1. **General Information**

Submitted By: Click here to enter text. Date: Click here to enter a date. Building: Choose an item.

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

Publisher: Click here to enter text.

Copyright Date: Click here to enter text.  
Edition: 6th

1. Grade Level(s): Click here to enter text.
2. Course(s) for which the textbook will be used:
3. This textbook will be used as:

Core Instructional Materials

Supplemental

1. 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): Click here to enter text.

1. **Textbook Comparisons**

Three textbooks must be considered, including the one requested.

1. Title of the Textbook: 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:

This text was  Selected  Rejected

Positive aspects of this text:  
Click here to enter text.

Challenges/negatives of this text:

Click here to enter text.

Please explain why this text was either selected or rejected:

Click here to enter text.

1. Title of the Textbook: 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:   
  
This text was  Selected  Rejected

Positive aspects of this text:  
Click here to enter text.

Challenges/negatives of this text:

Click here to enter text.

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Publisher: Click here to enter text.

Copyright Date: Click here to enter text.  
Edition: Click here to enter text.  
  
This text was  Selected  Rejected

Positive aspects of this text:  
Click here to enter text.

Challenges/negatives of this text:

Click here to enter text.

Please explain why this text was either selected or rejected:

Click here to enter text.

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

Click here to enter text.

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** |
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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.%

1. **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.

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| **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. | | | | | |

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| **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. | | | | | |

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| **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. | | | | | |

1. **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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

Final Superintendent and School Board Decision:  Approval as Recommended  Denial