



# Secondary Core and Extended Literature List Approval Process

For a title to be added to the **Secondary Core and Extended Literature List**, it first must be vetted by a representative group of certificated staff from multiple disciplines and any interested stakeholders—they serve on the Literature Advisory Committee (LAC), a sub-committee of the Secondary Curriculum Council (SCC). This vetting process takes place throughout the year and ensures that CJUSD students are exposed to appropriate, high-quality literature of instructional merit.

## How to Request an Addition to the List

1. Complete a *Requested Addition to Extended Reading List* form (see p. 2)
2. Submit form to ESD 7-12 any time during the school year.
3. All requested titles are placed on the LAC Reading List during the school year, or within a time-frame determined by ESD 7-12.
4. Participate in Literature Advisory Committee reading groups and consensus meetings.
5. Present the requested title to the Secondary Curriculum Council.

## Committee Members

Committee members shall be any employees of the CJUSD and any other interested stakeholders including community members, parents, and students. The call for committee members will be announced at a scheduled Secondary Curriculum Council meeting and interested parties may sign up for membership with the [secondary English curriculum program specialist](#) or with the office of [Education Services Division 7 - 12](#).

## Committee Roles and Responsibilities

- Attend committee meetings (maximum of three).
- Read all assigned titles and provide input using the *Selection Criteria Notes* (see p. 3) before the evaluation meeting.
- Care for and return all books on loan; the party who checks out books is solely responsible for each book. If damaged or lost, the borrowing party shall replace the book or provide funds for replacement.
- If no loaner copies are available, provide one's own copies of assigned titles.

## Approval Process

- At the start of each reading round, members will receive a list of a book for review. Members work with reading group facilitators and site librarians to secure copies for loan (if available) or secure his/her own copies of the titles for review.
- Each member will read selected titles by a date determined by the committee.
- Each member will prepare responses to the *Selection Criteria Notes* for each title before the committee meets.
- The committee will meet on dates determined by the committee to discuss titles & prepare our recommendations. Members will turn in book copies at the final meeting.
- At the next scheduled Secondary Curriculum Council meeting, group facilitators will present the committee's recommendations for approval.
- ESD 7-12 will submit the SCC-approved titles to the School Board for final approval.
- Approved titles will be added to the Secondary Core and Extended Literature List and posted on CJUSD SCC Intranet page.



# Requested Addition to District Secondary Extended Reading List

**Directions:** Please complete this form and email it to the [secondary English curriculum program specialist](#) or to [Education Services Division 7 - 12](#).

<b>Date:</b>		
<b>Submitted by:</b>	<b>Site:</b>	
<b>Recommended by:</b>	<b>Site(s):</b>	
<b>Title:</b>	<b>Author:</b>	
<b>Found in:</b> (Please indicate source publication for short stories, poems, etc.):		
<b>Publisher:</b>	<b>Year:</b>	
<b>ISBN:</b>		
<b>Is the work part of the California Reading List (<a href="#">click here to search</a>)?</b>	<b>Yes</b>	<b>No</b>
<b>Rationale: Why are you suggesting this work be added?</b>		
<b>Awards, critical praise, or commendations</b>		
<b>Synopsis of Work:</b>		

# Selection Criteria



*Concepts and questions to consider while discussing a text's use for instructional purposes*

## Broad discussion points

1. Why use this work with a class at this time?
2. Will this work meet instructional objectives?
3. If problems of style, texture, tone, or theme arise for students who are reading this work, how will those problems be addressed?
4. If the instructional objectives are met, how will students benefit from having read and discussed this work?

## Consider...

- Overall purpose or theme
- Educational significance and/or contribution to the curriculum;
- Timeliness of permanence
- Importance of the subject matter
- Readability and Degree of potential user appeal
- Quality of the writing
- Reputation of the publisher/producer
- Reputation and significance of the author/artist/composer/producer, etc.

## Does the work...

- broaden students' understanding of social, historical, geographical and/or cultural diversity?
- have literary merit; effectiveness of literary style, plot, theme, and characterization?
- use language effectively and responsibly, and uses language that is essential to the work?
- elicit personal, thoughtful critical responses?
- provide motivating and challenging experiences suitable for the learner's age, ability and social maturity?
- develop sensitivity to and an understanding that reflects individual differences such as age, gender, ethnicity, religion, disability, class and political/social values?

