

# Curriculum Materials *Sponsor Form*

## CMAC 2020 F-1



Northshore School District  
School Board Procedure 2020P

Name of Sponsor/Group:		School:	
Sponsor Contact Email:		Phone:	
Instructional Support Contact:		Date:	
Title:		Publisher:	
Author/Editor/Creator:		Edition/Version-Copyright:	
Part of a Series? Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, which series?	
Discipline/ Course:		Grade level(s):	
<b>Instructional Materials Category (see CMAC Application Instructions for definitions):</b> <input type="checkbox"/> Core <input type="checkbox"/> Alternative Core <input type="checkbox"/> Intervention <input type="checkbox"/> Supplemental-District <input type="checkbox"/> Supplemental-School <b>CMAC Review Procedure Type (see CMAC Application Instructions for definitions):</b> <input type="checkbox"/> Standard Procedure <input type="checkbox"/> Consent Agenda (AP/IB/CHS/OSPI Curriculum)			
<b>Type of Materials (check all that apply):</b> <input type="checkbox"/> Textbook <input type="checkbox"/> Literary Work (novel, etc.) <input type="checkbox"/> Assessments <input type="checkbox"/> Software package <input type="checkbox"/> Website or Web-based software program <input type="checkbox"/> Other (please describe): _____			
<p><i><b>NOTE:</b> Digital instructional materials (such as software, websites) or materials that contain digital components (such as textbooks with accompanying websites, CDs or DVDs) <b>MUST</b> be submitted to the Technology Department for technical review. This technical review is considered part of the sponsor packet and must be initiated prior to the materials due date for CMAC submissions. See the CMAC application instructions for complete procedures, or contact your school's Instructional Technology Coordinator.</i></p> <p>The materials submitted for approval include digital components    <input type="checkbox"/> YES*    <input type="checkbox"/> NO  <i>*If yes, attach a copy of the Technology work order or provide the ticket number:</i></p>			
Describe the instructional materials.			
Describe the intended use of the instructional materials.			
<b>Signatures:</b> _____ <b>Sponsor:</b> _____ <b>Principal/Supervisor:</b> _____			

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7. Describe how the materials address the learning needs of all students.

8. Explain how the materials are age and grade appropriate, considering the varied instructional needs, abilities, and maturity levels of students served.

*The answers to the next question provides 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.*

9. 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 **NO**, continue on to question number 10.

If **YES**, answer questions A - D:

A. Describe the content that might be considered objectionable, 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?

10. If the materials submitted for consideration are (or include) online software or website access, provide the following information:

A. A CMAC Instructional Technology Review must be initiated as part of the sponsor submission. **Attach a copy of the Technology work order or provide the ticket number on page one.**

B. Online software and/or website URL:

C. Grade level of students who will have access to the software:

D. The price and duration of the contract/subscription:

E. Does the software provide access for students to communicate directly or through a blog, open forum, or other social networks, outside of the direct control of the student's teacher, either in school or at home? If yes, please explain.

F. Will any of the students using the website/software be thirteen or younger? ☐ YES ☐ NO

G. Will students be required to log in to access the website/software? ☐ YES ☐ NO

H. Does the software automatically renew each year? If so, is there notification from the company prior to renewal?

I. Who is the contact person at the building who will be responsible for registering and periodically monitoring the terms, billing, and payment process?

11. Identify the budget/funds that will support the purchase and implementation of this proposal. ***This information is required for approval.***

Source of funds:

Cost per unit:

Estimate number of units to be purchased:

Shipping and tax (if unknown, use 20% of materials total):

Total estimated expenditure:

12. Are these materials intended to be a replacement for existing materials? ☐ YES ☐ NO

If YES, identify the materials to be replaced:

New status of existing materials:

☐ Supplemental ☐ Teacher Resource ☐ Surplus

**Complete the following CMAC Form Evaluation of Instructional Materials for Bias (required for all category types).**

## 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
<b>GENDER/SEX</b>				
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.				
<b>TOTAL SCORE GENDER/SEX:</b>	<b>TOTAL POINTS POSSIBLE: 21</b>			
<b>MULTICULTURAL</b>				
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.				
<b>TOTAL SCORE MULTICULTURAL:</b>	<b>TOTAL POINTS POSSIBLE: 27</b>			
<b>PERSONS WITH DISABILITIES</b>				
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				
<b>TOTAL SCORE PERSONS WITH DISABILITIES:</b>	<b>TOTAL POINTS POSSIBLE: 21</b>			

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: \_\_\_\_\_