

Curriculum Information

Curriculum vs. Instructional Resources

Curriculum has many definitions, ranging from a planned 'course of study' to an all-embracing view that includes all the learning experiences for which the school is responsible. Most definitions agree that it includes the content, the planned sequence of instruction, materials for instruction, and assessment of student mastery of learning objectives.

Instructional Resources are the tools used in educational lessons, which includes active learning and assessment. Basically, any resource a teacher uses to help teach students is an instructional resource. The primary instructional resources in classrooms are textbooks.

How is curriculum chosen?

Curriculum is dictated by the State of Oklahoma through the [Oklahoma Academic Standards \(OAS\)](#). The State Department of Education directs the process of standards adoption and revision, utilizing the knowledge of teachers throughout the state who are experts in their field. The OAS drafts are open to public comment, and the final draft is voted on by the State Legislature. This process is on a 6-year cycle for each content area. More information about this process, as well as the current standards for each subject, can be found [here](#). When our district is making decisions about instructional materials, the alignment to the standards is the primary concern.

If you have questions or concerns about what is or is not taught in Oklahoma classrooms, the [OAS](#) will clearly lay out the learning objectives for students.

Curriculum Frameworks

Because some state standards can be vague or require additional clarification, the Oklahoma State Department of Education also releases Frameworks for each subject area. The Frameworks are guiding documents that help teachers understand the depth and constraints of each standard, suggested pacing guides, and examples of learning activities. You can find links to those Frameworks [here](#).

How are textbooks chosen?

Districts can only spend the majority of their allocated textbook funds on materials that have gone through a rigorous approval process by the Oklahoma Textbook Adoption Committee (OTAC). Info about the OTAC's process can be found on their [website](#), along with lists of the current materials approved for each subject.

Criteria for textbook adoptions will include appropriateness of content relative to goals and objectives, technical quality, relevance to students, objectivity, avoidance of stereotyped images of minorities and women, availability and quality of teacher resources, and readability.

Oklahoma State Department of Education Family Guides

The OSDE has created Family Guides aligned with the Oklahoma Academic Standards and developed specifically for Oklahoma families to complement classroom learning in grades PreK through 6th. They illustrate what is expected of students at each grade level in different content areas along with activities families can do at home to further support children's learning experiences. [Click here](#) for access to the Family Guides for English Language Arts, Math, Social Studies, and Science.

Novel Selection Process

How are novels chosen for required reading in English Language Arts classes?

The following information outlines the Narrative and Informational Instructional Resource **approval process**:

- The district Request for Approval of Narrative and Informational Instructional Resource form must be completed by a district staff member.
- The request must describe the alignment between the recommended instructional resource and the Oklahoma Academic Standards. The request must also include a summary of the proposed instructional resource and address any issues that might reasonably be considered controversial.
- A copy of the instructional resource must accompany the request, with potentially controversial areas marked/flagged for review.
- The form must specify the minimum grade level for which the instructional resource is being recommended. The grade level at which the recommending teacher teaches is the lowest grade level that the instructional resource can be recommended for use. (e.g. The teacher teaches 7th grade, so the teacher can only recommend 7th grade as the lowest grade level for use of the instructional resource.)
- In addition to the recommending teacher, at least two (2) additional staff members, including the department chair or media specialist, must read the instructional resource and sign the request form. It is strongly recommended, but not required, that a current student and current parent read and review the text and sign the request form.
- A building administrator must review and sign the completed Request for Approval of Narrative and Informational Instructional Resource form.
- The completed district Request for Approval of Narrative and Informational Instructional Resource form is submitted to the Curriculum & Instruction office for processing.
- The Curriculum & Instruction office reviews the form to verify that it is complete, then forwards the form and copies of the instructional resource to the District Narrative and Informational Instructional Resources Approval Committee.
- The District Narrative and Informational Instructional Resources Approval Committee may accept, reject, or revise the approval request.
- If the resource is approved, the Curriculum & Instruction office will add it to the district approved Narrative and Informational Instructional Resources list. Changes will not go into effect until the following school year.

Library Media Materials

Deer Creek School Board Policy IIAB LIBRARY MEDIA SELECTION POLICY

I. Statement of Philosophy

The Board of Education and faculty of Deer Creek Public Schools subscribe in principle to the following statements of policy expressed by the American Association of School Librarians:

To provide materials that will enrich the student as an individual and support the curriculum, taking into consideration individual needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.

