1. **General Information**

Submitted By: Click here to enter text. Date: Click here to enter a date.

1. Title of the Resource: Click here to enter text.  
   ISBN: Click here to enter text.  
   Author(s)/Editor(s): Click here to enter text.

Publisher: Click here to enter text.

Copyright Date: Click here to enter text.  
Edition: Click here to enter text.

1. Grade Level(s): Click here to enter text.
2. Content Area: Click here to enter text.
3. Course(s) for which the curriculum materials will be used: Click here to enter text.
4. This resource will be used as:

Core Instructional Materials

Supplemental

Intervention

Extension

1. 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.
2. **Resource Review and Selection Process**
3. Individual(s) presenting to the Instructional Materials and Courses Committee:

Click here to enter text.

1. Attach or paste here a list of resource review/adoption committee members, including name, school or department, and position.
2. 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.  
   Click here to enter text.
3. Describe the process, tools, rubrics, and protocol(s) used to select the resource.  
   Click here to enter text.
4. **Rationale and Ratings  
   1. Standards Alignment**
   1. 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.)

Choose an item.  
  
If this criterion is rated as a 1 or 2, please explain how the instructional value of this resource outweighs alignment to the standards:   
Click here to enter text.

* 1. The resource supports the Common Core Literacy Standards in Grades 6-12 for History/Social Studies, Science and the Technical Subjects.

Choose an item.

* 1. The texts reflect grade-level standards for text complexity.

Choose an item.

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** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
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| 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:** Click here to enter text.%

**2. Instructional Framework**

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

Purpose: Choose an item.

Student Engagement: Choose an item.

Curriculum and Pedagogy: Choose an item.

Assessment: Choose an item.

Classroom Environment and Culture: Choose an item.

1. 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: Click here to enter text.

Student Engagement: Click here to enter text.

Curriculum and Pedagogy: Click here to enter text.

Assessment: Click here to enter text.

Classroom Environment and Culture: Click here to enter text.

**3. Enrichment and Support of Diverse Learning Needs**

1. The resource supports varied intellectual needs and abilities.  
     
   Choose an item.  
     
   If you selected N/A, please explain: Click here to enter text.
2. The resource supports students of varied cultural and linguistic backgrounds.  
     
   Choose an item.  
     
   If you selected N/A, please explain: Click here to enter text.
3. The resource supports varied student interest and developmental levels of the students served.  
     
   Choose an item.  
     
   If you selected N/A, please explain: Click here to enter text.
4. If you marked any criteria in Section 3 as a 1 or 2, please explain how implementation of the resource will supplement these deficiencies.

Click here to enter text.

**4. Equitable Representation of Individuals and Groups**

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

1. Genders  
     
   Choose an item.  
     
   If you selected N/A, please explain: Click here to enter text.
2. Religious, Ethnic, and Cultural Groups  
     
   Choose an item.  
     
   If you selected N/A, please explain: Click here to enter text.
3. Socioeconomic Status  
     
   Choose an item.  
     
   If you selected N/A, please explain: Click here to enter text.
4. 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.

Click here to enter text.

**5. Balanced Perspectives**

1. The resource present balanced but differing views of issues to develop students’ analytical and decision-making skills.  
     
   Choose an item.  
     
   If you selected N/A, please explain: Click here to enter text.
2. 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.

Click here to enter text.

**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. |  |  |  |  |  |
| Males and females are represented as central characters in the text and illustrations. |  |  |  |  |  |
| Males and females are shown performing similar work in related fields. |  |  |  |  |  |
| People are referred to by their names and roles as often as they are referred to as someone’s spouse, parent or sibling. |  |  |  |  |  |
| Stereotyping language such as “women chatting/men discussing” is avoided. |  |  |  |  |  |
| Biographical or historical materials include a variety of male and female contributions to society. |  |  |  |  |  |
| Groups which include males and females are referred to in neutral languages such as people, mail carriers, firefighters, or legislators. |  |  |  |  |  |
| **Total Score** | | | | | |
| **Additional Comments:**  Click here to enter text. | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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. |  |  |  |  |  |
| Minorities are represented as central characters in text and illustrations. |  |  |  |  |  |
| Minority characters are shown in a variety of lifestyles in active, decision-making, and leadership roles. |  |  |  |  |  |
| Materials provide an opportunity for a variety of racial, ethnic, and cultural perspectives. |  |  |  |  |  |
| The vocabulary of racism is avoided. |  |  |  |  |  |
| Stereotyping language is avoided. |  |  |  |  |  |
| Biographical or historical materials include minority characters and their discoveries and contributions to society. |  |  |  |  |  |
| One religion is not perceived as superior to others. |  |  |  |  |  |
| Oversimplified generalizations about different religions are avoided in text and illustrations. |  |  |  |  |  |
| **Total Score** | | | | | |
| **Additional Comments:**  Click here to enter text. | | | | | |

