

Curriculum Materials *Reviewer Form*

CMAC 2020 F-4 (CMAC Reviewer)



Northshore School District
School Board Procedure 2020

Name of Reviewer:	School:					
Reviewer's position:						
Name of Sponsor/Group:					Date:	
Title:			Publisher:			
Author/Editor/Creator:			Edition/Version/ Copyright:			
<u>Considerations Based on State and District Guidelines</u>						
Check the appropriate response (5 = High, 1 = Low)	5	4	3	2	1	N/A
Degree to which material supports best practice instructional strategies						
Degree to which content is current						
Degree to which organization is logical, consistent, and facilitates lesson planning						
Degree to which text features support content (e.g. table of contents)						
Degree to which material connects to other content areas and life						
Degree to which material is adaptable for varied instructional strategies and student abilities						
Degree to which material appeals to students of different backgrounds						
Degree to which material stimulates students' critical thinking and problem-solving						
Degree to which material reflects a respect for the worth and dignity of all people						
Degree to which material presents differing views of controversial or sensitive issues						
My overall rating of this material						
Reviewer Signature:					Date:	

Comments: (Additional pages may be attached if necessary)

1. Please note any special problems that may arise when using this material.

The answers in question 2 provide essential clarity regarding the content of the proposed instructional materials. Please reply accurately and completely. A “yes” response does not in and of itself disqualify instructional materials. The CMAC committee is looking for well-stated rationale for using the material with the identified student group, and specific strategies a teacher will use to manage the content for the diverse maturity levels of students in the classroom.

2. Do these materials include any violent images, profanity, sexual content, and/or any other content that might be considered objectionable to members of our community?

YES NO

If the answer is YES, complete questions A-D.

If the answer is NO, continue on to question number 3.

- A. Please give examples of this type of content, and the context in which it appears in the materials.

- B. Describe how this instructional material is relevant and meaningful for the overall curriculum objectives of the course.

- C. Is the content appropriate to the developmental age of the students in this course?

D. What instructional strategies can teachers use to manage the mature content of this material with students?

3. What limits or qualifications would you place on the use or adoption of these materials?

4. Other comments

5. Complete the following form *Evaluation of Instructional Materials for Bias.*

EVALUATION OF INSTRUCTIONAL MATERIALS FOR BIAS

Name of Materials: _____

BIAS EVALUATION KEY	
3	Standard is clearly articulated or inferred
2	Standard is present, but limited in presentation and/or explanation
1	Limited presentation of standard
N/A	Standard is not present

Degree to which standard is present in materials evaluated (see key)	3	2	1	N/A
GENDER/SEX				
Male and female characters reflect qualities such as leadership, intelligence, imagination and courage.				
Male and females are represented as central characters in story and illustrations.				
Male 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 as "women chatting/men discussing" is avoided.				
Biographical or historical materials include a variety of male and female contributions to society.				
Groups which include male and females are referred to in neutral languages such as people, mail carriers, firefighters, or legislators.				
TOTAL SCORE GENDER/SEX:				
	TOTAL POINTS POSSIBLE: 21			
MULTICULTURAL				
Materials contain racial/ethnic balance in main characters and in illustrations.				
Minorities are represented as central characters in story 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 MULTICULTURAL:				
	TOTAL POINTS POSSIBLE: 27			
PERSONS WITH DISABILITIES				
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 persons with and without disabilities.				
Persons with and without disabilities are represented as central characters in story and illustrative materials				
Persons with and without disabilities are shown performing similar work in related fields.				
Persons with and without 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 PERSONS WITH DISABILITIES:				
	TOTAL POINTS POSSIBLE: 21			

Degree to which standard is present in materials evaluated (see key)	3	2	1	N/A
SOCIO-ECONOMIC STATUS				
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 socioeconomic perspectives.				
TOTAL SCORE SOCIO-ECONOMIC STATUS:	TOTAL POINTS POSSIBLE: 18			
FAMILY				
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, A variety of life's 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 FAMILY:	TOTAL POINTS POSSIBLE: 12			

TOTAL SCORE ALL CATEGORIES (POINTS POSSIBLE: 99):

COMMENTS/SUGGESTIONS TO ADDRESS SCORES OF 2 OR 1:

Do you recommend the use of these instructional materials within the classroom? YES NO

Name of evaluator: _____

Signature of evaluator: _____ Date: _____