



Boulder Valley School District

Social Studies--Learning Materials Review Guide

One copy of this form must be completed for every learning material reviewed, whether or not the learning material is a final selection.

Name of Reviewer: _____ Date: _____

Grade Level: _____ Subject Area: _____

Title of Material:

Publisher: _____

Author(s): _____

ISBN (if applicable): _____

Copyright Date: _____

Material is proposed for-

Course Title: _____

Grade Level: _____ Course Code: _____

Format (check one or more)

Textbook _____

Software _____

CD-ROM _____

Display _____

Map/Globe _____

Workbook _____

Laser Disk _____

Kit _____

DVD _____

Other: _____

Instructional Video _____

Narrative Film _____

Realia _____

Interactive Software _____

Evaluate for All Material (Whether Print or Non-Print)

1. Is the content compatible with the Board of Education's approved mission, strategic plan, curricular goals, objectives and student standards?

Poor 1 2 3 4 5 Excellent

2. Is the content is appropriate for the age, maturity, and interest of the students.

Poor 1 2 3 4 5 Excellent

3. Is the content accurate, factual and current?

Most of It _____

Some of It _____

Little _____

Text Features

Satisfactory

Unsatisfactory

N/A

Physical Features

4. Binding and paper quality	_____	_____	_____
5. Cover (durability and visual appearance)	_____	_____	_____
6. Weight and size of book	_____	_____	_____
7. Print size and quality	_____	_____	_____
8. Page layout	_____	_____	_____
9. Use of color	_____	_____	_____

Materials Organization

10. The table of contents is easy to use.	_____	_____	_____
11. The index is easy to use.	_____	_____	_____
12. The glossary is easy to use.	_____	_____	_____

Illustrations and/or Photographs

13. Illustration quality	_____	_____	_____
14. Photographic quality	_____	_____	_____
15. Illustrations reinforce content, extend learning, present information in their own right, and/or promote thinking and problem-solving skills.	_____	_____	_____
16. Text provides a framework for information to be derived from illustrations.	_____	_____	_____
17. Are there a sufficient number of charts, maps, diagrams, etc?	_____	_____	_____
18. Charts, maps, and diagrams are correctly identified, explained and otherwise easy to understand.	_____	_____	_____
19. The number and quality of illustrations is sufficient for student interest.	_____	_____	_____

Non-Print Features (Media—video, software, cd-rom, dvd, etc.)

	<u>Satisfactory</u>	<u>Unsatisfactory</u>	<u>N/A</u>
20. Ease of entry and use	_____	_____	_____
21. There is a highly interactive format that is inviting to students.	_____	_____	_____
22. The organization of content enhances learning.	_____	_____	_____
23. Is there appropriate use of graphics and sound?			
Yes			
No			
a. Sound	_____	_____	_____
b. Animation	_____	_____	_____

24. Promotes higher order thinking skills. _____

25. Are there offline activities and extensions?

Yes **No**

26. Other: _____

Student Usage and Accessibility

27. Materials are easy to read—accessible/inviting.

Poor 1 2 3 4 5 Excellent

28. Discussion, review questions, or activities stimulate higher order thinking skills.

Poor 1 2 3 4 5 Excellent

29. The text provides instructional activities that are not focused primarily on textbook and worksheet activities.

Poor 1 2 3 4 5 Excellent

30. Text reflects standards and provides assessment support.

Poor 1 2 3 4 5 Excellent

31. Materials have variety, which extend and support learning.

Poor 1 2 3 4 5 Excellent

32. Which different levels of comprehension do the materials encourage(check as many that apply)?

literal _____ **inferential** _____ **critical** _____ **creative** _____

33. Are there resource materials available for limited English proficient students in their native language?

Yes **No**

34. Are there additional materials available for student’s who have difficulty reading materials/texts?

Yes **No**

35. Are there additional materials available for students who benefit from more challenging materials?

Yes **No**

Teacher Usage –Ancillary Features

36. Usefulness of the Teacher Edition

Poor 1 2 3 4 5 Excellent

37. Usefulness of the workbooks

Poor 1 2 3 4 5 Excellent

38. The ancillary cost vs. value?

Poor 1 2 3 4 5 Excellent

39. Quality and usefulness of the blackline masters

Poor 1 2 3 4 5 Excellent

Assessments

40. Meets diverse student needs (TAG, ESL, Native Speakers etc.)

Poor 1 2 3 4 5 Excellent

41. Do the test actually assess what students were expected to learned from the material?

Poor 1 2 3 4 5 Excellent

42. Are the ancillary audio/visual/technological components of the materials of good quality, useful and compatible with district technological resources?

