

Guidelines for Reviewing Texts for Classrooms

Child Development through Grade 12

Part 1: Selection of Classroom Library Materials

Criteria for Selection

1. Materials should support and be consistent with the district's general educational goals and the educational goals and objectives of our individual schools and specific courses and be appropriate for the students for whom they are selected.
2. Materials should be selected to support and enrich both the curriculum and the personal needs of our students and faculty, taking into consideration diverse interests, abilities, socioeconomic backgrounds, maturity levels, and students' extracurricular interests. Materials selected should encourage an appreciation for both informational and recreational reading, viewing, or listening.
3. Care will be taken to select materials meeting standards of high quality including
 - a. educational significance;
 - b. physical format;
 - c. presentation, including special features, such as indexes, table of contents, illustrations, photographs, maps, charts, graphs;
 - d. readability;
 - e. authenticity/accuracy in factual content;
 - f. artistic quality or literary style; and
 - g. technical production/construction that is well-crafted, durable, manageable, and attractive.
4. Materials should be considered relating to their overall purpose and their direct relationship to instructional objectives and/or the curriculum.
5. The literary style of a work should be appropriate and effective for the subject matter and its intended readers or viewers.
6. The value of any work must be examined as a whole. The impact of an entire work will be considered, transcending individual words, phrases, and incidents.
7. Resource sharing will be considered in purchasing decisions. Materials may be purchased or not purchased based on networking and collaborative relationships with other area collections and depending upon extent of need.
8. Materials will be purchased in a variety of formats with efforts made to incorporate emerging technology when they meet the criteria outlined above.
9. Gift materials will be evaluated by the criteria outlined above and shall be accepted or rejected in accordance with those criteria.

Procedures for Selection

1. Material selected must be supported by at least one recommended review from an approved source.
2. Use reputable, unbiased, professionally prepared selection aids. The following approved sources should be consulted:
 - American Film & Video Association Evaluations
 - The Best in Children's Books
 - Booklist
 - Bulletin of the Center for Children's Books
 - Children's Software Review
 - Horn Book
 - Kirkus Reviews
 - Library Journal
 - Library Talk
 - Multimedia Schools
 - Reference Books for School Libraries
 - School Library Journal
 - Technology Connection
 - VOYA
 - H.W. Wilson Guides (Senior High, Junior High, Children's Catalog)
 - CD-ROMs for Schools and Libraries
 - Other sources as approved by the District Coordinator of Media Services.
3. When possible, examine items to be purchased. Classroom teachers are expected to collaborate with the school's library media specialist when building a classroom collection to insure resources are appropriate to the developmental and maturity levels of students and to assure the HCS Selection Procedures are followed.
4. Consider recommendations from faculty, administrators, students, and parents.
5. Judge gift items by standard selection criteria, including an approved recommended review.
6. Materials will be purchased based upon approved district criteria and policies.
7. Examination and review by professional staff to the extent necessary or practicable to apply criteria.

Part 2: Selection of Instructional Materials for Classroom Use

2A: Requesting Novels/Play Additions to HCS Curriculum Maps

Elementary

Texts are identified in the core curriculum for each grade level. Guidelines for proposing novels and plays are not applicable at this level.

Middle and High

1. Novels and plays that appear on district-approved curriculum maps are the only texts teachers may use for whole-class required novel and/or play study in grades six through twelve courses. Horry County Schools District Office will not provide supplementary novel/play lists.
2. Parents have the right to request an alternative text during whole-class required novel/play study.
3. Each school will have the opportunity to propose titles to be considered as an addition to one of the district-approved curriculum maps used for whole-class required novel/play study in grades six through twelve courses (and any other courses with district-approved curriculum maps featuring novels). The deadline for submissions is _____ to the appropriate learning specialist (middle or high school level) at the District Office. These submissions will be considered for the district-approved curriculum maps for the subsequent year.
*Note: Additions to social studies, math and science maps are not advisable. Please see appropriate learning specialists for assistance.
4. When submitting novel and play titles to be included on district-approved curriculum maps as texts teachers may use for whole-class required novel/play study, teachers will complete the following procedures based on the HCS criteria for selection of materials policy used by media specialists:

- a. Research and print favorable reviews from the following approved sources:
 - American Film & Video Association Evaluations
 - The Best in Children's Books
 - Booklist
 - Bulletin of the Center for Children's Books
 - Children's Technology Review
 - Horn Book
 - Kirkus Reviews
 - Library Journal
 - Library Media Connection
 - Internet@Schools
 - Reference Books for School Libraries
 - School Library Journal
 - Technology Connection
 - VOYA

- H.W. Wilson Guides (Senior High, Junior High, Children’s Catalog)
 - Other sources as approved by the District Coordinator of Media Services.
- b. Complete the *Teacher Endorsement Form* supporting the consideration of the title’s addition to a district-approved curriculum maps as texts teachers may use for whole-class required novel/play study (and any other courses with district-approved curriculum maps featuring novels).
- c. Complete a rationale for the novel/play addressing the following bolded criteria (Template will be provided.):

Summary:

- Address the setting, characters, conflicts, and themes addressed in the novel/play.

