

## Instructional Materials Committee CURRICULUM ADOPTION REQUEST

**Text/Resource Requester: Math Department**

**School: Woodland Middle School**

**Subject: 5-8 Math**

**Department/Grade: Middle School Math**

**Intended Use: 5-8 Math Curriculum**

**Number of Copies Needed: class sets**

**Text/Resource Title: SMC**

**Author: SMC Curriculum Group**

**Publisher: SMC Curriculum Group**

**Copyright Date: 2014**

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

- (x) 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.
- (x) 2. I have compared it with these other available texts.
- (x) 3. I have compared review of it with review of these other available texts.
- (x) 4. I have evaluated the reading level and found it averages about grade.
- (x) 5. I have used the text on a trial basis for about weeks, per district policy and the Curriculum director's approval.
- ( ) 6. I taught this book to my current extension class.

### Approval Dates

Text Selector Signature:



Approval Date:

5/18/18


Principal Signature:



Approval Date:

5/18/18

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:

These books have a student friendly layout to engage the appropriate learners.

2. Quantitative evaluation of the text:

Each text was evaluated based on its incorporation/balance of mathematical skills, concepts, procedures, and applications.

3. Matching reader to text and task:

There is a balance of text and numerical writings throughout that make the text accessible to a range of reading levels.

### **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 used as the basic text in all 5-8 math classrooms.

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

A committee of district administrators, teachers, and parents evaluated five middle school level math curriculums for their effectiveness of incorporating skills, procedures, concepts, and math application. Each text was evaluated on agreed upon standards and looked at individually and next to each other.

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

Other texts evaluated: Agile Mind, CPM, Math Techbook, Open Up.

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.)

This text is laid out in a way that makes it student and teacher user friendly, has appropriate levels of rigor, and a good balance of text to numerical writings.

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

The text clearly states and meets the grade level math CCSS. The rigor of questions progresses through each lesson.

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

The curriculum is aligned to standards at appropriate grade levels.

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.