*Compiled from Instructional Resource Policies from [CDE](#), [Chicago Public Schools](#), Los Angeles Unified School District, [The American Library Association](#), and [National Council of Teachers of English](#)*

## Selection Criteria Notes—Title:

*Concepts and questions to consider while discussing a text's use for instructional purposes*



### Broad discussion points

1. Why use this work with a class at this time?
2. Will this work meet instructional objectives?
3. If problems of style, texture, tone, or theme arise for students who are reading this work, how will those problems be addressed?
4. If the instructional objectives are met, how will students benefit from having read and discussed this work?

### Consider...

### Notes

Overall purpose or theme	
Educational significance and/or contribution to the curriculum;	
Timeliness of permanence	
Importance of the subject matter	
Readability and Degree of potential user appeal	
Quality of the writing	
Reputation of the publisher/producer	
Reputation and significance of the author/artist/composer/producer, etc.	

### Does the work...

### How?

broaden students' understanding of social, historical, geographical and/or cultural diversity?	
have literary merit; effectiveness of literary style, plot, theme, and characterization?	
use language effectively and responsibly, and uses language that is essential to the work?	
elicit personal, thoughtful critical responses?	
provide motivating and challenging experiences suitable for the learner's age, ability and social maturity?	
develop sensitivity to and an understanding that reflects individual differences such as age, gender, ethnicity, religion, disability, class and political/social values?	

Compiled from Instructional Resource Policies from [CDE](#), [Chicago Public Schools](#), [Los Angeles Unified School District](#), [The American Library Association](#), and [National Council of Teachers of English](#)

# Requirements of the California Education Code Regarding Social Content

## *Portrayal of cultural and racial diversity*

60040. When adopting instructional materials for use in the schools, governing boards shall include only instructional materials which, in their determination, accurately portray the cultural and racial diversity of our society, including:

- (a) The contributions of both men and women in all types of roles, including professional, vocational, and executive roles.
- (b) The role and contributions of American Indians, American Negroes, Mexican Americans, Asian Americans, European Americans, and members of other ethnic and cultural groups to the total development of California and the United States.
- (c) The role and contributions of the entrepreneur and labor in the total development of California and the United States.

### **Ecological system; use of tobacco, alcohol, drugs, and other dangerous substances**

60041. When adopting instructional materials for use in schools, governing boards shall include only instructional materials which accurately portray, whenever appropriate:

- (a) Man's place in ecological systems and the necessity for the protection of our environment.
- (b) The effects on the human system of the use of tobacco, alcohol, narcotics, and restricted dangerous drugs as defined in Section 11032 of the Health and Safety Code, and other dangerous substances.

### **Thrift, fire prevention, and humane treatment of animals and people**

60042. When adopting instructional materials for use in the schools, the governing board shall require such materials as they deem necessary and proper to encourage thrift, fire prevention, and the humane treatment of animals and people.

### **Declaration of Independence and Constitution of the United States**

60043. When adopting instructional materials for use in the schools, the governing board shall require, when appropriate to the comprehension of pupils, that textbooks for social science, history, or civics classes contain the Declaration of Independence and the Constitution of the United States.

### **Prohibited instructional materials**

60044. No instructional materials shall be adopted by any governing board for use in the schools, which in its determination, contains:

- (a) Any matter reflecting adversely upon persons because of their race, color, creed, national origin, ancestry, sex, handicap, or occupation.
- (b) Any sectarian or denominational doctrine or propaganda contrary to law.

### **Commercial brand names, products, or logos**

60048.

- (a) Basic instructional materials, and other instructional materials required to be legally and socially compliant pursuant to sections 60040 to 60047, inclusive, including illustrations, that provide any exposure to a commercial brand name, product, or corporate or company logo in a manner that is inconsistent with guidelines or frameworks adopted by the State Board of Education may not be adopted by a school district governing board.
- (b) The governing board of a school district may not adopt basic instructional materials and other instructional materials required to be legally and socially compliant pursuant to sections 60040 to 60047, inclusive, including illustrations, that contain a commercial brand name, product, or corporate or company logo unless the governing board makes a specific finding pursuant to the criteria set forth in paragraph (5) of subdivision (c) of Section 60200 that the use of the commercial brand name, product, or corporate or company logo in the instructional materials is appropriate.
- (c) Nothing in this section shall be construed to prohibit the publisher of instructional materials to include whatever corporate name or logo on the instructional materials that is necessary to provide basic information about the publisher, to protect its copyright, or to identify third-party sources of content.
- (d) The state board may adopt regulations that provide for other allowable exceptions to this section, as determined by the state board.
- (e) The Superintendent of Public Instruction shall develop and the State Board of Education shall adopt guidelines to implement this section.