

2016

Selection of Non-SBE Adopted K-12 Instructional Materials: Process Resources and Tools

November 21, 2016



Curricular and Improvement Support Committee (CISC)

CALIFORNIA COUNTY SUPERINTENDENTS

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Foreword and Acknowledgements

Foreword

This collection of resources and tools, developed jointly by CISC ELA/ELD Subcommittee and California Department of Education staff members, provides guidance to Local Educational Agencies who choose to use instructional materials that have not been adopted by the State Board of Education, pursuant to Education Code Section 60210.

Acknowledgements

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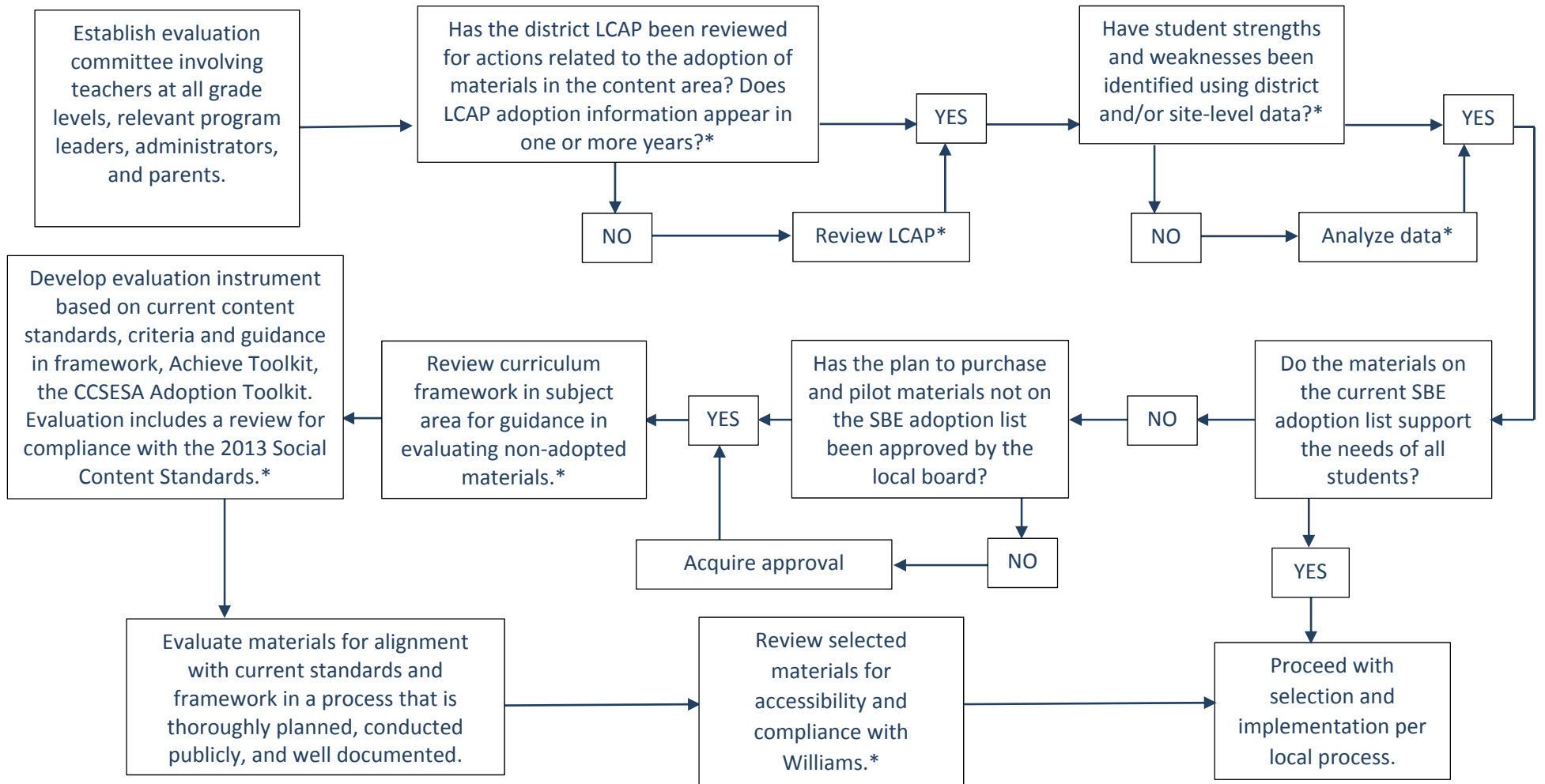
NOTE: All resources are available in digital format via the hyperlinks provided above.

