



District Curriculum Adoption Instructional Materials Request for Consideration 2020-2021

Instructions: Completed Form must be submitted to the Teaching For Learning Department. All components must be completed electronically—only signatures and dates may be handwritten (in pen).

A. General Information

Submitted By: _____ Date: _____

1. Title of the Resource:

ISBN:

Author(s)/Editor(s):

Publisher:

Copyright Date:

Edition:

2. Grade Level(s):

3. Content Area:

4. Course(s) for which the curriculum materials will be used:

5. This resource will be used as:

Core Instructional Materials

Supplemental

Intervention

Extension

6. Check the applicable statement:

This is an updated version/edition of an existing FWPS approved resource.

This is a new or additional resource for the content area/grade level(s)/course(s) indicated above.

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IMCC Vote: Yes _____ Yes (with reservation) _____ No _____

IMCC Recommendation: Approval Denial Approval with Restrictions: _____

IMCC Facilitator Signature: _____ Date: _____

Final Superintendent and School Board Decision: Approval as Recommended Denial

B. Resource Review and Selection Process

1. Individual(s) presenting to the Instructional Materials and Courses Committee:
2. Attach or paste here a list of resource review/adoption committee members, including name, school or department, and position.
3. State why the resource is requested at this time and summarize how the resource meets current instructional needs for both scholars and teachers. If available, include scholar data that supports the need for this resource.
4. Describe the process, tools, rubrics, and protocol(s) used to select the resource.

C. Rationale and Ratings

1. Standards Alignment

- a. The resource supports the content, cognitive demands, and assessment contexts of the Common Core State Standards (ELA/Math), Next Generation Science Standards (Science), or Washington State Learning Standards/District Priority Standards (Arts, Social Studies, Health and Fitness, or World Languages). (Documentation is required of how the standards alignment was analyzed or confirmed—see Section F.)

If this criterion is rated as a 1 or 2, please explain how the instructional value of this resource outweighs alignment to the standards:

- b. The resource supports the Common Core Literacy Standards in Grades 6-12 for History/Social Studies, Science and the Technical Subjects.
- c. The texts reflect grade-level standards for text complexity.

Please complete the following table and calculate the percent of standards explicitly addressed in the curriculum. Add rows as needed for additional standards.

Standard	Sample Page Number(s) in the Text	Brief description of how the cited sample addresses the standard
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1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Calculate the percentage of standards aligned by dividing the number of standards explicitly addressed in the curriculum/text by the total number of standards for the course.

Percentage: %

2. Instructional Framework

- a. The resource supports implementation of the CEL 5D Instructional Framework.

Purpose:
 Student Engagement:
 Curriculum and Pedagogy:
 Assessment:
 Classroom Environment and Culture:

- b. Provide a brief example/citation, with description of evidence, regarding how the resource supports implementation of each of the CEL 5D Instructional Framework as rated above.

Purpose:
 Student Engagement:
 Curriculum and Pedagogy:
 Assessment:
 Classroom Environment and Culture:

3. Enrichment and Support of Diverse Learning Needs

- a. The resource supports varied intellectual needs and abilities.

If you selected N/A, please explain:

- b. The resource supports students of varied cultural and linguistic backgrounds.

If you selected N/A, please explain:

- c. The resource supports varied student interest and developmental levels of the students served.

If you selected N/A, please explain:

- d. If you marked any criteria in Section 3 as a 1 or 2, please explain how implementation of the resource will supplement these deficiencies.

4. Equitable Representation of Individuals and Groups

The resource contributes to the historical and current understanding of various individuals and groups, equitably representing:

- a. Genders

If you selected N/A, please explain:

- b. Religious, Ethnic, and Cultural Groups

If you selected N/A, please explain:

- c. Socioeconomic Status

If you selected N/A, please explain:

- d. If you marked any criteria in Section 4 as a 1 or 2, please explain how implementation of the resource will supplement these deficiencies and how the instructional value of the resource outweighs inequitable representation of the above groups.

5. Balanced Perspectives

- a. The resource present balanced but differing views of issues to develop students' analytical and decision-making skills.

If you selected N/A, please explain:

- b. If you marked the criterion in Section 5 as a 1 or 2, please explain how implementation of the resource will supplement these deficiencies and how the instructional value of the resource outweighs unbalanced perspectives in the resource.

6. Evaluation of Bias (Adapted from Appendix A of Washington Models for Evaluation of Bias Content in Instructional Materials)

Complete the following rubric for the resource with comments as needed. Please note that the N/A column is reserved for a resource in which this particular category is not applicable in any way.

Gender/Sex					
Standard	3 Standard is clearly articulated or inferred.	2 Standard is present, but limited in presentation and/or explanation.	1 Limited presentation of standard.	0 Standard is not present.	N/A Standard is not applicable to this text in any way.
Males and females reflect qualities such as leadership, intelligence, imagination and courage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Males and females are represented as central characters in the text and illustrations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Males and females are shown performing similar work in related fields.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People are referred to by their names and roles as often as they are referred to as someone's spouse, parent or sibling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stereotyping language such as "women chatting/men discussing" is avoided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Biographical or historical materials include a variety of male and female contributions to society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Groups which include males and females are referred to in neutral languages such as people, mail carriers, firefighters, or legislators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Score					
Additional Comments:					

Multicultural					
Standard	3 Standard is clearly articulated or inferred.	2 Standard is present, but limited in presentation and/or explanation.	1 Limited presentation of standard.	0 Standard is not present.	N/A Standard is not applicable to this text in any way.
Materials contain racial/ethnic balance in main characters and in illustrations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minorities are represented as central characters in text and illustrations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minority characters are shown in a variety of lifestyles in active, decision-making, and leadership roles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials provide an opportunity for a variety of racial, ethnic, and cultural perspectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The vocabulary of racism is avoided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stereotyping language is avoided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Biographical or historical materials include minority characters and their discoveries and contributions to society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One religion is not perceived as superior to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oversimplified generalizations about different religions are avoided in text and illustrations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Score					
Additional Comments:					

