



ADMINISTRATIVE PROCEDURE

SAN DIEGO UNIFIED SCHOOL DISTRICT

NO: 4050

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CATEGORY: Instruction, Curriculum Development

EFFECTIVE: 3-10-76

SUBJECT: Criteria for Instruction and for Adoption and Use of Instructional Materials

REVISED: 5-10-2002

A. PURPOSE AND SCOPE

1. To outline general criteria for instruction and for adoption of instructional materials for use in the district or in any of its schools. These criteria also apply to distribution of literature and publicity on school property by school clubs and community organizations.
2. **Related Procedures:**

Nondistrict instructional programs, materials, or services	4053
Nondiscrimination on the basis of sex in district programs and activities	0112
Classroom grouping practices and counseling procedures	6020
Family life education, human reproduction and STD/HIV education	4188

B. LEGAL AND POLICY BASIS

1. **Reference:** Board policy: A-4000, A-4600, A-5000, B-1120, C-3800, F-1000, F-1050, F-1100, F-1500, F-2000, F-2100, F-2110, F-2120, F-5000, F-8800; Education Code Sections 51200 *et seq.*, 51500 *et seq.*, 51820, 60040 *et seq.*; California Code of Regulations, Title 5, Sections 300 *et seq.*

C. GENERAL

1. **Originating Office.** Suggestions or questions concerning this procedure should be directed to the Educational and School Services Department, Institute for Learning.
2. **Definition. Instructional materials:** All materials designed for use by pupils and their teachers as a learning resource and which help pupils to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or nonprinted and may include textbooks, educational materials, and tests. Examples are books (text and reference), microfilm, audiovisual materials (videotapes, videodiscs, CDs, and DVDs), computer software, periodicals (newspapers and magazines), and other printed materials (charts and posters).
3. **Applicability of Criteria.** Legal and general criteria as outlined in this procedure apply to instruction and to adoption and/or use on a districtwide basis or in one or more schools or classrooms.

4. Functions and Responsibilities

- a. Review, selection, and adoption of instructional materials involve many people throughout the district and community. Final responsibility lies at the point of use, *with the teacher and the principal*, who must ensure that materials and instruction in a particular school meet the criteria established by law and district policy (C.5.–C.10.).
- b. For both new and existing instructional materials, the following review process should take place on a regular basis:
 - (1) Evaluation of texts, curriculum guides, and other commercial and district support materials for positive representation of women and men, individuals with disabilities, the aged, and ethnic group contributions throughout all course-content areas.
 - (2) Elimination, when possible, of all materials which do not accurately portray ethnic groups, women, or men in their leadership roles and occupations without demeaning or stereotyping their roles in society.
 - (3) Ascertainment that materials conform to state curriculum frameworks and standards, and reflect district goals and expectations for teaching and learning.
 - (4) Where challenging and accurate curriculum and materials do not exist, modification, adaptation, or change at the site and district levels to maintain high standards and quality in all academic content areas.
- c. The principal is responsible for ensuring that all videotapes and films used in the school are appropriate to the grade level and related to the instructional program. Guidelines for the use of videotapes (both commercial and those owned by the district) are attached.

5. Legal Criteria for Instruction and for Adoption of Instructional Materials.
Materials and instruction shall:

- a. Accurately portray both women and men in their contemporary leadership, occupational, and domestic roles without demeaning, stereotyping, or patronizing references to either sex.

- b. Contain language with clear reference to both sexes wherever this is the intent of the author, and avoid language that demeans or emphasizes either sex wherever this is not the intent of the author.
- c. Where appropriate, offer an equally wide range of career aspirations and lifestyle choices to both boys and girls.
- d. Accurately portray, without significant omission, historical roles of both women and men and members of racial, ethnic, and cultural groups, including contributions and achievements in all areas of life covered by the material.
- e. Where appropriate, enable students to understand forces that shaped the historical roles and contributions of members of racial, ethnic, and cultural groups as well as how and why these roles and contributions are different today.
- f. Accurately portray members of racial, ethnic, and cultural groups in their contemporary roles without demeaning, stereotyping, or patronizing references concerning their heritage, characteristics, or lifestyles (Education Code Sections 51500–51501).
- g. Present members of racial, ethnic, and cultural groups in fair proportion wherever professional, executive, and vocational roles are portrayed, and offer all students an equally wide range of career aspirations and lifestyle choices.
- h. Accurately portray persons with an exceptionality in the least restrictive environment, providing a variety of appropriate role models and employing nondemeaning language in describing them.
- i. Accurately portray aging men and women in a wide range of lifestyles and employ nondemeaning language in describing them.
- j. Where appropriate, accurately portray the historical and contemporary role and contribution of the business entrepreneur without demeaning, stereotyping, or patronizing references.
- k. Where appropriate, accurately portray the historical and contemporary role and contribution of labor without demeaning, stereotyping, or patronizing references toward any useful occupation, vocation, or means of livelihood.