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Instructional Materials Adoption Selection Process

The evaluation and adoption of instructional materials by the State Board of Education (SBE) involves a rigorous review process. A Local Educational Agency (LEA) may choose to use instructional materials that have not been adopted by the SBE, pursuant to *Education Code Section 60210*; however, they must ensure the materials are aligned to state standards and that a majority of the participants of any review process conducted by the LEA are classroom teachers who are assigned to the subject area or grade level of the materials being reviewed. The process of selecting and implementing new instructional materials should be thoroughly planned, conducted publicly, and well documented.

Instructional Materials Selection Decision Tree



* See page A2 for list of resources referenced.

* Resources

Piloting/Local Adoption Guidance

<http://www.cde.ca.gov/ci/rl/im/>

<http://www.cde.ca.gov/ci/cr/cf/>

Curriculum Frameworks

<http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>

Evaluation Instrument

Achieve Evaluation Toolkit

<http://www.achieve.org/publications/toolkit-evaluating-alignment-instructional-and-assessment-materials-common-core-state>

California County Superintendents Adoption Toolkit

<https://www.cacountysupts.org/our-projects>

1.1a. Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP)

<http://www2.cde.ca.gov/lcap/logon.aspx>

<http://www.cde.ca.gov/ta/tg/sa/>

1.1b. Ed-Data

<http://www.cde.ca.gov/ds/sd/dr/eddata.asp>

<http://www.ed-data.org>

1.1c. California Assessment of Student Performance and Progress (CAASPP)

<http://www.cde.ca.gov/ta/tg/ca>

2013 Social Content Standards and Review

<http://www.cde.ca.gov/ci/cr/cf/lc.asp>

<http://www.cde.ca.gov/ci/cr/cf/documents/socialcontent2013.doc>

Accessibility & Williams (*Education Code 60119*)

<http://www.cde.ca.gov/ci/cr/cf/textedcod60119.asp>

<http://www.cde.ca.gov/ci/rl/im/implementofimsnotadopt.asp>

Non-Adopted Instructional Materials Checklist

The purpose of this checklist is to provide compliance guidelines to districts/schools selecting Non-Adopted Instructional Materials.

Review	Tool	Date complete
Instructional Materials Adoption Selection Process	Instructional Materials Selection Decision Tree	
<p>Alignment with all components of all standards* at each grade level. (EC 60210(a)) <i>*Including ELD standards as appropriate</i></p>	<p>Standards Maps ELA/ELD K-8: http://www.cde.ca.gov/ci/rl/im/</p> <ul style="list-style-type: none"> • Program Type 1 • Program Type 2 • Program Type 3 • Program Type 4 • Program Type 5 <p>All 9-12: http://www.cde.ca.gov/ci/cr/cf/gr912stmap.asp</p> <p>Other Content Areas:</p>	
<p>Alignment with program organization, assessment, universal access, and instructional planning per the most recent SBE-approved curriculum framework. (EC 60119(a)(1)(A))</p>	<p>EC 60119 http://www.cde.ca.gov/ci/cr/cf/textedcod60119.asp</p> <p>SBE-Approved Curriculum Framework Instructional Materials Chapter ELA/ELD, Chapter 12: http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter12.pdf</p> <p>Other Content Areas:</p>	
<p>Compliance with the federal individuals with Disabilities Education Act (IDEA) requirement to provide accessible instructional materials to students who need them for participation and achievement (i.e., braille and large print books) (20 USC 612(a)(23)(A)). Materials must be in place in a timely manner.</p>	<p>IDEA 2004</p> <p>http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp</p> <p>http://idea.ed.gov/</p>	
<p>Ensure that instructional materials comply with the state laws and regulations for social content (EC Sections 60040–60045)</p>	<p>EC 60040-60045</p> <p>http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=60001-61000&file=60040-60052</p> <p>2013 Social Content Standards (abridged) http://www.cde.ca.gov/ci/cr/cf/lc.asp</p>	
<p>Compliance with EC Section 60119 (Williams)</p>	<p>EC 60119 http://www.cde.ca.gov/ci/cr/cf/textedcod60119.asp</p>	

California Education Code References

<http://www.leginfo.ca.gov/>

60210. (a) Notwithstanding any other law, a local educational agency may use instructional materials that are aligned with the academic content standards adopted pursuant to Section 60605 or 60605.8, including instructional materials that have not been adopted by the state board pursuant to Section 60200.