Poor 1 2 3 4 5 Excellent

Textual Content

Diversity of Perspectives

43. The content presents balanced differing points of view on controversial topics.

Most of It _____

Some of It _____

Little _____

44. Various means of social justice are depicted-- both passive and militant.

Poor 1 2 3 4 5 Excellent

45. Are opinions, biases, theories, and philosophical statements indicated as such?

Poor 1 2 3 4 5 Excellent

46. The material portrays racial, ethnic, religious, cultural diversity and the contributions of a variety of cultures as an equal and integral part of history and society in the text (as opposed to being marginalized on the sides of pages, in boxes and appendixes).

Poor 1 2 3 4 5 Excellent

47. If the subject matter calls for it, there is representation of a variety of types of families and relationships (two-parent, single parent, same-sex relationships, extended families etc.), and they are presented non-judgmentally.

Poor 1 2 3 4 5 Excellent

Absence of Stereotyping

48. The material does not reinforce that men are associated with power, strength and leadership, and females are associated with sensitivity, fragility and beauty.

Poor 1 2 3 4 5 Excellent

49. The content presents challenges and opportunities for recognition, reward, responsibility and self-fulfillment for both males and females of diverse cultures.

Poor 1 2 3 4 5 Excellent

50. Tokenism is not present in the illustrations (illustrations do not depict people of diverse races looking exactly like people of European descent, except with darker skin. People of different races are depicted as individuals with distinctive features) and people are shown in non-stereotypical roles.

Poor 1 2 3 4 5 Excellent

51. The text is free of linguistic bias (it refrains from using “he” or other masculine terms to represent both males and females) and language stereotypes (not all Latinos speak Spanish, not all African-Americans use slang and/or Ebonics, not all Asians Americans use broken English).

Poor 1 2 3 4 5 Excellent

52. People of color are not depicted exclusively in ghettos, barrios or migrant camps.

Poor 1 2 3 4 5 Excellent

53. The text does not make use of stereotypically “loaded words” such as savage, primitive, conniving, lazy, superstitious, and backward, in reference to people of color and/or people of other countries and cultures.

Poor 1 2 3 4 5 Excellent

54. People of various age groups, religions, ethnicities, races, and genders are represented non-stereotypically.

Poor 1 2 3 4 5 Excellent

Equal Representation

55. When homosexuality, bisexuality or transgendered individuals are discussed in the materials, they are mentioned without bias or judgement and the text does not make use of heterosexist language and phrases (such as “when people get married,” “attraction to the opposite sex,” etc).

Poor 1 2 3 4 5 Excellent

56. Relationships between groups of people of all races, ethnicities and genders are balanced in terms of power and control in the text.

Poor 1 2 3 4 5 Excellent

57. There are multiple examples of the inclusion of traditionally underrepresented groups throughout the text such as African-American, Latino, Asian or Pacific Islander, American Indian, or Alaskan.

Poor 1 2 3 4 5 Excellent

58. Cultures in developing nations are not depicted in a way that contrasts negatively with traditional, middle-class American values.

Poor 1 2 3 4 5 Excellent

59. Differently-abled individuals are depicted in roles of self-empowerment and independence.

Poor 1 2 3 4 5 Excellent

60. The material includes appropriate information about religion when religion is integral to the context of the subject, and each religion is discussed with neutrality.

Poor 1 2 3 4 5 Excellent

61. The material does not focus on famous or privileged people only in terms of success. The accomplishments and hard work of poor and working-class people are given equal respect and focus.

Poor 1 2 3 4 5 Excellent

Additional Comments about this Material:

Name of Reviewer: _____

School: _____

Grade Level/Subject Area: _____

Committee Concurrence

Would You Recommend Adoption of text/materials?--

Name	Yes	No
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