- l. Where appropriate, present responsibilities of individuals and groups in preserving or creating a healthy environment, including appropriate and scientifically valid solutions to environmental problems as well as any predictable adverse effects of potential solutions.
- m. Where appropriate, portray interdependence of people and their environments and encourage wise use of natural, human, and technological resources.
- n. Where appropriate, present the hazards of use of tobacco, alcohol, narcotics, and drugs without glamorizing or encouraging their use (Education Code Sections 60040 and 60041; California Code of Regulations, Title 5, Section 301). Promote other healthy life practices such as nutritious diets and appropriate exercise.
- o. When presenting any religious belief, be accurate and nondemeaning; do not encourage or discourage students to hold that belief; and, where appropriate, reflect the religious diversity of people.
- p. When presenting information on forms of government, neither encourage nor discourage students to change their preferences for the purpose of undermining patriotism for, and belief in, the government of the United States and of this state.
- q. Reflect acceptable standards of decency and morality with regard to:
 - (1) Harmful matter: Matter that, taken as a whole,

...[T]he predominant appeal of which to the average person, applying contemporary standards, is to prurient interest; i.e., a shameful or morbid interest in nudity, sex, or excretion; and is matter which taken as a whole goes substantially beyond customary limits of candor in description or representation of such matters; and is matter which taken as a whole is utterly without redeeming social importance for minors (Penal Code Sections 313, 313.1; *Ginsburg v. New York*, 390 U. S. 629, 1968).
 - (2) Profanity: Matter containing words that, according to standards of the San Diego Unified School District community, are deemed to be profanity (Education Code Sections 48900; Penal Code Section 415; California Code of Regulations, Title 5, Section 300).

- (3) Libel or slander: Matter, disseminated either in writing or orally, that defames a person or, in some cases, a private organization (Civil Code Sections 44 *et seq.*).

6. **Student Materials, General Criteria for Adoption.** Material shall:

- a. Provide students with access to a common core of knowledge preparatory to higher education, employment, and personal interests.
- b. Provide a challenging curriculum and exposure to course content that logically leads to, and prepares students for, success at more advanced levels of learning in each subject.
- c. Support the goals and objectives of the district's instructional program stated in the district *Course of Study, K-12*, and the state frameworks and district-approved standards adopted for each subject area.
- d. Identify for students the goals and objectives of instructional programs so they can relate their studies to real-life needs in pursuing advanced education and training, employment, and life skills.
- e. Be well articulated with other materials in the same subject area in the K-12 sequence, and promote an integrated curriculum that interrelates content skills taught in all subject areas with special emphasis on reading, writing, and speaking skills.
- f. Be appropriate to maturity and instructional levels of the students in keeping with developmental learning philosophy and practices.
- g. Maintain high standards and quality to provide an accurate, up-to-date common core of knowledge that leads to fulfillment of grade-level requirements and achievement of district-approved student performance standards.
- h. Be designed so students may progress at their own individual learning rates to higher-level courses.
- i. Provide extra help in a variety of approaches/formats for those students experiencing difficulty with the curriculum.

- j. Accommodate student differences in social, cultural and socioeconomic backgrounds and individual learning styles, removing any limits placed on student achievement, and providing strategies to bring those students experiencing difficulties to grade-level achievement as soon as possible.
 - k. Be multisensory, using a multimedia approach where appropriate, or identifying companion materials with multisensory approaches to address varied learning styles.
 - l. Be intrinsically motivational and engender within students not only an interest in the subject but also a positive attitude toward lifelong learning.
 - m. Promote critical and other higher-level thinking skills in students, using problem-solving, decision-making, and collaborative group strategies where appropriate and offering opportunities for students to clarify their own positions on issues.
 - n. Contribute to students' understanding and appreciation of self and others and promote respect for human diversity.
 - o. Be accurate and up-to-date.
7. **Teacher Materials, General Criteria for Adoption.** Material shall:
- a. Contain a rationale for its philosophy or approach.
 - b. Contain a clear statement of goals and objectives, with objectives stated in measurable terms that facilitate assessment of student progress.
 - c. Suggest teaching strategies directly related to student attainment of stated objectives.
 - d. Be clear, concise, well organized, and usable, providing easy access to information needed by the teacher.
 - e. Indicate, in a style that is clear to the generalist-teacher, ways to foster student growth in learning in the particular subject area and to integrate content and skills across the core curricula.