60119. (a) In order to be eligible to receive funds available for purposes of this article, the governing board of a school district shall take the following actions:

(1) **(A)** The governing board of a school district shall hold a public hearing or hearings at which the governing board shall encourage participation by parents, teachers, members of the community interested in the affairs of the school district, and bargaining unit leaders, and shall make a determination, through a resolution, as to whether each pupil in each school in the school district has sufficient textbooks or instructional materials, or both, that are aligned to the content standards adopted pursuant to Section 60605 or 60605.8 in each of the following subjects, as appropriate, that are consistent with the content and cycles of the curriculum framework adopted by the state board:

(i) Mathematics.

(ii) Science.

(iii) History-social science.

(iv) English language arts, including the English language development component of an adopted program.

60040. When adopting instructional materials for use in the schools, governing boards shall include only instructional materials which, in their determination, accurately portray the cultural and racial diversity of our society, including:

(a) The contributions of both men and women in all types of roles, including professional, vocational, and executive roles.

(b) The role and contributions of Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups to the total development of California and the United States.

(c) The role and contributions of the entrepreneur and labor in the total development of California and the United States.

60041. When adopting instructional materials for use in the schools, governing boards shall include only instructional materials that accurately portray both of the following, whenever appropriate:

(a) Humanity's place in ecological systems and the necessity for the protection of our environment.

(b) The effects on the human system of the use of tobacco, alcohol, and narcotics and restricted dangerous drugs, as defined in Section 11032 of the Health and Safety Code, and other dangerous substances.

60042. When adopting instructional materials for use in the schools, governing boards shall require such materials as they deem necessary and proper to encourage thrift, fire prevention and the humane treatment of animals and people.

60043. When adopting instructional materials for use in the schools, the governing board shall require, when appropriate to the comprehension of pupils, that textbooks for social science, history or civics classes contain the Declaration of Independence and the Constitution of the United States.

60044. A governing board shall not adopt any instructional materials for use in the schools that, in its determination, contain:

(a) Any matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, occupation, or because of a characteristic listed in Section 220.

(b) Any sectarian or denominational doctrine or propaganda contrary to law.

60045. (a) All instructional materials adopted by any governing board for use in the schools shall be, to the satisfaction of the governing board, accurate, objective, and current and suited to the needs and comprehension of pupils at their respective grade levels.

(b) With the exception of literature and tradebooks, all instructional materials adopted by any governing board for use in schools shall use proper grammar and spelling. The state board may adopt regulations that provide for other allowable exceptions to this subdivision for educational purposes, as determined by the state board.

US Department of Education: Education Code

IDEA <http://idea.ed.gov/explore/view/p/%2Croot%2Cstatute%2CI%2CB%2C612%2C>

Sec. 612 STATE ELIGIBILITY

(a) In General.--A State is eligible for assistance under this part for a fiscal year if the State submits a plan that provides assurances to the Secretary that the State has in effect policies and procedures to ensure that the State meets each of the following conditions:

(23) Access to instructional materials.--

(A) In general.--The State adopts the National Instructional Materials Accessibility Standard for the purposes of providing instructional materials to blind persons or other persons with print disabilities, in a timely manner after the publication of the National Instructional Materials Accessibility Standard in the Federal Register.

Social Content Reviews

October 10, 2016



Why Social Content?

- The State Legislature and the SBE have recognized the effect of instructional resources on developing student attitudes and beliefs
- The social content guidelines were created to:
 - Dispel erroneous stereotypes
 - Represent the diversity of our society
 - Recognize the contributions of various people
 - Portray all groups positively
 - Eliminate inappropriate references to commercial brand names, products, and corporate/company logos

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SBE-Adopted Guidance

- The standards and categories that are reviewed for social content are listed in the SBE-approved document entitled *Standards for Evaluating Instructional Materials for Social Content, 2013 Edition*.

Available on the CDE Web site at:

www.cde.ca.gov/ci/cr/cf/documents/socialcontent2013.doc

3

Social Content Review

- All materials must conform to the *Standards for Evaluating Instructional Materials for Social Content, 2013 Edition*, as adopted by the State Board of Education (SBE).
- During a state adoption, the **social content review** takes place concurrently with the review of materials submitted by publishers for educational content.
- Some publishers of supplemental materials ask for a separate state-level social compliance review.

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Social Content Categories

- Male and Female Roles, Ethnic and Cultural Groups, Sexual Orientation and Gender Identity, Older Persons and the Aging Process, People with Disabilities, Entrepreneur and Labor, Religion, Ecology and the Environment
- Dangerous Substances, Thrift, Fire Prevention, Humane Treatment of Animals and People, Declaration of Independence and Constitution of the United States, Brand Names and Corporate Logos, Diet and Exercise

5

Definition of Terms

Adverse reflection:

Any description, depiction, label, or rejoinder that tends to demean, stereotype, or patronize those groups listed in the standards (i.e., male/female, ethnic and cultural groups, sexual orientation and gender identity, disabled persons, older persons and the aging process, entrepreneur and labor, and religion)

Achievements:

When the developments in history, current events, or achievements in art, science, or any other field is presented, the contributions of men and women, people of lesbian, gay or bisexual orientation and transgendered persons, minority persons, and the disabled must be included when it is appropriate and historically accurate to do so

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Definition of Terms

Equal portrayal:

Instructional materials containing references to, or illustrations of, people must refer to both sexes approximately evenly, in both number and degree of importance, except as limited by accuracy or special purpose

Proportion of portrayals:

Instructional materials containing references to, or illustrations of, people must portray accurately, to the extent possible, the roles and contributions of a fair proportion of diverse ethnic groups, especially those referenced in the statute (Section 60040[b])

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Male and Female Roles

- Depictions, descriptions, or labels of male and female roles must not demean, patronize or stereotype
- Present equal illustrations, both in number and importance, of male/female figures
- Present equal portrayal in occupations, range of careers
- Represent equal presentation of male/female contributions and achievements
- Present equal presentation in mentally and physically active, creative, problem-solving roles and success/failure in those roles
- Present balanced, random portrayal of emotions in males/females
- Show equal portrayal of both sexes in nurturing roles with family
- Use gender neutral language

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Brand Names and Logos

- Omit illustrations of commercial brand names, products, or corporate or company logos, unless necessary to the educational purpose or incidental to a scene of general nature
- No prominent use of any one brand or company

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Brand Names and Logos

Example

MIXED WORD PROBLEMS

Circle the code words. Write ADD, SUBTRACT, MULTIPLY, OR DIVIDE on the line. Work the problem. (Show your work!)

1. There were 13 brown puppies and 7 white puppies at the pet shop. How many puppies at the pet shop?

2. 63 gallons of water in the tub minus 36 gallons down the drain. How many gallons of water now?

3. A hamburger costs \$1.89 at Speedy's Grill. A chicken sandwich costs \$2.49. How much more for the chicken?

4. There were 54 Barbie book covers for the 9 girls in Mrs. Loy's class. How many book covers could each girl get?

What is the difference?

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Brand Names and Logos

More Examples

Necessary?

The screenshot shows a page from a math textbook. At the top, there is a line plot with a horizontal axis labeled 'w' and a vertical axis labeled 'Number of teams'. The data points are: 1 at 1, 2 at 2, 3 at 3, 4 at 4, 5 at 5, 6 at 6, 7 at 7, 8 at 8, 9 at 9, 10 at 10, 11 at 11, 12 at 12, 13 at 13, 14 at 14, 15 at 15, 16 at 16, 17 at 17, 18 at 18, 19 at 19, 20 at 20, 21 at 21, 22 at 22, 23 at 23, 24 at 24, 25 at 25, 26 at 26, 27 at 27, 28 at 28, 29 at 29, 30 at 30. Below the line plot, there is a text box with the following text: "The data in the application at the beginning of the lesson was the result of an actual survey. The data in the example was collected by checking NBA records. Data can be collected by taking actual measurements, by conducting surveys or polls, by using questionnaires, by simulation, or by consulting reference materials." Below this text, there is a question: "It is important that you know how the data was obtained. For example, would you want to draw conclusions about changing the name of your school mascot based on a result of a survey of seniors only? Why or why not?"

Below the line plot, there is a section titled "MODELING Line Plots" with a sub-heading "MATHEMATICS". The text reads: "In 1994 and 1995, the Mars Company conducted surveys to determine whether a new color should be added to M&M's®. The choices were blue, pink, purple, orange, green, and yellow. The color blue was chosen." Below this text, there is a photograph of a package of M&M's candies and a pile of colorful candies. To the right of the photograph, there is a list of materials: "Materials: small packages of plain M&M's®". Below the materials list, there is a section titled "Your Turn" with the following instructions: "a. Open a package of M&M's. Separate the candies by color. Find the total number of each color." "b. Make a line plot to show the number of each color. Use b for brown, r for red, y for yellow, o for orange, g for green, and bl for blue." "c. Do the colors cluster around any number?" "d. Make a class line plot of your data. Are the data in the class line plot different or the same as yours? Explain." "e. Make a class line plot showing the total number of M&M's in each of your packages. Do the packages have the same number in them?"

