

Date of submission:

Submitted By:

Resource Title:

Resource Format (check all that apply):

PRINT

DIGITAL

AUDIO/VISUAL

OTHER

Publisher / Producer:

Intended Grade Level:

Subject Area(s):

SECTION A: CURRICULUM ALIGNMENT

A resource is acceptable when it is relevant to at least one learning outcome within curriculum. Note that resources may support learning outcomes across grades and/or subjects, thus supporting multiple learning outcomes ([Provincial Resource Review Guide](#)).

1. What are the main learning outcomes from the Alberta curriculum that this resource supports?

SECTION B: DEVELOPMENTAL APPROPRIATENESS

Developmentally appropriate refers to a resource being cognitively, physically, and emotionally appropriate for the age of the students. When selecting a resource for use in the local learning environment, a teacher will consider the extent to which the resource will meet individual student needs, as well as the needs of the entire class ([Provincial Resource Review Guide](#)).

The teacher has considered and agrees that:

- The resource is cognitively appropriate for the intended grade levels.
- The content meets the physical and emotional developmental needs of students.
- The resource is / can be designed to meet diverse student needs in the class.
- The resource is meaningful and engaging for students.

SECTION C: PLURALISM, INCLUSION AND INDIGENOUS & FRANCOPHONE PERSPECTIVES

Resources aligned with curriculum acknowledge the diverse nature and heritage of Alberta, promote understanding of Albertans and Canadians, and recognize the importance of treating all people with equity and respect. Resources used in schools advance the idea that all persons are equal in dignity, rights, and responsibilities without regard to race, colour, ancestry, or place of origin. Pluralism recognizes a commitment to the common good by promoting respect for diverse ideas and perspectives when attending to the presentation and juxtaposition of information, ideas, and images. Resources also promote awareness and appreciation of and respect for the multicultural heritage of Alberta society and beyond, where all citizens can participate in and contribute to cultural, social, economic, and political life ([Provincial Resource Review Guide](#)).

Acknowledging that every resource is different and meets different perspectives, for this resource please check all that apply:

- Respect, equality, and dignity for all people is promoted.
- Diverse cultural, racial, and religious perspectives is represented.
- Non-discriminatory content is included and supported.
- The resource supports Alberta's multi-cultural heritage and diversity.
- Authentic reflections of Indigenous histories and cultures.
- Inclusion and respectful presentation of indigenous voices, stories, contributions and worldviews
- Inclusive and accurate language and representations of indigenous culture(s).
- Communication of Francophone contributions and heritage.
- Adapted (not directly translated) Francophone content, where appropriate.
- The resource supports Francophone identity, culture, or history.
- The resource is compliant with [copyright / licensing agreements](#).

SECTION D: SENSITIVE TOPICS

Resource review should address the inclusion of sensitive topics or social issues that teachers must identify and consider prior to using a resource with students. Sensitive or controversial issues are topics that are publicly sensitive and upon which there is no consensus of values or beliefs. Sensitive topics may be long-standing or very recent in existence; vary by jurisdiction, from local to global contexts; and/or vary in intensity over time. Resources containing publicly or personally sensitive topics may be an integral part of student learning. Sensitive topics may help prepare students for responsible participation in a democratic and pluralistic society, to reason logically, and to examine different points of view in order to make sound judgements while adhering to legal obligations and professional standards ([Provincial Resource Review Guide](#)).

Resources containing sensitive topics or sensitive issues provide opportunities for teachers and students to explore

- *alternative points of view, subject to the condition that information is not restricted by federal or provincial legislation*
- *perspectives and informed decision making while respecting the student's maturity, capabilities, educational needs, and context*
- *integrated opportunities within curriculum*
- *local, provincial, national, and international contexts*

Resources for literature, in particular, may connect students with sensitive, complex issues that may not be simply resolved. Resources that contain sensitive topics or issues engage students to think critically and creatively; help to develop ethical citizens who demonstrate respect, teamwork, and democratic ideals; and may contribute to the development of students' levels of empathy and acceptance.

If the resource includes sensitive or controversial topics, please explain.

Describe how the topic will be addressed in a respectful, age-appropriate manner.

Notifying parents/guardians in advance is always wise when dealing with sensitive topics. How have you considered you might communicate with parents/guardians to keep them informed?

SECTION E: TOPICS RELATED TO RELIGION

Parents have the right to be informed by the student's school authority, via a notice to parent letter, when courses, curriculum/programs of study, instructional materials, or instruction or exercises include subject matter dealing primarily and explicitly with religion. The resource review process seeks to identify subject matter in resources that require a school authority to provide parents/guardians with a written notice to parent letter.

Notice to parents is also required for locally developed courses that contain subject matter that deals primarily and explicitly with religion, where applicable. The intent of the legislation over this matter is not to disrupt instruction or the discussion of sensitive issues in the local learning environment but to provide parents with advanced notice of subject matter provided to students. (See the Education Act, section 58.1 for current legislative requirements) ([Provincial Resource Review Guide](#)).

If the resource includes topics related to religion, please explain.

Describe how notice to parents has been prepared and approved.

REVIEW SUMMARY AND RECOMMENDATION(S):

Recommendation: **APPROVED** **NOT APPROVED**

 APPROVED WITH CONDITIONS (see notes)

Approval Conditions:

Principal Name:

Signature:

Date: