

### Instructional Materials Selection Criteria

A coherent instructional program includes common instructional materials, targeted instructional priorities, and assessments to effectively teach the Utah Core Standards and other specified course standards. As a critical component of a coherent instructional program, instructional materials must be carefully reviewed to ensure high quality. In accordance with Canyons School District Instructional Materials policy 600.02, all instructional materials must be evaluated using the criteria below. Instructional materials that do not meet one or more of the applicable criteria listed should not be used by teachers.

Instructional materials that partially meet criteria in 1-3 areas may still be used if the materials meet criteria when combined with other instructional materials and/or directly align to the learning intention and success criteria of a given lesson. If instructional materials partially meet criteria in more than 3 areas, the materials should not be used by teachers.

| Review Criteria                                                                                                                                                         | Meets Criteria | Partially Meets Criteria | Does Not Meet Criteria | N/A |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------------------|------------------------|-----|
| 1. Aligned to the Utah Core Standards or specified course standards and CSD Board Policy                                                                                |                |                          |                        |     |
| 2. Age appropriate                                                                                                                                                      |                |                          |                        |     |
| 3. Supported by generally accepted standards of evidence                                                                                                                |                |                          |                        |     |
| 4. Accurate and factual                                                                                                                                                 |                |                          |                        |     |
| 5. Reflect contributions from authors, artists, or appropriate experts in the field that represent diverse viewpoints, ethnic and cultural backgrounds, and experiences |                |                          |                        |     |
| 6. Representative of diverse cultures                                                                                                                                   |                |                          |                        |     |
| 7. Free of biases and stereotypes related to sex, race, religion, sexual orientation, or gender identity                                                                |                |                          |                        |     |
| 8. Contributes to a balanced perspective                                                                                                                                |                |                          |                        |     |
| 9. Aligned to support personalized competency-based learning (PCBL)                                                                                                     |                |                          |                        |     |

|                                                 |  |  |  |  |
|-------------------------------------------------|--|--|--|--|
| 10. Compatible with District technology systems |  |  |  |  |
| 11. In compliance with CIPA and COPPA           |  |  |  |  |
| 12. Accessible to all students with scaffolding |  |  |  |  |
| 13. Free of sensitive materials                 |  |  |  |  |

\*Updated examples and additional information about using the above criteria in specific courses/content areas are available in course instructional guides