To provide materials that will stimulate growth in knowledge and develop literary, cultural, and aesthetics appreciation and ethical standards.

To provide materials on divergent viewpoints concerning issues, beliefs and ideas so that young citizens may develop the habit of critical thinking, reading, listening, and viewing, thereby enabling them to develop an intellectual integrity in forming judgments.

To provide a comprehensive collection of instructional materials which, when selected in compliance with basic selection principles, can be defended on the basis of their appropriateness for the users of the media center.

To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the school community.

To provide materials that develop in students a global perspective that recognizes the interconnections of the world as a global society and prepares them to live in that world.

II. Definitions

For purposes of this policy:

(a) "Library" means a school library, media program, a classroom library, or any other collection of books or other materials, print or digital, that are maintained by the school, district, or its employees for use by students and that do not qualify as textbooks within the jurisdiction of the State Textbook Committee under 70 O.S. §§ 16-101–16-124.

(b) "School library" means the official library maintained by a school for use by students.

(c) "Pornographic" means:

(1) depictions or descriptions of sexual conduct which are patently offensive as found by the average person applying contemporary community standards, considering the youngest age of students with access to the material,

(2) materials that, taken as a whole, have as the dominant theme an appeal to prurient interest in sex as found by the average person applying contemporary community standards, and

(3) a reasonable person would find the material or performance taken as a whole, lacks serious literary, artistic, educational, political, or scientific purposes or value, considering the youngest age of students with access to the material.

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(d) "Sexualized content" means material that is not strictly pornographic but otherwise contains excessive sexual material in light of the educational value of the material and in light of the youngest age of students with access to said material.

III. Responsibility for Selection of Materials

The Board of Education, the governing body of the School District, is legally responsible for the selection of instructional materials. This authority is delegated to the professional personnel of the District for the selection of these materials.

Materials for the library resource center are selected by the library media specialist with the cooperation of the faculty, the administration, and when feasible, the students.

Materials for a classroom library are selected by the classroom teacher to compliment Oklahoma Academic Standards for their particular content area and grade level and in accordance with this policy.

IV. Criteria for the Selection

A. It is the policy of the Deer Creek Public Schools to select materials for library and classroom media centers in accordance with the following principles:

1. Instructional materials are selected because they are of interest and have learning value for the students in the community. Materials are not excluded because of race, nationality, religion, or political views of the writer.
2. Insofar as it is practical, materials are provided which present differing points of view concerning international, national and local problems and issues.

B. Certain factors are considered in the selection of library and classroom media center materials.

1. Selections are made for, and in accordance with, the different maturity levels of the students.
2. Materials are selected which fill a need related to the curriculum and/or contribute to the development and enrichment of the student.
3. In selecting materials for purchase, the media specialist evaluates the existing collection and consults reputable, unbiased, professionally prepared selection aids, such as:

Library Media Connection

Booklist

Books in Print with Reviews

Bulletin of the Center for Children's Books

Children's Catalog

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The Elementary School Library Collection: A Guide to Books and Other Media

Hornbook

School Library Journal

Senior High School Library Catalog

State Department of Libraries Sequoyah Reading List

Other reliable reviewing sources as they become available

When possible, audio-visual materials are previewed before purchase or ordered with return privilege guaranteed.

4. The following specific criteria are considered:

- a. The overall purpose of the material and how well it is accomplished
- b. Reputation and significance of the author
- c. Timeliness or permanence of the material
- d. Importance of subject matter to the collection
- e. Accuracy of material
- f. Material that is free of pornographic and/or sexualized content
- g. Reputation and standards of the publisher or producer
- h. Readability and reader appeal
- i. Quality of writing and illustrations
- j. Appearance of the title in material selection aids
- k. Price

5. Non-fiction subjects which are topics of criticism are carefully considered before selection. Among these are:

- a. Religion - Factual unbiased materials, which represent religions, may be included in the library resource center collection. Bibles and other sacred writings are acceptable. Publications from religious bodies may be selected if they have general value.
- b. Ideologies – The library media center should, without making any efforts to sway the reader's judgment, make available basic factual information on the maturity level of its reading public on ideologies or philosophies that are of current or continuing interest.
- c. Science – Medical and scientific knowledge suitable to the developmental state of the students should be made available.

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6. Fiction has assumed an important role as an educational medium. The sound treatment of significant historical, social and personal problems in books of fiction can contribute to the understanding of human problems and human relations. Fiction is acquired to supplement areas of the curriculum and to encourage and develop the reading interests of students.

V. Gift Books and Materials

A. Gift books and materials are accepted with the understanding that they must meet the same selection criteria as materials purchased with Board of Education funds. The practice of a donors purchasing new books or materials as library resource center gifts is discouraged. It is preferable that donors make monetary gifts for purchase of books and materials because school personnel are aware of collection needs and because the school receives a discount and can purchase more books for the same amount of money.

B. Gift books and other materials, once accepted by the Deer Creek Schools, become the property of the Deer Creek Schools.

VI. Out of date, or no longer useful materials are withdrawn from the collections.

Weeding should be a regular, continuing, steady process. Outdated or inaccurate materials discourage use, give a false impression of the adequacy of the collection, and make it difficult for students to find needed information. These materials take up badly needed space for newly selected works and weaken a library. After a thorough initial weeding, as a general rule of thumb, 5% of the collection should be discarded each year.

VII. Guidelines for Reconsideration of Materials

It is recommended that a student or his/her parent should have the right to reject the use of library resource center materials which are incompatible with his/her values and beliefs. It is further recommended that classroom assignments involving library resource center materials provide for alternate choices.

Any parent/guardian who wishes to request reconsideration of the use of any library or classroom resource center material in the school that his/her child attends must make his/her request in writing, on forms provided through the building principal. The completed form should be returned to the principal. If the principal is unable to satisfy the complainant during an informal conference, he/she should refer the matter to the Review Committee. No administrator, librarian or teacher should agree to withdraw an item without referring it to the Review Committee, which determines whether the material should be withdrawn from any or all schools. However, the principal may suspend temporarily any library material from student use pending a hearing of the Review Committee. The Review Committee will not review requests from persons who do not serve as a parent/guardian of a student within the school in which the material is housed.

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This Review Committee is appointed as needed by the principal. Its membership consists of:

Principal

Library Media Specialist

Instructional Staff Members (2)

Parent Representative

Each member of the Review Committee will have one vote. The principal will have the option to select a student in place of one of the instructional staff members.

The material is reviewed and judged by this committee as to conformity with selection criteria and instructional goals. The decision of the committee is submitted to the complainant, and a file of the objection and decision is kept by the Library Media Specialist at each level.

In the event that the complainant does not accept the decision of the Review Committee, he/she may appeal to the Board of Education by following these steps:

The complainant may request review of the Review Committee's decision by letter to the Superintendent. If no request is received within five (5) days of the parent's receipt of the Review Committee's written notification of its decision, the decision of the Review committee will be final. The parent will be notified in writing of the date, time and place of the Board meeting at which the decision will be reviewed. The Board's decision will be final and nonappealable.

VIII. Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights.

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shapes the resources and services of a school library media program, the principles of the Library Bill of Rights apply equally to all libraries, including school library media programs.

School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media professionals cooperate with other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources,

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which support the curriculum and are consistent with the philosophy, goals, and objectives of the school district. Resources in school library media collections represent diverse points of view on current as well as historical issues. While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts and to ensure equal access to resources and services, the school library media program provides resources which reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media professionals resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access via electronic means. Major barriers between students and resources include but are not limited to: imposing age or grade level restrictions on the use of resources, limiting the use of interlibrary loan and access to electronic information, charging fees for information in specific formats, requiring permission from parents or teachers, establishing restricted shelves or closed collections, and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

The school board adopts policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media professionals implement district policies and procedures in the school. Adopted July 2, 1986; amended January 10, 1990; July 12, 2000, by the ALA Council. [ISBN 8389-7053-2]

IX. Parent/Guardian Access and Restrictions

Parents/Guardians shall have access to view the catalog of books and materials available in their child's school library. The link to the online catalog shall be available via the school and district's website. Any questions should be directed to the school's Media Specialist and/or Principal.

Parents/Guardians can set restrictions on the materials that they want their child to access through their school library if they choose to do so. Media Specialists have the ability to add notes to student accounts in the Deer Creek library management system. To place a restriction on a student's account, a parent/guardian needs to contact the school's Media Specialist and/or Principal.