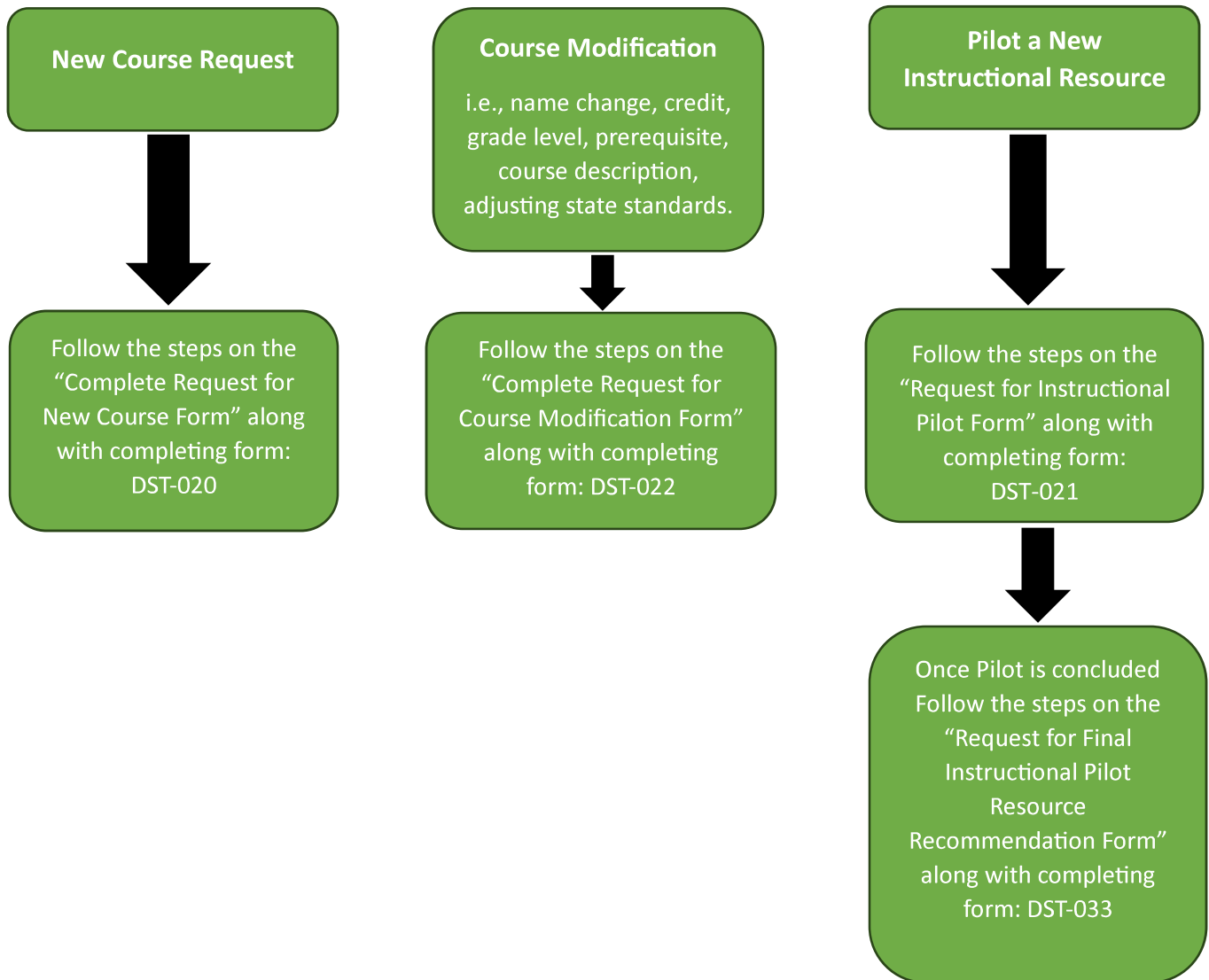




## GUIDE TO CHOOSING THE CORRECT FORMS AND PROCEDURES FOR CURRICULUM

What are you looking to do?



Before completing any form, discussions must be held with your building administrator, department, and all pertinent district department chairs at all levels.

All forms being completed for the Special Education Program must be forwarded to the Special Education Director.



## Steps to Complete Request for Final Instructional Pilot Resource Recommendation Form: DST-033

1. Please consult with your District Department Chairperson to determine whether this form is applicable, and the pilot has been approved.
2. Access the Staff Portal for Request for Final Instructional Pilot Resource Recommendation Form – DST-033
3. Complete the form with appropriate information requested:
  - a. When selecting a primary instructional material, the pilot committee must compare at least 3 different resources if available. Individual teacher supplemental resources do not need District approval when District funds are not being used.
  - b. Fill out form DST-033 for each resource being studied.

- Primary instructional materials (textbooks, software, databases, etc.) are those materials that are expected to be used consistently in classrooms.
- Supplemental instructional materials are those materials that are selected by individual teachers to enhance foundational materials.

4. Author sends completed Request for Final Instructional Pilot Resource Recommendation Form to the Administrative Assistant to Teaching and Learning. The Administrative Assistant to Teaching and Learning will distribute to all administrators and teachers for their review. Any comments should be directed to the District Department Chair within 3 school days.
5. Once discussed and approved at the building level, the request is sent to the Assistant Superintendent of Teaching and Learning.
6. Assistant Superintendent will bring to District Department Chair Council (DDCC). Person requesting pilot (or designee) will present at DDCC meeting. DDCC will discuss and vote.
7. Pilot request will go to the Teaching and Learning Board of Education sub-committee for recommendation for approval.
8. Assistant Superintendent will take to the Board of Education for formal Board approval of the final instructional pilot resource to be purchased for classroom use. Pilot team may be asked to present to the Board of Education.
9. Timeline for the forms to be completed and submitted:
  - a. High School – November CRC meeting
  - b. Middle School – November
  - c. Elementary - Does not pertain



# REQUEST FOR FINAL INSTRUCTIONAL PILOT RESOURCE

## RECOMMENDATION

### Part I: Review

DISTRICT DEPARTMENT CHAIR COUNCIL RESULTS/SIGNATURES		
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Revision Necessary
Recommendation: Approve		
High School Signature: <b>Kevin Kopec</b>	Digitally signed by Kevin Kopec Date: 2026.03.20 15:08:21 -04'00'	Date: <b>3-20-26</b>
Middle School Signature: <b>Corry Haddad</b>	Digitally signed by Corry Haddad Date: 2026.03.20 11:54:29 -04'00'	Date: <b>03.20.26</b>
Upper Elementary Signature:		Date:
Lower Elementary Signature:		Date:

Name(s) of Research Team Members <b>Corry Haddad, Sarah Dabrowski, Annalee Barry, Kari Robbins</b>	Date <b>03.05.26</b>
Course Name <b>Michigan Studies</b>	Subject <b>Social Studies</b>
	Grade <b>3</b>

Texts/Resources Reviewed			
	A	B	C
<b>Name</b>	Michigan Studies	Michigan and It's People	Michigan Studies
<b>Publisher</b>	MC3 (Michigan Citizenship Collaborative Curriculum)/Oakland Schools	TCI Social Studies Alive	Michigan Open Book Project (Wexford-Missaukee ISD)
<b>Edition</b>	2023	Third edition	2016

I - a. Effectiveness of the Resource: Each committee will be responsible for establishing selection standards for each criterion in the following categories.		Rank Resource A, B and C by typing 1, 2 or 3 in the box (3 being highest).		
RESOURCE RATINGS		A	B	C
1. Addresses the Michigan Standards.	1.	3	1	2
2. Content: In terms of achieving course goals...	2.			
• Readability of the primary resource is appropriate for the grade/course		3	2	1
• Organizational of the primary resource is effective		3	2	1
• Information is accurate and balanced		3	1	2
• Illustrative material is effective and sufficient		3	2	1
3. Instructional Aids	3.	2	3	1
• Audio access available?		2	3	1
• Rate software and other resources provided with this resource.				
4. AP Course only - resource addresses College Board Standards	4.			
5. Bias - resources is free of racial, religious, gender, ethnic and cultural biases.	5.	3	1	2
<b>TOTAL</b>		<b>20.00</b>	<b>12.00</b>	<b>10.00</b>

## I-b Resources - Questions

1. What additional resources and/or software are included with this primary resource?

A	B	C
All teacher materials, student handouts, and lesson slides are included. These are available digitally and all are formatted for printing.	Optional online access. All textbooks are consumables and would need to be purchased yearly.	Textbook is only online.

List and indicate why additional resources will be requested.

A	B	C
No additional resources requested.	No additional resources requested.	No additional resources requested.

List other additional resources that are required and why.

A	B	C

2. Expense:

What is the cost and probable life? (i.e. binding, consumable)

A	B	C
Teachers will print one student packet for each of the four units using copy machine. No other purchases necessary. Online resources are updated as needed.	TCI only provides online licensing and/or consumable textbooks. These would have to be purchased every year, which is not warranted due to limitations in meeting all standards.	Open resource. No cost, but also not updating as frequently as resource A.

Is this a classroom resource or individual student resource?

A	B	C
Includes both class and student resources.	Includes both class and student resources.	Mainly a class resource.

PART 2: RESOURCE SELECTED (only fill out the following for the selected resource)

Name of text/resource selected: **Michigan Studies MC3-Oakland Schools**

Rationale for selection: These four units of study align with the 2019 Michigan K-12 Standards for Social Studies and the C3 (College, Career, and Civic Life) Framework. It is a free resource. This course introduces students to Michigan Studies through the disciplines of geography, history, economics, and civics and government. Significant attention is paid to developing students' social science literacy skills, including reading various types of text (informational, primary, secondary, photos, graphs, charts, maps, etc.), writing evidence-based arguments, and engaging in academic discourse.

How does the resource address the Michigan Standards? If this is an AP course, is this text a college board approved AP text?

This resource was designed specifically to meet all Michigan Grade 3 social studies standards, not just in content, but also in process and skills. Embedded literacy scaffolds are gradually removed as students move through the units, and subsequent units require students to apply knowledge and skills learned in earlier ones.

Which standards are not addressed? **none**

Which of these topics may surface as a result of using this resource?  Race  Gender  Sexual identity and orientation sex suicide  
 School shootings  Abuse  Magic Religion Politics Climate change Immigration Substance Abuse Other

Depth of Student Learning

- a. Students need to be familiar with a broad range of human experiences which can help them learn to identify important issues, explore fully and fairly all sides of an issue, weigh carefully the values and factors involved, develop techniques for formulating and evaluating position, and act in a responsible and effective manner.

The scope of work should:

- Relate to the outcomes of a course of study, school mission and the level of maturity the students;
- Not indoctrinate students to a particular point of view;
- Encourage open-mindedness and is conducted in a spirit of scholarly inquiry.

- b. Give examples of how the resource addresses the different wheels on the Depth of Knowledge chart to ensure the best resource for student learning.

Careful thought has been given to the order and pacing of the units. Certain scaffolds have been created based on this order and schools should take care in moving units from their intended placement in the curriculum. The geography unit is strategically placed first in this course because the availability and types of natural resources has affected and continues to shape the state's historical, economic, and political landscape. As a result, history, economics, and civics units are deliberately placed at the end of the course so that students have an opportunity to revisit geographic concepts by engaging in historical analysis and problem solving.

c. Expense

What is the cost and probable life? (i.e. binding, consumables) Please attach a quote from the company.

**No cost from publisher (only the cost of printing student packets on copy machines)**

Is this a classroom resource or individual student resource? This includes both class resources (such as slides) and student resources (such as packets).

d. References - Contact at least 2 other districts and collect comments on the following questions.

How effective is the resource in meeting your subject goals?

From discussions with social studies leaders in Bloomfield Hills and Rochester, teachers feel that the resource meets all of the content, process and skill state standards. They note that students are engaged with the lesson content and that they make many connections within social studies and other disciplines.

What concerns do they have about this resource?

One concern with this resource is that the lessons are long and there isn't enough instructional time to fully complete them. Teachers need to break them up and incorporate more student movement opportunities. We kept this in mind with our Lake Orion adaptations.

See page 5 for "Material Request form".

Send complete form to District Department Chair who will review and forward to the Administrative Assistant to Teaching and Learning.