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| --- | --- | --- | --- | --- | --- |
| **Persons with Disabilities** | | | | | |
| **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. |  |  |  |  |  |
| Qualities of character such as leadership, imagination, courage, and integrity are distributed among non-handicapped persons and persons with disabilities. |  |  |  |  |  |
| Non‐handicapped persons and persons with disabilities are represented as central characters in text and illustrations. |  |  |  |  |  |
| Non‐handicapped persons and persons with disabilities are shown performing similar work in related fields. |  |  |  |  |  |
| Non‐handicapped persons and persons with disabilities are shown working and playing together as colleagues. |  |  |  |  |  |
| Persons with disabilities are referred to by their names and roles rather than their disability. |  |  |  |  |  |
| Biographical and historical materials include contributions to society by persons with disabilities. |  |  |  |  |  |
| **Total Score** | | | | | |
| **Additional Comments:**  Click here to enter text. | | | | | |

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| --- | --- | --- | --- | --- | --- |
| **Socio-Economic Status** | | | | | |
| **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. |
| 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. |  |  |  |  |  |
| Oversimplified generalizations about social classes and groups are avoided in text and illustrations. |  |  |  |  |  |
| All individuals are judged by their strength of character rather than their socio‐economic status. |  |  |  |  |  |
| Characters are described by their behaviors, beliefs, and values rather than unnecessary socio‐economic descriptors. |  |  |  |  |  |
| Contributions of individuals are valued for their benefit to all peoples of society. |  |  |  |  |  |
| Materials provide an opportunity for dialogue which considers a variety of socio-economic perspectives. |  |  |  |  |  |
| **Total Score** | | | | | |
| **Additional Comments:**  Click here to enter text. | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Family** | | | | | |
| **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. |
| 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. |  |  |  |  |  |
| A variety of life experiences are depicted. |  |  |  |  |  |
| People of all groups are depicted in a variety of clothing and with a variety of eating habits and activities. |  |  |  |  |  |
| Males and females are depicted in non‐traditional as well as traditional roles in the family, at work, in leisure activities, and in attitude. |  |  |  |  |  |
| **Total Score** | | | | | |
| **Additional Comments:**  Click here to enter text. | | | | | |

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.

Click here to enter text.

**7. Technical Quality**

1. Visual and/or auditory clarity  
     
   Choose an item.
2. Appropriate format(s) for intended use  
     
   Choose an item.
3. Durability  
     
   Choose an item.  
     
   If you selected N/A, please explain: Click here to enter text.
4. Size and weight  
     
   Choose an item.  
     
   If you selected N/A, please explain: Click here to enter text.
5. If the resource has a technology-based component, has the resource been reviewed and approved by Information Technology?

Choose an item.

If you selected Pending, please explain: Click here to enter text.

**8. Comparative Analysis**

a. Title of Resource: Click here to enter text.  
Author(s)/Editor(s): Click here to enter text.

Publisher: Click here to enter text.

Copyright Date: Click here to enter text.  
Edition: Click here to enter text.

Please explain why this resource was rejected:

Click here to enter text.

b. Title of Resource: Click here to enter text.  
Author(s)/Editor(s): Click here to enter text.

Publisher: Click here to enter text.

Copyright Date: Click here to enter text.  
Edition: Click here to enter text.

Please explain why this resource was rejected:

Click here to enter text.

c. Title of Resource: Click here to enter text.  
Author(s)/Editor(s): Click here to enter text.

Publisher: Click here to enter text.

Copyright Date: Click here to enter text.  
Edition: Click here to enter text.

Please explain why this resource was rejected:

Click here to enter text.

1. **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):  
   Click here to enter text.
2. How does the instructional value of the resource outweigh the potential objections?  
   Click here to enter text.
3. How will the resource’s presentation to students throughout instruction address potential concerns?  
   Click here to enter text.
4. **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.

Click here to enter text.

1. **Accompanying Documentation**Please provide the following documents or a document which links to electronic copies of the requested supplements.
2. Corresponding course descriptions for secondary courses.
3. Analysis tools used to determine alignment to content area standards and instructional quality of the resource.
4. If the resource has a technology-based component, attach a copy of the approved Software or Web-Based Terms and Conditions page.
5. **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: Click here to enter text.  
    Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Principal (If originated at school level) Name: Click here to enter text.  
    Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
    Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teaching for Learning Signatures

1. Content Facilitator (Required) Name: Click here to enter text.  
    Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
    Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. TFL Director (Required) Name: Click here to enter text.  
    Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
    Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Executive Director of Scholar Learning, Name: Erika Rudnicki  
 Academic Programs, and Staff Development Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
 (Required) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Chief Academic Officer (Required) Name: Dr. Melissa Spencer  
 Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
 Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**FOR OFFICE USE ONLY**

IMC Vote: Yes \_\_\_\_\_\_\_\_\_ Yes (with reservation) \_\_\_\_\_\_\_\_\_No \_\_\_\_\_\_\_\_\_

IMC Recommendation:  Approval  Denial  Approval with Restrictions: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

IMC Facilitator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Final Superintendent and School Board Decision:  Approval as Recommended  Denial