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Brand Names and Logos

Examples of Copyright Protection:

- A publisher may have the corporate name or logo on the front of the book and on a page that provides copyright information.
- A publisher may use a corporate name to refer the reader to another document for further information.

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Social Content Standards Reference Tool

Standards for Evaluation of Instructional Materials with Respect to Social Content (2013 Edition)	
Citations can be issued using the following standards (please cite the letter and number (e.g. A-1) on the Citation Form):	
A. Male and Female Roles—E.C. 50501, 60040(a), 60044(a)	
1. Adverse reflection. Descriptions, depictions, labels, or rejoinders that tend to demean, stereotype, or patronize males or females because of their sex must not appear.	
2. Equal portrayal. Instructional materials containing references to, or illustrations of, people must refer to or illustrate both sexes approximately evenly, in both number and degree of importance, except as limited by accuracy or special purpose.	
3. Occupations. If professional or executive occupations, parenting, trades, or other gainful employment is portrayed, men and women should be represented equally.	
4. Achievements. Whenever instructional material presents developments in history or current events or achievements in art, science, or any other field, the contributions of women and men should be represented in approximately equal numbers.	
5. Mental and physical activities. An approximately equal number of male and female characters should be depicted in roles in which they are being mentally and physically active, being creative, solving problems, and experiencing success and failure in those roles.	
6. Traditional and nontraditional activities. The number of traditional and nontraditional activities engaged in by characters of both sexes should be approximately even.	
7. Emotions. A range of emotions (e.g., fear, anger, tenderness) should be depicted as being experienced by male and female characters.	
8. Gender-neutral language. Such general terms as people, men and women, pioneers, and they should be used to avoid the apparent exclusion of females or males.	
9. Parenting activities. Both sexes should be portrayed in nurturing roles with their families. The responsibility of parenting should be emphasized.	
B. Ethnic and Cultural Groups—E.C. 50501, 60040(b), 60044(a)	
1. Adverse reflection. Descriptions, depictions, labels, or rejoinders that tend to demean, stereotype, or patronize minority groups are prohibited.	
2. Proportion of portrayals. Instructional materials containing references to, or illustrations of, people must portray accurately, to the extent possible, the roles and contributions of a fair proportion of diverse ethnic groups, especially those groups referenced in the statute (Section 50040 [b]).	
3. Customs and lifestyles. When ethnic or cultural groups are portrayed, portrayals must not depict differences in customs or lifestyles as undesirable and must not reflect adversely on such differences.	
4. Occupations. If professional or executive roles, trade jobs, or other gainful occupations are portrayed, majority and minority groups should be presented therein in fair proportion.	
5. Socioeconomic settings. Minority persons should be depicted in the same range of socioeconomic settings as are persons of the majority group.	
6. Achievements. Whenever developments in history or current events, or achievements in art, science, or other fields, are presented, the contributions of minority persons, particularly prominent minority persons, should be included and discussed when it is historically accurate to do so.	
7. Mental and physical activities. Majority and minority group characters should be depicted in fair proportion in roles in which they are being mentally and physically active, being creative, solving problems, and experiencing success and failure in those roles.	
8. Traditional and nontraditional activities. The portrayal of minority characters engaged in activities that have traditionally been viewed as typical of their culture should be balanced by portrayal of such characters engaged in other less traditionally recognized activities.	
9. Root culture. Depiction of diverse ethnic and cultural groups should not be limited to the groups' root cultures (traditional activities associated with ancestral culture) but, rather, must include such groups in the mainstream of U.S. life and identify them as Americans.	
C. Sexual Orientation and Gender Identity—E.C. 50501, 60040(a), and 60044(a)	
1. Adverse reflection. Descriptions, depictions, labels, or rejoinders that tend to demean, stereotype, or patronize individuals because of their sexual orientation or gender identity must not appear.	
2. Achievements. Whenever developments in history or current events, or achievements in art, science, or other fields, are presented, the contributions of persons of gay, lesbian, or bisexual orientation, or transgender persons, particularly prominent persons, should be included and discussed when it is historically accurate to do so.	
3. Proportion of portrayals. Instructional materials containing references to, or illustrations of, people must portray accurately, to the extent possible, the roles and contributions of a fair proportion of diverse sexual orientations and gender identities.	
4. Roles. The presentation of persons of gay, lesbian, or bisexual orientation, or transgender identity, in instructional materials should not be significantly different from the portrayal of people of other sexual orientations and gender identities.	
5. Emotions. Materials should not convey the impression that persons of gay, lesbian, or bisexual orientation, or transgender identity, are any different from other people in their emotions or their ability to love and be loved.	
6. Socioeconomic settings. Persons of gay, lesbian, or bisexual orientation, or transgender identity, should be depicted in the same range of socio-economic settings as are people of other sexual orientations and gender identities.	
D. Older Persons and the Aging Process—State Board of Education Policy, July 15, 1979	
1. Adverse reflection. Descriptions, depictions, labels, or rejoinders that tend to demean, stereotype, or patronize older persons are prohibited.	
2. Proportion of portrayals. Instructional materials containing references to, or illustrations of, usual human activities must include older persons except as limited by accuracy or special purpose.	
3. Roles. The presentation of older persons in instructional materials should not be significantly different from the portrayal of people of other age groups except as is necessary to identify them as older persons.	
4. Aging process. When appropriate, the aging process should be pictured as a continuous process spanning an entire lifetime.	

Citation Form

Non-SBE Adopted Instructional Materials Review Social Content - Citation Form

Date: 7/15/2016	Publisher: Awesome Publishing, Inc.	
Title: Awesome ELA/ELD Program	Grade Level: 6	Sequence Code #: OUB12
Type of Material (i.e., textbook, teacher's edition, workbook, video, CD-ROM, etc.):		
Student Edition		
Standard Cited from the Social Content Citation Review List: L1 Brand Names and Corporate Logos		
Description of Citation (include page references): P. 407 – Text mentions "Alka-Seltzer™." Consider replacing with "effervescent antacid tablets." P. 460 – Text mentions "Tobacco®." Consider replacing with "hot Sauces"		
Standard Cited from the Social Content Citation Review List: A3 Male and Female Roles - Occupations		
Description of Citation (include page references): All depictions of professionals in the text are male. Consider changing some of the images to show females in professional occupations.		
Standard Cited from the Social Content Citation Review List:		
Description of Citation (include page references):		
Standard Cited from the Social Content Citation Review List:		
Description of Citation (include page references):		

Suggestions

- Keep the Social Content Standards Reference Tool handy as you conduct your review; note down possible citations as you examine the materials.
- Take note of depictions of groups that fall under “proportion of portrayals” categories, such as the disabled, while you are conducting your review. The absence of those groups can also often be identified by a quick scan of the materials. Remember that there are no minimum quotas for those portrayals.
- If in doubt about something, prepare a citation and share it with others for discussion.

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Thank You!

[Insert appropriate COE or other contact information]

If you have a question for the CDE, please contact:

Cliff Rudnick, Administrator
Instructional Resources Unit
crudnick@cde.ca.gov

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Non-SBE Adopted Instructional Materials Review Social Content - Citation Form

Date:	Publisher:		
Title:	Grade Level:	Sequence Code #:	
Type of Material (i.e., textbook, teacher's edition, workbook, video, CD-ROM, etc.):			
Standard Cited from the Social Content Citation Review List:			
Description of Citation (include page references):			
Standard Cited from the Social Content Citation Review List:			
Description of Citation (include page references):			
Standard Cited from the Social Content Citation Review List:			
Description of Citation (include page references):			
Standard Cited from the Social Content Citation Review List:			
Description of Citation (include page references):			

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Standards for Evaluation of Instructional Materials with Respect to Social Content (2013 Edition)

Citations can be issued using the following standards (please cite the letter and number (e.g. A-1) on the Citation Form):

A. Male and Female Roles—E.C. 50501, 60040(a), 60044(a)

1. **Adverse reflection.** Descriptions, depictions, labels, or rejoinders that tend to demean, stereotype, or patronize males or females because of their sex must not appear.
2. **Equal portrayal.** Instructional materials containing references to, or illustrations of, people must refer to or illustrate both sexes approximately evenly, in both number and degree of importance, except as limited by accuracy or special purpose.
3. **Occupations.** If professional or executive occupations, parenting, trades, or other gainful employment is portrayed, men and women should be represented equally.
4. **Achievements.** Whenever instructional material presents developments in history or current events or achievements in art, science, or any other field, the contributions of women and men should be represented in approximately equal numbers.
5. **Mental and physical activities.** An approximately equal number of male and female characters should be depicted in roles in which they are being mentally and physically active, being creative, solving problems, and experiencing success and failure in those roles.
6. **Traditional and nontraditional activities.** The number of traditional and nontraditional activities engaged in by characters of both sexes should be approximately even.
7. **Emotions.** A range of emotions (e.g., fear, anger, tenderness) should be depicted as being experienced by male and female characters.
8. **Gender-neutral language.** Such general terms as *people*, *men and women*, *pioneers*, and *they* should be used to avoid the apparent exclusion of females or males.
9. **Parenting activities.** Both sexes should be portrayed in nurturing roles with their families. The responsibility of parenting should be emphasized.

