

2020F3

**Instructional Materials Committee CURRICULUM ADOPTION REQUEST**

**Text/Resource Requester:** Jamie Churchman

**School:** WIS

**Subject:** 4th grade Social Studies

**Department/Grade:** 4th grade Social Studies

**Intended Use:** 4th grade Social Studies

**Number of Copies Needed:** 200 copies

**Text/Resource Title:** Washington Our Home

**Author:** Ruth Pelz

**Publisher:** Gibbs Smith

**Copyright Date:**

I have taken the following steps to determine the suitability of the above text:

- ☒ 1. I have read it and found that it meets the criteria of the district Instructional Materials Committee, including Criteria for the elimination of sex bias. This is a mandatory step.
- ☒ 2. I have compared it with these other available texts.
- ☒ 3. I have compared review of it with review of these other available texts.
- ☒ 4. I have evaluated the reading level and found it averages about grade.
- ☒ 5. I have used the text on a trial basis for about weeks, per district policy and the Curriculum director's approval. *4th grade team member, Patti Cutler, has taught this curriculum*
- ☐ 6. I taught this book to my current extension class.

**Approval Dates**

Text Selector Signature:



Approval Date:

4/16/18

Principal Signature:



Approval Date:

4.16.18

**Assistant Superintendent Signature:**

Instructional Material Committee

Approval Date:

Board of Directors

Approval Date:

### **Evaluation Reading Level (CCSS Qualitative and Quantitative Measures):**

#### **1. Qualitative evaluation of the text:**

A two person team evaluated curriculum by comparing quality to other texts (print and digital). 4th grade then evaluated using the same procedure.

#### **2. Quantitative evaluation of the text:**

Conducted a thorough review of assessments. Assessments are adaptive and align to the state Social Studies standards.

#### **3. Matching reader to text and task:**

All students have access to text. Curriculum is leveled for 4th grade readers and ELL resources are included.

### **Selection Process**

1. Will this material be the basic text or will it supplement the basic text? If it is supplementary, what is your basic text? This material will be the primary text for teaching Social Studies.

2. What process did you use to evaluate the appropriateness and effectiveness of this text/resource? The appropriateness and effectiveness was compared to other print and digital texts by all members of the 4th grade team.

3. What other set materials of instructional did you materials consider? We considered adopting *Washington Interactive* and an online site titled *Washington State Council for the Social Studies*.

4. In what ways is this material better than the other materials? (Text format, organization content, unbiased content concerning minorities and women, teacher's guide, workbooks, etc.)

Material is comprehensive. Other resources could only have been used as a supplementary resource and were not grade level/reading level appropriate.

5. How does this material fit the learning objectives for the subject area? This material is fully aligned to state Social Studies state standards.

6. How Does this material insure continuity with the district's overall program? This material ensures curriculum alignment as far as instruction and assessment and supports ELA curriculum.

Instructional Materials Committee Evaluation Form cont.

Bias Content: Please circle a rating for each answer.

1. Presents more than one view point of controversial issues.  
Excellent Good Fair Poor Non-App.
2. Presents Minorities realistically.  
Excellent Good Fair Poor Non-App.
3. Includes contributions of minority authors.  
Excellent Good Fair Poor Non-App.
4. Presents non-stereotypic models  
Excellent Good Fair Poor Non-App.
5. Facilitates the sharing of cultural differences.  
Excellent Good Fair Poor Non-App.
6. Promotes the positive nature of differences  
Excellent Good Fair Poor Non-App.
7. Includes the contributions, inventions, or discoveries of minorities.  
Excellent Good Fair Poor Non-App.
8. Includes the contributions, inventions, or discoveries of women.  
Excellent Good Fair Poor Non-App.
9. Presents minorities in a manner that promotes ethnic pride.  
Excellent Good Fair Poor Non-App.
10. Facilitates an environment open to discovery and experimentation  
Excellent Good Fair Poor Non-App.