Literary Merit, Quality, and Rigor:

- What is the text’s literary and/or artistic merit?
- How does this work exhibit sophisticated style, themes, and characterization?
- How does this novel/play complement the other literature or concepts taught at this grade level?
- How could the text serve as a basis for encouraging high levels of thinking, reading, writing, and discussion?

Purpose, Standards, and Instructional Uses:

- What is the text’s purpose and direct relationship to instructional objectives and/or curriculum content?
- How does the text strongly support the Career- and College-Ready State Standards/SC standards?
- Describe how the material is suitable for use by students for in-depth study.

Student Interest:

- Explain how the topics, characters, and themes present will connect to students’ interests and promote high levels of student engagement.

Suitability:

- Please address the text’s grade-level appropriateness and potentially controversial content (i.e., explicit and graphic language related to profanity and sexual content).

5. Proposal submissions will be made to a committee that will read and review the novels/plays proposed. The committee will include administrators, district representatives, and teachers. As the committee meets throughout the year, recommendations will be made to executive officers for the district-approved curriculum maps as texts teachers may use for whole-class required novel or play study (and any other courses with district-approved curriculum maps featuring novels). Revisions to the district-approved curriculum maps will be reflected at the onset of the subsequent year. Novel and play selections will be district-approved when they appear on the district-approved curriculum maps.
6. The minimum score on the Novel and Play Approval for District-Approved Curriculum Maps Rubric a novel or play may earn in order to be considered for district-approved curriculum maps featuring novels is twelve out of sixteen points. A score of one in any category disqualifies the text as a suitable choice.

2B: School Level Approval for Novel/Play Whole Group Study in Courses/Classes Other Than Required ELA, Math, Science or Social Studies

1. Teachers who wish to read/teach whole-group novels in non-core courses/classes that do not have district approved curriculum maps must adhere to the following protocol. All paperwork is processed through the school administrative team and final approval must come from the principal.
2. Teachers will complete the following procedures based on the HCS criteria for selection of materials policy used by media specialists:
 - a. Research and print favorable reviews from the following approved sources:
 - American Film & Video Association Evaluations
 - The Best in Children's Books
 - Booklist
 - Bulletin of the Center for Children's Books
 - Children's Technology Review
 - Horn Book
 - Kirkus Reviews
 - Library Journal
 - Library Media Connection
 - Internet@Schools
 - Reference Books for School Libraries
 - School Library Journal
 - Technology Connection
 - VOYA
 - H.W. Wilson Guides (Senior High, Junior High, Children's Catalog)
 - Other sources as approved by the District Coordinator of Media Services.
 - b. Complete the *Teacher Endorsement Form* for whole-class required novel/play study.
 - c. Complete a rationale for the novel/play addressing the following bolded criteria (Template will be provided):

Summary:

- Address the setting, characters, conflicts, and themes addressed in the novel/play.

Literary Merit, Quality, and Rigor:

- What is the text's literary and/or artistic merit?
- How does this work exhibit sophisticated style, themes, and characterization?
- How does this novel/play complement the other literature or concepts taught at this grade level?
- How could the text serve as a basis for encouraging high levels of thinking, reading, writing, and discussion?

Purpose, Standards, and Instructional Uses:

- What is the text's purpose and direct relationship to instructional objectives and/or curriculum content?
- How does the text strongly support the Career- and College-Ready State Standards/SC standards?
- Describe how the material is suitable for use by students for in-depth study.

Student Interest:

- Explain how the topics, characters, and themes present will connect to students' interests and promote high levels of student engagement.

Suitability:

- Please address the text's grade-level appropriateness and potentially controversial content (i.e., explicit and graphic language related to profanity and sexual content).
3. Proposal submissions will be made to a committee (determined by the principal) who will read and review the novels/plays proposed.
 4. The minimum score on the Novel and Play Approval Rubric is twelve out of sixteen points. A score of one in any category disqualifies the text as a suitable choice.
 5. All paperwork must be kept on file and be accessible by the administrative team.
 6. Teachers will be answerable for providing text options for in-depth study that do not meet the expectations of HCS novel/play approval rubric.

Part 3: Novels and Plays Not Appearing on HCS Curriculum Maps for English I - IV

1. If a text does **NOT** meet the criteria of the HCS ELA Curriculum Map rubric, the text will not appear on a curriculum map requiring all students in a class to read it.
 - Texts used in AP and IB courses are exempt from this review. AP and IB courses are choices for students, and texts are reviewed using external evaluations.
2. A text appearing on the state recommended curriculum list or a text that has curriculum units developed for it by the state does not exempt these texts from review by the HCS ELA rubric for the curriculum.
3. Follow the steps outline in *2B School Level Approval for Novel/Play Whole Group Study in courses/classes other than required ELA, Math, Science or Social Studies*.
4. Parents may request an alternate text; in this case, teachers will work with parents to identify an appropriate substitution.
5. Teachers will be answerable for providing text options for in-depth study that do not meet the expectations of HCS novel/play rubric.