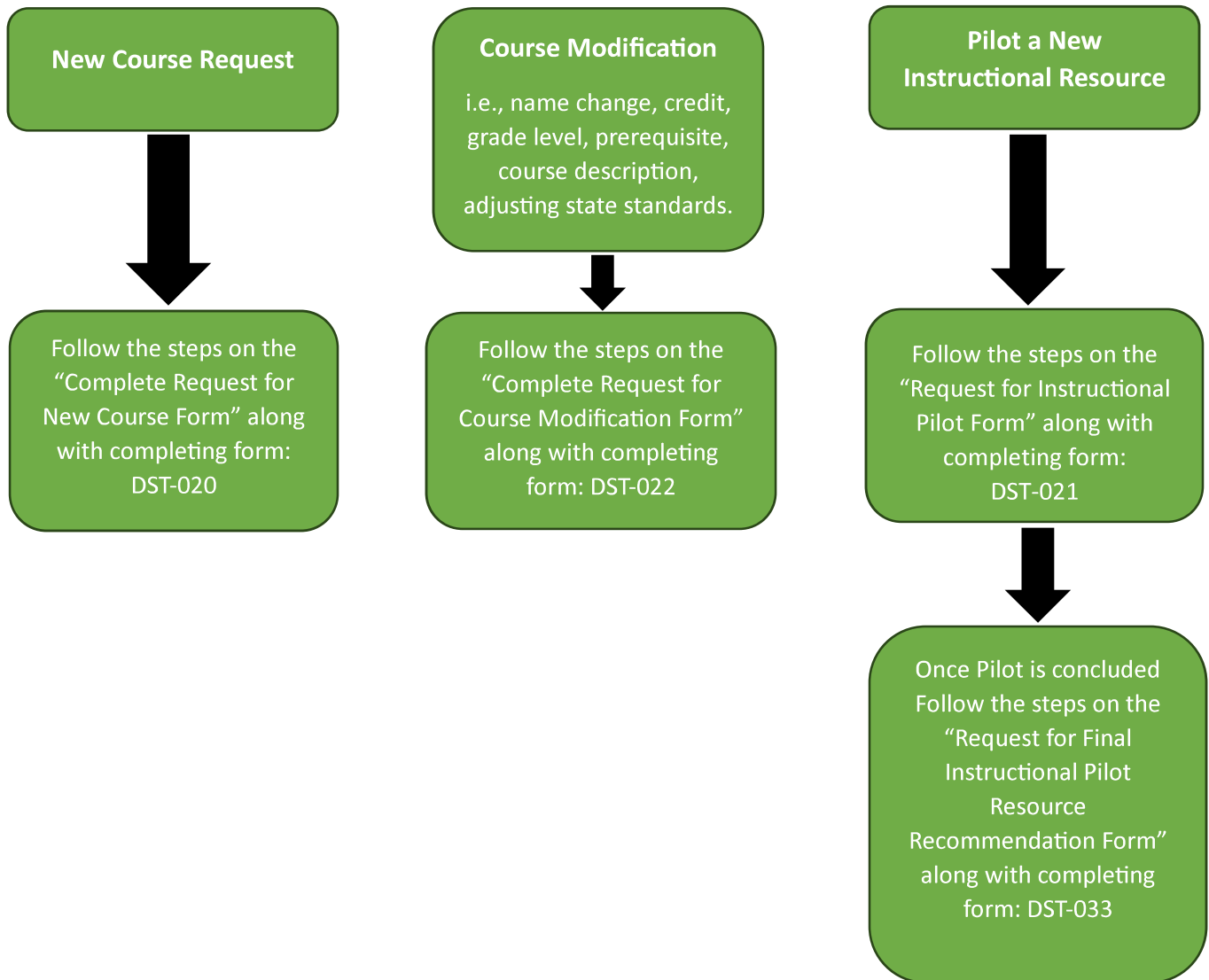




GUIDE TO CHOOSING THE CORRECT FORMS AND PROCEDURES FOR CURRICULUM

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 type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Revision Necessary	Recommendation:	
High School Signature: Kevin Kopec	Digitally signed by Kevin Kopec Date: 2026.03.18 15:24:42 -04'00'	Date: 3-18-26
Middle School Signature: Corry Haddad	Digitally signed by Corry Haddad Date: 2026.03.18 15:08:12 -04'00'	Date: 03.18.26
Upper Elementary Signature:		Date:
Lower Elementary Signature:		Date:

Name(s) of Research Team Members Michael Donnellon, Wendy Baeckeroot, Paul Downey	Date 3-6-26
Course Name AP United States History	Subject Social Studies
	Grade 10-12

Texts/Resources Reviewed			
	A	B	C
Name	Give Me Liberty!	Fabric of a Nation	American Yawp
Publisher	W.W. Norton, Inc.	BFW Publishers	Stanford University Press (Open Source)
Edition	7th Edition	2nd Edition - Copyright 2024	

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	2	1
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		2	3	1
• Illustrative material is effective and sufficient		3	2	1
3. Instructional Aids	3.	3	2	1
• Audio access available?		3	2	1
• Rate software and other resources provided with this resource.		3	2	1
4. AP Course only - resource addresses College Board Standards	4.	3	2	1
5. Bias - resources is free of racial, religious, gender, ethnic and cultural biases.	5.	2	3	1
TOTAL		22.00	18.00	8.00

I-b Resources - Questions

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

A	B	C
Online platform with quizzes, primary docs, and practice essays	Online platform with a mediocre test creator, some student activities.	Primary sources

List and indicate why additional resources will be requested.

A	B	C

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
\$28,824 over 6 years \$31,272 over 8 years This is for 100 hardcover textbooks and digital access for up to 200 students.	\$35,120.90 over 6 years \$38,320.90 over 8 years This is for 100 hardcover textbooks and digital access for up to 200 students.	0 This is an open source, online textbook that makes everything available to anyone.

Is this a classroom resource or individual student resource?

A	B	C
Individual student with classroom set up books.	Individual student with classroom set up books.	Individual student

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

Name of text/resource selected: Give me Liberty!

Rationale for selection: This book has been in publication for a long time and is used by districts throughout the nation. It has a robust online platform with lots of quizzes, videos, and practice opportunities. It is written in a clear style with an overall theme that focuses on the contested nature of freedom throughout U.S. history.

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

It addresses all Michigan standards and is an AP approved text that is widely used throughout the country.

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.

The questions within the InQuizitives online have a wide variety of skills and expectations that cover all four levels of DOK.

c. Expense

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

See attached quote. \$28,824 for 100 hardcover textbooks and six years of digital access for up to 200 students. \$31,272 for 100 hardcover textbooks and eight years of digital access for up to 200 students.

Is this a classroom resource or individual student resource? Hardcover textbooks for classroom use and digital access for individual students.

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?

The AP US History teacher from Holland West Ottawa High School had the following to say: I've been using Give Me Liberty! for two years now and I have been very happy with it. What I like the most about it are the Instructor Resources and InQuizitive features. The Instructor Resources, which I use the most, are loaded with many great features, such as already created assessments by both Period and Chapter, as well as powerpoints, historical skills worksheets, and a planning/pacing guide. The InQuizitive feature is what my students use the most. I assign one chapter InQuizitive each week as homework, and the process is fairly straightforward; students are responsible for covering the chapter material and are assessed by working through the interactive questions on that chapter InQuizitive.

What concerns do they have about this resource?

Any college level United States history textbook is going to have some areas where there is bias - this book is no different in that regard. I have used it as an opportunity to help students identify bias and opinions in text, but with that said, I would say that is my only concern with Give Me Liberty!

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.

