GATES</i> Signature: <i>K Gates</i> <i>3-1-2022</i>			
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input checked="" type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND







**Instructions for content facilitator:**

Please use the request submission information to review the content within the instructional resource. Once findings and your recommendations are made, please sign and obtain the appropriate Executive for School Leadership signature, then submit it to the Director of Curriculum and Instruction, Achievement, Learning and Leadership for final review.

**Cut and paste information from the submission form here:**

Content Facilitator Name/Role Conducting Review: Mykel Knight K-12 Literacy & Humanities Facilitator	Content Area: SS	Grade Level: 9-12
Title: Street Law		

Requested by: Sara Osborne	Principal: Lara Disney	School/Department: Palmer High School / Social Studies
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Cost per Unit: One Time Purchase: <input checked="" type="checkbox"/> Recurring Purchase: <input type="checkbox"/> *Online Student Content: <input type="checkbox"/> *Online Teacher Content: <input type="checkbox"/> *Attach the Happy Fox Review Summary with submission.	Total Cost: \$93.13 per book
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Plan for long term use: (e.g. replacement costs) Yearly classroom use. Replacement cost will be paid by the school.
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Did this material go through a short cycle of innovation process? <i>If yes, attach a print out of the evidence collection with this submission.</i>	YES: <input type="checkbox"/> NO: <input checked="" type="checkbox"/>
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<p><i>Insert the Brief Description of Material (to be entered into the material database)</i></p> <p>Street Law: A Course in Practical Law is the most widely-used and trusted resource for teaching law in high schools! It provides young people with practical legal knowledge that is relevant to their everyday lives. Student-centered, interactive, democratic pedagogy ensures the development of high-level critical thinking and problem-solving skills, engagement, and communication skills that are consistent with emerging state and national standards. The 10th Edition of this student-centered, interactive program now features a brand-new chapter on environmental law that includes information on important federal legislation like the Clean Air Act and Clean Water Act. Current topics such as cyber-crime, identity theft, intellectual property rights, terrorism, immigration, and marriage equality are also discussed as they relate to legal situations.</p>
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Evaluation Checklist	YES	NO	N/A	EXPLAIN
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<i>(please note any differences between the content facilitator and requestor answers if applicable in the explanation column.)</i>				
Content is appropriate for intended audience	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If applicable, addresses all perspectives of controversial issues	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is consistent with D11 equity policy and cultural relevance expectations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are there incidents, words, or themes that might necessitate an optional title?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
If the answer is yes above, do you concur with the options provided by the requestor?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Contains current information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Appropriate for intended grade level/levels:				
Readability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Developmental Stage/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is the well aligned, moderately aligned or not aligned to Colorado Academic Standards or the D11 Blueprints?	Well-Aligned <input checked="" type="checkbox"/>	Moderately Aligned <input type="checkbox"/>	Not Aligned: <input type="checkbox"/>	
Does the material foster deeper understanding of disciplinary literacy in the subject areas?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a balance of content, concepts and skills for students to engage with in their learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a variety of ways students can demonstrate their learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material use a wide variety of diverse, culturally relevant/responsive content?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a wide range of depth of knowledge and rigor to meet the needs to differentiate instruction for all learners?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer supports for ongoing formative assessments offering teachers and students opportunities to give/receive immediate feedback for learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Have you verified the principal/site leader approves of this request?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you recommend this material for use?	Yes: <input checked="" type="checkbox"/>	No: <input type="checkbox"/>		
If yes, do you recommend it for general use or selected use?	General: <input checked="" type="checkbox"/>	Selected: <input type="checkbox"/>		

## SIGNATURE PAGE

<b>The Content Facilitator:</b> Name: Mykel Knight  Signature: <i>Mykel Knight</i>		If the Content Facilitator is expressing the recommendations of a selection committee, please insert the name of the committee and provide a copy of the membership list with this submission:	
RECOMMEND <input type="checkbox"/>	GENERAL USE: <input type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND

<b>The Executive of School Leadership:</b> Name: <i>Dan Hoff</i>  Signature: <i>Dan Hoff</i> <div style="text-align: right; font-size: 1.2em;">02/24/22</div>			
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input checked="" type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND

<b>The Director of Curriculum and Instruction:</b> Name: <i>KAROL GATES</i>  Signature: <i>K. Gates</i> <div style="text-align: right; font-size: 1.2em;">3-1-2022</div>			
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input checked="" type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND



Go to: [my.mheducation.com](https://my.mheducation.com)

Username: StreetLawTeacher

Password (case sensitive): MHEstreetlaw21



**Instructions for content facilitator:**

Please use the request submission information to review the content within the instructional resource. Once findings and your recommendations are made, please sign and obtain the appropriate Executive for School Leadership signature, then submit it to the Director of Curriculum and Instruction, Achievement, Learning and Leadership for final review.

**Cut and paste information from the submission form here:**

Content Facilitator Name/Role Conducting Review: Mykel Knight K-12 Literacy & Humanities Facilitator	Content Area: ELA	Grade Level: 9-12
Title: Punching the Air		

Requested by: Katie Regan	Principal: Lana Flenniken	School/Department: Doherty High School / ELA
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Cost per Unit: One Time Purchase: <input checked="" type="checkbox"/> Recurring Purchase: <input type="checkbox"/> *Online Student Content: <input type="checkbox"/> *Online Teacher Content: <input type="checkbox"/> *Attach the Happy Fox Review Summary with submission.	Total Cost: \$12.15 per book
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Plan for long term use: (e.g. replacement costs) Yearly classroom use. Replacement cost will be paid by the school.
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Did this material go through a short cycle of innovation process? <i>If yes, attach a print out of the evidence collection with this submission.</i>	YES: <input type="checkbox"/> NO: <input checked="" type="checkbox"/>
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Insert the Brief Description of Material (to be entered into the material database) Punching the Air is a novel written in verse detailing the trial and wrongful conviction of Amal Shahid, a teenager in New York City. The reader gains insight into Amal's point of view while he is in juvenile detention and how he holds onto his humanity in the face of an unjust conviction. The book addresses the topics of family, creativity, justice, human experience, and more in modern America.
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Evaluation Checklist <i>(please note any differences between the content facilitator and requestor answers if applicable in the explanation column.)</i>	YES	NO	N/A	EXPLAIN
Content is appropriate for intended audience	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If applicable, addresses all perspectives of controversial issues	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	


Is consistent with D11 equity policy and cultural relevance expectations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are there incidents, words, or themes that might necessitate an optional title?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
If the answer is yes above, do you concur with the options provided by the requestor?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Contains current information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Appropriate for intended grade level/levels:				
Readability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Developmental Stage/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is the well aligned, moderately aligned or not aligned to Colorado Academic Standards or the D11 Blueprints?	Well-Aligned <input checked="" type="checkbox"/>	Moderately Aligned <input type="checkbox"/>	Not Aligned: <input type="checkbox"/>	
Does the material foster deeper understanding of disciplinary literacy in the subject areas?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a balance of content, concepts and skills for students to engage with in their learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a variety if ways students can demonstrate their learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material use a wide variety of diverse, culturally relevant/responsive content?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a wide range of depth of knowledge and rigor to meet the needs to differentiate instruction for all learners?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer supports for ongoing formative assessments offering teachers and students opportunities to give/receive immediate feedback for learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Have you verified the principal/site leader approves of this request?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you recommend this material for use?	Yes: <input checked="" type="checkbox"/>	No: <input type="checkbox"/>		
If yes, do you recommend it for general use or selected use?	General: <input checked="" type="checkbox"/>	Selected: <input type="checkbox"/>		



# SIGNATURE PAGE

<b>The Content Facilitator:</b> Name: Mykel Knight Signature: 		If the Content Facilitator is expressing the recommendations of a selection committee, please insert the name of the committee and provide a copy of the membership list with this submission:	
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input checked="" type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND

<b>The Executive of School Leadership:</b> Name: DAN HOFF Signature: 			
02/24/22			
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input checked="" type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND

<b>The Director of Curriculum and Instruction:</b> Name: KAROL GATES Signature: 			
Common Sense Media = 13+ 3-1-2022 stands out for positive messages and role models			
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input checked="" type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND



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C8TNDFYWVPLZJSQNN6K  
V49WQFC428KDZ78KHTY4  
PUW78MSY2UGRA5V59AZN  
UEX7WLLUV7GZ2HUAXLYN  
2TJ8946BWFADAKX2QQ2D  
SA64SE3JPJH4V9AP9YZM  
J2VJ6CQGGBBP8C3Y4C7C  
3J5UJR9AKS7JXAWS9YPA  
8CAXD6FH2GZMYLXVBEWW  
X4476WULUKXGGUG5MW9E  
MVEFRFH378EK7PGTN39K  
9FZLKN3GDVVH23FESV3B  
WSN544P64898ECE7VL75  
73SEU63XGPRBZDLDF4Q7  
GRMYL6MQ2UHNT2KKSCSY  
VZ27HLUDVA47SJ5QCY92  
RLU3JTRLBBMQYNCFNWR4  
HCAZ2XQFQM7D4HWQ7HSH



**Instructions for content facilitator:**

Please use the request submission information to review the content within the instructional resource. Once findings and your recommendations are made, please sign and obtain the appropriate Executive for School Leadership signature, then submit it to the Director of Curriculum and Instruction, Achievement, Learning and Leadership for final review.

**Cut and paste information from the submission form here:**

Content Facilitator Name/Role Conducting Review: Mykel Knight K-12 Literacy & Humanities Facilitator	Content Area: ELA	Grade Level: 9-12
Title: The Complete Persepolis		
Requested by: Jeff Hinton	Principal: Lara Disney	School/Department: Palmer High School / ELA
Cost per Unit: One Time Purchase: <input checked="" type="checkbox"/> Recurring Purchase: <input type="checkbox"/> *Online Student Content: <input type="checkbox"/> *Online Teacher Content: <input type="checkbox"/> *Attach the Happy Fox Review Summary with submission.		Total Cost: \$16.00 per book
Plan for long term use: (e.g. replacement costs) Yearly classroom use. Replacement cost will be paid by the school.		
Did this material go through a short cycle of innovation process? If yes, attach a print out of the evidence collection with this submission.		YES: <input type="checkbox"/> NO: <input checked="" type="checkbox"/>
Insert the Brief Description of Material (to be entered into the material database) The Complete Persepolis is the story of author Marjane Satrapi's unforgettable childhood and coming of age within a large and loving family in Tehran during the Islamic Revolution; of the contradictions between private and public life in a country plagued by political upheaval; of her homecoming - both sweet and terrible; of her self-imposed exile from her beloved homeland. It is the chronicle of a girlhood and adolescence at once outrageous and familiar, a young life entwined with the history of her country yet filled with the universal trials and joys of growing up.		


Currently, our choices of challenging non-literary texts are limited to the point of being non-existent. The Complete Persepolis satisfies a need within our program that no other work on the approved list can: it marries language and visuals in a complex way.



# Instructional Resource Content Review Findings and Recommendations


Evaluation Checklist <i>(please note any differences between the content facilitator and requestor answers if applicable in the explanation column.)</i>	YES	NO	N/A	EXPLAIN
Content is appropriate for intended audience	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If applicable, addresses all perspectives of controversial issues	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is consistent with D11 equity policy and cultural relevance expectations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are there incidents, words, or themes that might necessitate an optional title?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
If the answer is yes above, do you concur with the options provided by the requestor?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Contains current information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Appropriate for intended grade level/levels:				
Readability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Developmental Stage/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is the well aligned, moderately aligned or not aligned to Colorado Academic Standards or the D11 Blueprints?	Well-Aligned <input checked="" type="checkbox"/>	Moderately Aligned <input type="checkbox"/>	Not Aligned: <input type="checkbox"/>	
Does the material foster deeper understanding of disciplinary literacy in the subject areas?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a balance of content, concepts and skills for students to engage with in their learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a variety of ways students can demonstrate their learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material use a wide variety of diverse, culturally relevant/responsive content?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a wide range of depth of knowledge and rigor to meet the needs to differentiate instruction for all learners?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer supports for ongoing formative assessments offering teachers and students opportunities to give/receive immediate feedback for learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Have you verified the principal/site leader approves of this request?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you recommend this material for use?	Yes: <input checked="" type="checkbox"/>		No: <input type="checkbox"/>	
If yes, do you recommend it for general use or selected use?	General: <input checked="" type="checkbox"/>		Selected: <input type="checkbox"/>	

# Instructional Resource Content Review Findings and Recommendations

## SIGNATURE PAGE

<b>The Content Facilitator:</b> Name: Mykel Knight Signature: 		If the Content Facilitator is expressing the recommendations of a selection committee, please insert the name of the committee and provide a copy of the membership list with this submission:	
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input checked="" type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND

<b>The Executive of School Leadership:</b> Name: 			
Signature: 			
Date: 02/24/22			
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input checked="" type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND

<b>The Director of Curriculum and Instruction:</b> Name: KAROL GATES			
Signature: 			
Date: 3-1-22			
Common sense media Ages 15+			
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input checked="" type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND





*The Complete Persepolis* by Marjane Satrapi

<https://rhinehartadvancedenglish.weebly.com/uploads/2/2/1/0/22108252/the-complete-persepolis-by.pdf>

OR

<https://bit.ly/thecompletepersepolis>

