

Instructional Materials Committee CURRICULUM ADOPTION REQUEST

Text/Resource Requestor: Aaron Blackwelder

School: Woodland HS

Subject: Heroes, Myths, and Legends

Department/Grade: English 12

Intended Use: Instructional Materials

Number of Copies Needed: 50

Text/Resource Title: Le Morte d'Arthur

Author: Sir Thomas Malory (Keith Bains Rendition)

Publisher: Signet Classics

Copyright Date: 1962

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. **12th Grade**
- 5. I have used the text on a trial basis for about weeks, per district policy and the Curriculum director's approval.
- 6. Other

Approval Dates

Text Selector Signature



Approval Date:

1/18/2018

Principal Signature:

Approval Date:

1/19/16

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: This is the definitive Arthurian legend. It tells the tales of King Arthur and his Knights of the Round Table from the beginning of the legend through the Grail Quest and the end of his reign.

2. Quantitative evaluation of the text:

3. Matching reader to text and task:

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 will be a supplement to the class. There will be no "basic" texts in the class. The class will revolve around several texts throughout the semester.

2. What process did you use to evaluate the appropriateness and effectiveness of this text/resource?

I have read the text and chose it because it is canonical literature and it fits in well with teaching heroes, myths, and legends.

3. What other set materials of instructional did you materials consider?

The Nibelungenlied, The Odyssey, and The Song of Roland

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.)

The book is a classic text that reads more like an anthology of the Knights of the Round Table and connects them to the life of King Arthur. The book has several female characters who are protagonists as well as antagonists. I have found several resources to help me teach the text.

5. How does this material fit the learning objectives for the subject area?

The class is Heroes, Myths, and Legends. This book deals with the legend of King Arthur and his knights.

6. How Does this material insure continuity with the district's overall program?

The book will challenge students and will allow students to apply their understanding of archetypal criticism, which will be a primary focus of the class.

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.**