Standard	3 Standard is clearly articulated or inferred.	2 Standard is present, but limited in presentation and/or explanation.	1 Limited presentation of standard.	0 Standard is not present.	N/A Standard is not applicable to this text in any way.
People are sometimes portrayed as able-bodied, healthy, ill, and having disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Qualities of character such as leadership, imagination, courage, and integrity are distributed among non-handicapped persons and persons with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-handicapped persons and persons with disabilities are represented as central characters in text and illustrations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-handicapped persons and persons with disabilities are shown performing similar work in related fields.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-handicapped persons and persons with disabilities are shown working and playing together as colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Persons with disabilities are referred to by their names and roles rather than their disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Biographical and historical materials include contributions to society by persons with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Score					
Additional Comments:					

Socio-Economic Status					
Standard	3	2	1	0	N/A

	Standard is clearly articulated or inferred.	Standard is present, but limited in presentation and/or explanation.	Limited presentation of standard.	Standard is not present.	Standard is not applicable to this text in any way.
Social class groupings portray all individuals in a variety of roles (positive and negative) and situations displaying positive and negative characteristics of integrity, humility, valor, and intelligence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oversimplified generalizations about social classes and groups are avoided in text and illustrations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All individuals are judged by their strength of character rather than their socio-economic status.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Characters are described by their behaviors, beliefs, and values rather than unnecessary socio-economic descriptors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributions of individuals are valued for their benefit to all peoples of society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials provide an opportunity for dialogue which considers a variety of socio-economic perspectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Score					
Additional Comments:					

Family					
Standard	3	2	1	0	N/A

	Standard is clearly articulated or inferred.	Standard is present, but limited in presentation and/or explanation.	Limited presentation of standard.	Standard is not present.	Standard is not applicable to this text in any way.
In addition to the traditional nuclear family model, family groups are depicted in which there are single parents, adopted and foster children, step-parents, same-sex parents, and/or relatives living with the family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A variety of life experiences are depicted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People of all groups are depicted in a variety of clothing and with a variety of eating habits and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Males and females are depicted in non-traditional as well as traditional roles in the family, at work, in leisure activities, and in attitude.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Score					
Additional Comments:					

Under certain circumstances, biased materials may serve as appropriate resources to present contrasting and differing points of view, and biased materials may be employed in order to teach students about bias, stereotyping, and propaganda in historical or contemporary contexts. If this is true of the proposed resource, please describe the instructional application of the bias.



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7. Technical Quality

- a. Visual and/or auditory clarity

- b. Appropriate format(s) for intended use

- c. Durability

If you selected N/A, please explain:

- d. Size and weight

If you selected N/A, please explain:

- e. If the resource has a technology-based component, has the resource been reviewed and approved by Information Technology?

If you selected Pending, please explain:

8. Comparative Analysis

- a. Title of Resource:
Author(s)/Editor(s):
Publisher:
Copyright Date:
Edition:

Please explain why this resource was rejected:

- b. Title of Resource:
Author(s)/Editor(s):
Publisher:
Copyright Date:
Edition:

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IMCC Vote: Yes _____ Yes (with reservation) _____ No _____

IMCC Recommendation: Approval Denial Approval with Restrictions: _____

IMCC Facilitator Signature: _____ Date: _____

Final Superintendent and School Board Decision: Approval as Recommended Denial

Please explain why this resource was rejected:

- c. Title of Resource:
- Author(s)/Editor(s):
- Publisher:
- Copyright Date:
- Edition:

Please explain why this resource was rejected:

D. Community Awareness

Does this resource contain text, images, or ideas that might be controversial or sensitive to members of the student, family, or broader community?

- No
- Yes (Please explain below)

1. Potential concern(s):
2. How does the instructional value of the resource outweigh the potential objections?
3. How will the resource's presentation to students throughout instruction address potential concerns?

E. Technology Considerations

Describe the technology needs required for full use of the resource. Include whether the resource requires site licenses, online access codes, or website logins, the expiration year of any subscription feature, and any additional software or hardware requirements needed in order for full teacher or student access.

F. Accompanying Documentation

Please provide the following documents or a document which links to electronic copies of the requested supplements.

1. Corresponding course descriptions for secondary courses.
2. Analysis tools used to determine alignment to content area standards and instructional quality of the resource.
3. If the resource has a technology-based component, attach a copy of the approved Software or Web-Based Terms and Conditions page.

G. Required Signatures

Signatures indicate recommendation for approval of the textbook. If recommendation is for denial of the textbook, please note that in the signature space.

Building Signatures Required from the Submitting School

1. Originator of Request (Required)
Name: _____
Signature: _____
Date: _____

2. Content Department Head (If applicable)

Name:

Signature: _____

Date: _____

3. Program Coordinator (If applicable)

Name:

Signature: _____

Date: _____

4. Principal (If originated at school level)

Name:

Signature: _____

Date: _____

Teaching for Learning Signatures

5. Content Facilitator (Required)

Name:

Signature: _____

Date: _____

6. TFL Director (Required)

Name:

Signature: _____

Date: _____

7. Executive Director of Scholar Learning,
Academic Programs, and Staff Development
(Required)

Name: Dr. Melissa Spencer

Signature: _____

Date: _____

8. Chief Academic Officer (Required)

Name: Marla Newton

Signature: _____

Date: _____

For TFL Department Use Only:

Final recommendation is for

Approval

Denial