B. Ethnic and Cultural Groups—E.C. 50501, 60040(b), 60044(a)

1. **Adverse reflection.** Descriptions, depictions, labels, or rejoinders that tend to demean, stereotype, or patronize minority groups are prohibited.
2. **Proportion of portrayals.** Instructional materials containing references to, or illustrations of, people must portray accurately, to the extent possible, the roles and contributions of a fair proportion of diverse ethnic groups, especially those groups referenced in the statute (Section 60040 [b]).
3. **Customs and lifestyles.** When ethnic or cultural groups are portrayed, portrayals must not depict differences in customs or lifestyles as undesirable and must not reflect adversely on such differences.
4. **Occupations.** If professional or executive roles, trade jobs, or other gainful occupations are portrayed, majority and minority groups should be presented therein in fair proportion.
5. **Socioeconomic settings.** Minority persons should be depicted in the same range of socioeconomic settings as are persons of the majority group.
6. **Achievements.** Whenever developments in history or current events, or achievements in art, science, or other fields, are presented, the contributions of minority persons, particularly prominent minority persons, should be included and discussed when it is historically accurate to do so.
7. **Mental and physical activities.** Majority and minority group characters should be depicted in fair proportion in roles in which they are being mentally and physically active, being creative, solving problems, and experiencing success and failure in those roles.
8. **Traditional and nontraditional activities.** The portrayal of minority characters engaged in activities that have traditionally been viewed as typical of their culture should be balanced by portrayal of such characters engaged in other less traditionally recognized activities.
9. **Root culture.** Depiction of diverse ethnic and cultural groups should not be limited to the groups' root cultures (traditional activities associated with ancestral culture) but, rather, must include such groups in the mainstream of U.S. life and identify them as Americans

C. Sexual Orientation and Gender Identity— E.C. 50501, 60040(b), and 60044(a)

1. **Adverse reflection.** Descriptions, depictions, labels, or rejoinders that tend to demean, stereotype, or patronize individuals because of their sexual orientation or gender identity must not appear.
2. **Achievements.** Whenever developments in history or current events, or achievements in art, science, or other fields, are presented, the contributions of persons of gay, lesbian, or bisexual orientation, or transgender persons, particularly prominent persons, should be included and discussed when it is historically accurate to do so.
3. **Proportion of portrayals.** Instructional materials containing references to, or illustrations of, people must portray accurately, to the extent possible, the roles and contributions of a fair proportion of diverse sexual orientations and gender identities.
4. **Roles.** The presentation of persons of gay, lesbian, or bisexual orientation, or transgender identity, in instructional materials should not be significantly different from the portrayal of people of other sexual orientations and gender identities.
5. **Emotions.** Materials should not convey the impression that persons of gay, lesbian, or bisexual orientation, or transgender identity, are any different from other people in their emotions or their ability to love and be loved.
6. **Socioeconomic settings.** Persons of gay, lesbian, or bisexual orientation, or transgender identity, should be depicted in the same range of socio-economic settings as are people of other sexual orientations and gender identities.

D. Older Persons and the Aging Process—State Board of Education Policy, July 12, 1979

1. **Adverse reflection.** Descriptions, depictions, labels, or rejoinders that tend to demean, stereotype, or patronize older persons are prohibited.
2. **Proportion of portrayals.** Instructional materials containing references to, or illustrations of, usual human activities must include older persons except as limited by accuracy or special purpose.
3. **Roles.** The presentation of older persons in instructional materials should not be significantly different from the portrayal of people of other age groups except as is necessary to identify them as older persons.
4. **Aging process.** When appropriate, the aging process should be pictured as a continuous process spanning an entire lifetime.

E. People with Disabilities— E.C. 50501, 60040(b), 60044(a)

1. **Adverse reflection.** Descriptions, depictions, labels, or rejoinders that tend to demean, stereotype, or patronize disabled persons are prohibited.
2. **Proportion of portrayals.** Instructional materials that depict a broad range of human activities must include some representations of people with disabilities except as limited by special purpose or the need for accuracy.
3. **Roles.** The presentation of people with disabilities in instructional materials should not be significantly different from the portrayal of nondisabled persons except as is necessary to identify them as people with disabilities.
4. **Emotions.** Materials should not convey the impression that people with disabilities are any different from other people in their emotions or their ability to love and be loved.
5. **Achievements.** When developments in history or current events or achievements in art, science, or any other field are presented, the contributions of people with disabilities must be included when it is appropriate and historically accurate to do so.