- f. Provide for a wide range of student achievement levels and interests and recognize a variety of teaching and learning styles through small- and large-group as well as independent-learning activities and projects.
 - g. Where appropriate, suggest learning experiences that supplement and extend student materials for practice or enrichment.
 - h. Indicate how content and skills taught will help students transition from school to work, achieving higher education goals and/or preparing for life challenges.
 - i. Where appropriate, suggest ways of including multimedia and multisensory experiences in the instructional program to address diverse learning styles.
 - j. Suggest questioning strategies that help students think and discuss at higher cognitive and affective levels of experience.
 - k. Include problem-solving, decision-making, collaborative group, and other teaching strategies.
 - l. Provide a variety of assessment approaches consistent with district policy.
 - m. Assist teachers in planning activities that excite curiosity and encourage students to explore, investigate, become enthusiastic, and develop a spirit of inquiry and dedication to lifelong learning.
8. **Evaluation Materials, General Criteria for Adoption.** Material shall:
- a. Where appropriate, contain an evaluation program that measures student progress toward achievement of stated objectives.
 - b. Provide diagnostic as well as achievement measures.
 - c. Provide opportunities for the student as well as for the teacher to evaluate progress using a variety of assessment approaches, including authentic assessment techniques.
 - d. Provide reteaching materials for students who do not achieve the stated objectives.
 - e. Explain how to use and interpret data secured from the evaluation program.

- f. Provide opportunities for students with limited English-language skills to be tested in their primary languages.
- g. Provide sufficient opportunities for students to meet state and local standards.

9. **Media Standards**

a. **Printed material shall have:**

- (1) Paper and binding of a quality appropriate for intended use.
- (2) Print that is clear, readable, and appropriate for the content of the material and to maturity levels of the students.
- (3) A format that is uncluttered, allowing students to focus on concepts presented.
- (4) Visual arrangements that are aesthetically designed and that provide color, illustrations, and photographs where appropriate.

b. **Visual nonprint materials shall:**

- (1) Contribute to and enhance the learning experiences and aesthetic response of students.
- (2) Reflect the ideas they illustrate, fulfilling functions suitable to the medium.
- (3) Accurately represent colors, values, and textures with quality photography and printing.
- (4) Reflect in appropriate numbers and roles people of varied race, ethnicity, sex, age, and physical disability.
- (5) Be free of obvious commercial bias (promotion of name brands, etc.).

c. **Audio material shall:**

- (1) Present voices that are clear, pleasing, and well modulated or appropriate to the role portrayed.

- (2) Have technical quality to capture sound frequencies necessary to approximate the original performance.
- (3) Be appropriate in length for the maturity of the intended audience.
- (4) Use appropriate vocabulary.

d. **Games and simulation material shall be:**

- (1) Directly related to stated learning goals and objectives.
- (2) Designed in and use color in contemporary and aesthetically pleasing format.
- (3) Replaceable if component parts are needed.

e. **All material whether designed for auditory, visual, or tactile presentation shall be:**

- (1) Of durable quality appropriate for intended use.
- (2) Packaged to handle, store, and use conveniently.
- (3) Replaceable if component parts are needed.

10. **Materials on Human Reproduction, Venereal Disease, and AIDS.** Any written or audiovisual material to be used in a class in which human reproductive organs and their functions and processes are described, illustrated, or discussed shall be available for inspection by parents/guardians at reasonable times and places prior to presentation of the class or materials. Parents/guardians shall be notified in writing of the opportunity to inspect and review such materials. (This does not apply to descriptions or illustrations of human reproductive organs that may appear in a textbook, adopted pursuant to law, on physiology, biology, zoology, general science, personal hygiene, or health.) (Education Code Section 51550; Procedure 4188)

D. IMPLEMENTATION (Section C.)

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E. FORMS AND AUXILIARY REFERENCES

1. Ordering Guide of Current District Adoptions (for middle level and senior high schools), available from the Instructional Materials Services Unit, Educational and School Services Department
2. Course of Study, K-12, Stock Item 41-C-7151; and, on alternate years as appropriate, Addendum to Course of Study, K-12, Stock Item 41-M-1000
3. SIM Stock Catalog, Stock Item 41-M-0600; and Catalog of District-Produced Instructional Materials Eligible for Purchase with SIM Funds, Stock Item 41-M-0605
4. Guidelines For Use of Video/DVDs, Attachment

F. REPORTS AND RECORDS

G. APPROVED BY



Chief of Staff, Terrance L. Smith
For the Superintendent of Public Education