

SUSTAINABLE DEVELOPMENT SENIOR 2 TO 4 (GRADE 10 TO 12) LEARNING RESOURCE REVIEW

EVALUATION FORM

Resource ID #

Title: _____

Series Title (if applicable): _____

Instructions:

1. Examine the title for curriculum fit in one or more subject areas.
2. Using the check boxes, indicate which UN/MB perspective(s) is/are discussed in this resource
3. Identify the curriculum area(s), grade, and the major specific learning outcomes that could be addressed using this resource (some major representative examples need to be provided; it is not necessary to reference all SLO's found in the resource)
4. Indicate potential bias, controversial content
5. Provide your recommendation

UN Perspectives with MB dimensions

Sustainable Development has been broken into perspectives to help us understand the breadth of the concept. *The green parts are the headings - dimensions - that Manitoba will use for its Sustainable Development Report. In real life the perspectives and dimensions are so interrelated that they can not be isolated into individual areas.*

Check all that apply to the learning resource

Socio-cultural perspectives (Social Well Being Dimension)

- Human rights
- Peace and human security (Justice)
- Gender equality
- Cultural diversity and intercultural understanding (Community and Culture)
- Health (Health)
- HIV/AIDS
- Governance (Governance)
- Demographics
- Equity and Rights

Linkage

Resource identifies the linkages among

- Social Environmental & Economic Factors
- Social Environmental & Economic Factors
- Social Environmental & Economic Factors
- Social Environmental & Economic Factors
- Social Environmental & Economic Factors
- Social Environmental & Economic Factors
- Social Environmental & Economic Factors
- Social Environmental & Economic Factors

Environmental perspectives (Natural Environment Dimensions)

- Natural resources (water, energy, agriculture, biodiversity) (Biodiversity and Habitat Conservation, Fish, Forests, Air and Water)
- Climate change (Climate change)
- Rural transformation
- Sustainable urbanization
- Disaster prevention and mitigation

Resource identifies the linkages among

- Social Environmental & Economic Factors
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- Social Environmental & Economic Factors

Economic perspectives (Economic Dimension)

- Poverty reduction
- Corporate responsibility and accountability
- Market economy (Energy Efficiency and Conservation, Consumption and Waste Management)
- Economic Performance
- Agricultural Viability
- Mining
- Employment
- Education

Resource identifies the linkages among

- Social Environmental & Economic Factors
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- Social Environmental & Economic Factors
- Social Environmental & Economic Factors

CURRICULUM FIT

Consider the quality and quantity of content in the learning resource that will address sustainable development topics within Manitoba curricula.

The learning resource demonstrates sustainable development concepts useful in the implementation of the following subject area(s) and supports specific learning outcomes relevant to sustainable development concepts - to the extent indicated (none, slight, moderate, extensive) below:

| Specifically | Write SLO numbers |
|-------------------------------|--------------------------|
| Geographical Issues S2 | |
| Science S2 | |
| Physics 30S | |
| Physics 40S | |
| Current topics in Science 30S | |
| Biology 30S | |
| Biology 40S | |
| Chemistry 30S | |

TECHNICAL DESIGN

Instructions for completing the following segment: For each of the following statements, check the box which best reflects your judgement of the resource, using the Rating Scale below. If the statement is not applicable, check the N/A box. Use the space following each item for comments.

Rating Scale for Technical Design

A – Agree D – Disagree N/A – Not Applicable

| A | D | N/A | Comments |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Visual design is interesting/effective |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Illustrations/visuals are effective/appropriate |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Text relates to visuals |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Character size/typeface/paper quality is appropriate |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Layout is logical and consistent |

SOCIAL CONSIDERATIONS

Instructions for completing the following segment: For each of the following statements, consider whether the resource addresses the issues appropriately, using the Rating Scale below. If the statement is not applicable, check the N/A box. Use the space following each item for comments.

Rating Scale for Social Considerations

S – Suitable or appropriate **NS – Not suitable or appropriate** **N/A – Not Applicable**

| S | NS | N/A | | Comments |
|--------------------------|--------------------------|--------------------------|--|----------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Inclusive language | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Gender equity/Role portrayals of the sexes/Age portrayals | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Canadian content (author, language usage, literature, visuals, statistics, information, examples of Canadian achievement, people and places, spelling) | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Diverse beliefs, customs, language use are accurately portrayed | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Socio-economic references/situations/bias | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Political references/situations/bias | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Diversity of western and northern Canadian society | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Multiculturalism and anti-racism content | |

POTENTIALLY SENSITIVE CONTENT

Contains potentially sensitive or biased content? Yes No
 (Please provide a detailed explanation below)

Does the resource present one point of view only? Yes No
 (Describe the perspective the resource presents; indicate if another title is available to present the opposing viewpoint.)

Write a Cautionary Note, if required

OVERALL RATING

Sustainable Development, Curriculum Fit, Technical Design, Social Considerations

Please check which best describes the resource

| | Weak/Poor | Fair | Good | Excellent |
|-----------------------------|--------------|-------------|------------|-----------|
| Sustainable Development Fit | | | | |
| Curriculum Fit | | | | |
| Technical Design | | | | |
| | Unacceptable | Problematic | Acceptable | |
| Social Considerations | | | | |

SUMMARY

Recommended

Complete the Resource Designation Section
AND the Reason for Recommendation Section

Declined

Complete the Reason for Decline Section

Evaluator ID: _____

Date: _____

Sustainable Development Coordinator _____

RESOURCE DESIGNATION

Grade (check all that apply)

Senior 2 (Grade 10) Senior 3 (Grade 11) Senior 4 (Grade 12)

Teacher Reference Student resource

Learning Resource applications (check all that apply)

Science S2 Physics 30S Physics 40S Geographical Issues S2

Biology 30S Biology 40S Current topics in Science 30S Chemistry 30S

