



## Textbook 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: \_\_\_\_\_ Building: \_\_\_\_\_

- Title of the Textbook:  
ISBN:
- Author(s)/Editor(s):  
Publisher:  
Copyright Date:  
Edition: 6<sup>th</sup>
- Grade Level(s):
- Course(s) for which the textbook will be used:
- This textbook will be used as:  
 Core Instructional Materials  
 Supplemental
- Is this textbook to be used within a specific program?  
 Yes  No  
If Yes, please indicate which program(s):  
 AP  Cambridge  IB  Other (please specify): \_\_\_\_\_

### B. Textbook Comparisons

Three textbooks must be considered, including the one requested.

- Title of the Textbook:  
ISBN:  
Author(s)/Editor(s):  
Publisher:  
Copyright Date:  
Edition:

#### FOR OFFICE USE ONLY

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

This text was  Selected  Rejected

Positive aspects of this text:

Challenges/negatives of this text:

Please explain why this text was either selected or rejected:

2. Title of the Textbook:

ISBN:

Author(s)/Editor(s):

Publisher:

Copyright Date:

Edition:

This text was  Selected  Rejected

Positive aspects of this text:

Challenges/negatives of this text:

Please explain why this text was either selected or rejected:

3. Title of the Textbook:

ISBN:

Author(s)/Editor(s):

Publisher:

Copyright Date:

Edition:

This text was  Selected  Rejected

Positive aspects of this text:

Challenges/negatives of this text:

Please explain why this text was either selected or rejected:

### **C. Curriculum and Instruction**

Give a brief description regarding how this textbook will support standards-based instruction and assessment for this particular course.

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 Numbers) in the Text	Brief description of how the cited sample addresses the standard
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		
26.		

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: %**

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

Complete the following rubric for the textbook with comments as needed. Please note that the N/A column is reserved for a text in which this particular category is not applicable in any way and would be used sparingly, if at all.

<b>Gender/Sex</b>					
<b>Standard</b>	<b>3</b> Standard is clearly articulated or inferred.	<b>2</b> Standard is present, but limited in presentation and/or explanation.	<b>1</b> Limited presentation of standard.	<b>0</b> Standard is not present.	<b>N/A</b> 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"/>
<b>Total Score</b>					
<b>Additional Comments:</b>					

<b>Multicultural</b>					
<b>Standard</b>	<b>3</b> Standard is clearly articulated or inferred.	<b>2</b> Standard is present, but limited in presentation and/or explanation.	<b>1</b> Limited presentation of standard.	<b>0</b> Standard is not present.	<b>N/A</b> 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"/>
<b>Total Score</b>					
<b>Additional Comments:</b>					

<b>Standard</b>	<b>3</b> Standard is clearly articulated or inferred.	<b>2</b> Standard is present, but limited in presentation and/or explanation.	<b>1</b> Limited presentation of standard.	<b>0</b> Standard is not present.	<b>N/A</b> 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"/>
<b>Total Score</b>					
<b>Additional Comments:</b>					

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

	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"/>
<b>Total Score</b>					
<b>Additional Comments:</b>					

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"/>
<b>Total Score</b>					
<b>Additional Comments:</b>					



## E. 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