F. Entrepreneur and Labor—E.C. 60040(c), 60044(a)

1. **Adverse reflection.** References or labels that tend to demean, stereotype, or patronize any persons engaged in any particular occupation or vocation, whether essentially entrepreneur, management, or labor, are prohibited.
2. **Roles.** Accurate reference should be made to the role and contribution of the entrepreneur and labor in the total development of California and the United States.

G. Religion—E.C. 50501, 60044(a) and Subsection (b)

1. **Adverse reflection.** No religious belief or practice may be held up to ridicule and no religious group may be portrayed as inferior.
2. **Indoctrination.** Any explanation or description of a religious belief or practice should be presented in a manner that does not encourage or discourage belief or indoctrinate the student in any particular religious belief.
3. **Diversity.** When religion is discussed or depicted, portrayals of contemporary American society should reflect religious diversity.

H. Ecology and the Environment—E.C. 60041(a)

1. **Ecology.** The interdependence of people and their environment should be represented.
2. **Environmental protection.** People's responsibilities for creating and protecting a healthy environment should be emphasized.
3. **Resource use.** Wise use of natural resources should be encouraged. Instructional materials should never depict, encourage, or condone waste of resources except as necessary to illustrate a point.

I. Dangerous Substances—E.C. 60041(b)

1. **Discouragement of use.** The use of tobacco, alcohol, narcotics, or restricted dangerous drugs, except as prescribed by a physician, must not be glamorized or encouraged by illustrations or text.
2. **Hazards of use.** When references to, or illustrations of, the use of substances are included in other than an incidental manner, such as a passing reference to a character taking cough medicine or a classic short story referring to "father's pipe," the hazards of such use should be depicted or pointed out.

J. Thrift, Fire Prevention, and Humane Treatment of Animals and People—E.C. 60042

1. **Waste.** Waste must not be encouraged or glamorized.
2. **Fire hazards.** Unsafe practices and situations that constitute fire hazards must not be depicted (except for clarifying a point), condoned, or encouraged.
3. **Inhumane treatment.** Physical abuse of adults or children or violence against, or other inhumane or depraved treatment of, animals or people must not be depicted (except for clarifying a point), condoned, or encouraged.
4. **Thrift.** The practice of thrift should be encouraged through illustrations or text or both.
5. **Fire prevention.** Methods of fire prevention and fire safety rules in general should be explained and the use of such methods and rules encouraged through illustrations or text or both.
6. **Humane treatment.** Humane treatment of people and animals should be encouraged through illustrations and text. However, inhumane treatment that occurred in history (such as historical references to slavery or the Holocaust) should not be omitted or glossed over but should be depicted when it is appropriate to do so.

K. Declaration of Independence and Constitution of the United States—E.C. 60043

The standards apply only to instructional materials for social science, history, or civics classes.

1. **The Declaration of Independence should be presented.**
2. **The United States Constitution should be included.**

L. Brand Names and Corporate Logos—E.C. 60048 and 60200, State Board of Education "Guidelines," January 13, 2000

1. **Use of any such depictions.** Instructional materials shall not contain illustrations of any identifiable commercial brand names, products, or corporate or company logos unless such illustrations are necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustrations, or unless such illustrations are incidental to a scene of a general nature (example: Times Square, New York City).
2. **Prominent use of any one depiction.** These exceptions aside, if a brand name, representation, or company logo is illustrated, prominence shall not be given to any one brand or company unless, in turn, such illustration is necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustration (example: a Coca Cola sign in a foreign country, demonstrating the social influence of American corporations abroad).

M. Nutrition and Physical Activity—State Board of Education Policy, May 8, 2013

1. **Variety of opportunities.** A variety of opportunities should be available for students to learn about good nutrition and exercise so that they attain optimal physical and mental development.
2. **Reinforcement through illustrations and content.** Instructional materials should appropriately reinforce through illustrations and content the benefits of consuming nutritious foods and exercising regularly. Illustrations of foods should emphasize the selection of a variety of nutritious foods that are low in fat, salt, and sugar and high in fiber. Depictions of foods that are of low nutritional value should be minimized.

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